



**KOMMENTIERTES VORLESUNGSVERZEICHNIS
SOMMERSEMESTER 2017**

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

Lehrveranstaltungen im Sommersemester 2017

Die Lehrveranstaltungen beginnen am 18.04.2017 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!

Allgemeine Veranstaltungen

154703		Ringveranstaltung Berufsfeld Kulturwissenschaften			
	Mi 16:15 - 17:45	R. 3.427		Heintges	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA:				
	MA LA:				
	LPO 2003				
	GHR:	SP _{1.Fach} :		B.A. _{ALK} : Kern: 2c, 4a Komp:2a ab WS 16/17: Kern: 2c, 4a Komp: 2a	
	Gy/Ge:	SP _{2.Fach} :		B.A. _{AS} : Kern: 6bc Komp: 4b ab WS 16/17: Kern: 6bc Komp: 4ab	
	BK:			M.A. _{ALK} : ib ab WS 16/17: 4c	
	LPO 1994/2000:			M.A. _{AS} : 2ab Ab WS 16/17: 2ab	
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. Verschiedene Gastvorträge informieren über spezifische Praxisfelder der kulturellen Berufswelt.

Die erste Sitzung findet am 19.04.2017 im Hörsaal 3.427, Emil-Figge-Str. 50, statt.

Das Programm wird zeitig 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	
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
LABG 2009				
G:	HRG:	GvGe/BK:	SP:	

Das Berufsfeldpraktikum bietet erste berufliche Perspektiven im Fach Englisch innerhalb der Bereiche Sprache, Literatur und Kultur, sowie deren Vermittlung. Es zeigt exemplarisch auf, wie professionelle fachspezifische Kompetenzen in verschiedenen Berufsfeldern angewandt werden. Das Praktikum im Fach Englisch kann sowohl im schulischen als auch im außerschulischen Bereich absolviert werden; eine Praktikumsstelle im Ausland, um das Berufsfeldpraktikum mit dem „Stay Abroad“ aus Modul 1 zu verbinden, wird empfohlen. Auf der Basis einer forschenden Lernhaltung unterstützt das Kolloquium die Studierenden bei der Reflexion eigener Interessenslagen und der Auswahl von geeigneten Praktikumsstellen. Als optionale Ergänzung dient die Ringvorlesung „Berufsfeld Kulturwissenschaften“ der Fakultät.

Weitere Informationen zu Ablauf und Organisation finden Sie im IAAwiki.

154677	Kolloquium zur Masterarbeit (LABG 2009) (2 K)			
	Fr, 23.06.2017	R. McGovern Foyer	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: ic ab WS 16/17: 4d	
	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. In LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung.

Englische Sprachwissenschaft

1. STUDIENPHASE

154121	Linguistics II – Kurs A (2 PS)			
	Di 08:30 – 10:00	R. 3.205	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: Kern: 1c Komp: 1b ab WS 16/17: Kern: 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154122	Linguistics II – Kurs B (2 PS)			
	Do 12:15 – 13:45	R. 3.206	Fonkeu	
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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154123	Linguistics II – Kurs C (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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154124	Linguistics II – Kurs D (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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154125	Linguistics II – Kurs E (2 PS)			
	Mo 08:30 - 10:00	R. 3.205	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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GvGe/BK: 301	SP: 301	

154126	Linguistics II – Kurs F (2 PS)			
	Do 10:15 – 11:45	R. 3.205	Ronan	
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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GvGe/BK: 301	SP: 301	

154127	Linguistics II – Kurs G (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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154128	Linguistics II – Kurs H (2 PS)			
	Mo 12:15 – 13:45	R. U 331	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: Kern: 1c Komp: 1b ab WS 16/17: Kern 1a Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GvGe/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).
 Language variation

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

- written work (assignments and tests),
- a group or team project from a range of topics to be presented at the conclusion.

154141	Historical Dimensions of the English Language – Group A (2 PS)			
	Mi 16:00 – 17:30	R. 3.306	Ronan	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 4a	SP1.Fach:	B.A.ALK:	
	Gy/Ge:	SP2.Fach:	B.A.AS: Kern: 6bc, 7bc Komp: 4a ab WS 16/17: 6bc, 7bc Komp: 4a	
	BK: 4a		M.A.ALK:	
	LPO 1994/2000:		M.A.AS: 1ab ab WS 16/17: 1ab	
	LABG 2009			
G:	HRG:	GvGe/BK: 303	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.

154142	Historical Dimensions of the English Language – Group B (2 PS)			
	Mo 8:30 – 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: Kern: 6bc, 7bc Komp: 4a ab WS 16/17: 6bc, 7bc Komp: 4a	
	BK: 4a		M.A. ALK:	
	LPO 1994/2000:		M.A.AS: 1ab ab WS 16/17: 1ab	
	LABG 2009			
G:	HRG:	GvGe/BK: 303	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.

2. STUDIENPHASE

154151	Neuirisch II (2 HS)			
Modulzuordnungen:	Mi 14:15 - 15.45	R. 3.205	Hemprich	
	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: Kern 2a, 3a, 7bc, 8ab – ab WS 16/17: 2a, 3a, 7bc, 8ab	
	BK: 8a, b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1a, 2ab ab WS 16/17: 1a, 2ab	
	LABG 2009			
G: 603	HRG: 603	GyGe/BK: 603, 701, 702	SP:	

Dieser Kurs vertieft die im Kurs Neuirisch I gewonnenen Kenntnisse der Neuirischen Lexis, Morphologie, Syntax und Phonetik. Es werden weitere Kenntnisse im mündlichen und schriftlichen Ausdruck, sowie im Hör- und Leseverstehen vermittelt.

Kursmaterialien werden ab der ersten Sitzung bereitgestellt. Die für die Leistungspunkte zu erbringenden Kursbeiträge werden im Kurs abgestimmt.

154152	Forensic Linguistics (2 HS)			
	Do 12:15 - 13:45	R. 3.208	Ronan	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202, 1203			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge: 8a, b	SP 2.Fach:	B.A. AS	
	BK: 8a, b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1a, 2a ab WS 16/17: 1a, 2ac	
	LABG 2009			
G:	HRG: 802	GyGe/BK: 802	SP:	

Forensic Linguistics deals with all aspects of the use of language in crime and in the legal system. Amongst others, this includes how to carry out speaker identification and how to determine authorship of texts. We will also evaluate strategies of language use in police interviews and in the legal process, both by law enforcement agencies and by members of the public, we will deal questions of authorship rights in copyright violation cases, trademark violation and plagiarism. All of these issues will be discussed in class and the concepts will be applied to the evaluation of authentic data.

To participate successfully in this course, participants need to have a good command of the core areas of linguistics, as well as a good command of English (C1).

In the course, students will become familiar with the field of Forensic Linguistics. We will identify and learn to apply appropriate approaches for the study of linguistic evidence in the context of the law.

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

154153	Topics in Pragmatics (2 HS)			
	Mi 10:15 - 11:45	R. 3.208	Ronan	
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: Kern 7bc Komp: 4a ab WS 16/17: Kern: 7bc Komp: 4a	
	BK: 8a, b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 603, 703, 704	HRG: 603	GvGe/BK: 603	SP: 703	

What we communicate when we speak will always be interpreted in a certain way by the hearer. Pragmatics is interested in finding out about how people interpret a message, and what role the context plays:

if somebody says *you're fired!* we may take this as a joke - or start worrying about our future, depending on who says it. Pragmatics investigates what utterances can achieve, and how the role of the participants is important.

If somebody answers to the question *do you like ice-cream?* by saying *is the Pope Catholic?* we can still make sense of the answer. Pragmatics looks into why this is so.

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

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

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

154154	The Mental Lexicon (2 HS)			
	Di 16.00 - 19.00 (14-tägig)	R. 3.205	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: Kern 7bc, 8c Komp: 4a ab WS 16/17: Kern: 7bc, 8c Komp: 4ac	
	BK: 8a, b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 2a, 3ab ab WS 16/17: 2ac, 3a	
	LABG 2009			
G: 603, 703	HRG: 603, 802	GyGe/BK: 603, 802	SP: 703	

The mental lexicon plays a central role in research on language processing. It has been conceptualized as a kind of dictionary where all words in the mind of the language user are stored. But how do humans manage to store so many words in their mind? How do they learn new words and how do they find the ones they want to use? In this course we attempt to answer these questions by exploring the structure and content of the mental lexicon. We are going to discuss data obtained from psycholinguistic experiments, observations of slips of the tongue as well as arguments put forward from the field of theoretical linguistics.

154155	Translation: Theory and Practice (2 HS)			
	Mo 10:15 – 11:45	R. 3.208	D. Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc, 7bc, 8c Komp: 3c, 4a ab WS 16/17: Kern: 6bc, 7bc, 8c Komp: 3c, 4ac	
	BK: 8a, b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1a, 2ab, 3ab ab WS 16/17: 1a, 2ab, 3ab	
	LABG 2009			
G: 603		HRG: 603	GvGe/BK: 603	SP:

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.

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

154156	The English Noun Phrase (2 HS)			
	Mi 10:15 -11:45	R. 3.206	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202			
	LPO 2003			
	GHR: 5a	SP _{1.Fach:} 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach:} 4b	B.A. AS: Kern: 7bc Komp: 4a ab WS 16/17: Kern: 7bc Komp: 4a	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:1a ab WS 16/17: 1a	
	LABG 2009			
G:603, 703, 704	HRG: 603, 802	GyGe/BK: 603, 802	SP: 703	

This course will investigate in detail the structure of English noun phrases by paying particular attention to the following areas: number and countability, expression of definiteness, referential and non-referential NPs, the properties of the English case system and adjectival modification. We will take both the perspectives of Generative Grammar and Cognitive Grammar.

Reading material as well as requirements for credits will be announced in the first meeting.

154157	Language History and the Classroom (2 HS)			
	Blockseminar 07.06.- 09.06.17 10:00 – 17:00 Uhr	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: Kern: 6bc, 7bc 8c Komp: 3c, 4a ab WS 16/17 Kern: 6bc, 7bc 8c Komp: 3c, 4ac	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 2ab, 3ab ab WS 16/17: 2ab, 3a	
	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. In this seminar we try 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.

This course is taught as a *Blockseminar* during Reading Week and we will make our ideas and projects available to the public at the end of the week in a suitable format.

154158	Linguistics Projects (2 K)			
	Di 16:15 – 17:45	R. 3.207	Ronan	
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: Kern: 6c, Komp: 4a ab WS 16717: Kern: 6c, 8c Komp: 4a	
	BK: 8a, b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK: 701, 702	SP:	

The aim of this course is to create and carry out your own linguistic research project within a small group. The course consists of two different parts. In the first four weeks we will meet in the classroom to introduce - or revise - research approaches for linguistic projects, such as questionnaire compilation, interview techniques or corpus tools. During this time you should form research groups and select topics which can be related to past course work or can be completely new. During your research time I will meet up with each group to discuss your progress. You will then present your project work in the form of a research poster at the end of the semester. This course is targeted towards BML students (module 12, Master) and LABG 2009 students (module 7, Bachelor).

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 (2SWS) and a WOC (2SWS). **You must successfully complete the WOC in-class essay before you can take an Academic Writing Course.** These course types are described in greater detail below.

Integrated Foundation Courses (IFC)

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

154401	IFC (Group A) (2 Ü)			
	Di 08:30 – 10:00	R. 3.206	N.N.	
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 ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101		HRG: 101	GvGe/BK: 101	SP: 101

154402	IFC (Group B) (2 Ü)			
	Di 10:15 – 11:45	R. 3.205	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP _{1.Fach} : 3a	B.A. ALK:	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c	B.A. AS: Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GvGe/BK: 101	SP: 101	

154403	IFC (Group C) (2 Ü)			
	Di 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:	
	Gy/Ge: 3a	SP _{2.Fach:} 1e, 2c	B.A.AS: Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A.ALK:	
	LPO 1994/2000:		M.A.AS:	
	LABG 2009			
G: 101	HRG: 101	GvGe/BK: 101	SP: 101	

154404	IFC (Group D) (2 Ü)			
	Mi 16:15 – 17:45	R. 3.206	Martin	
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 ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GvGe/BK: 101	SP: 101	

154405	IFC (Group E) (2 Ü)			
	Fr 08:30 – 10:00	R. 3.208	Dierich	
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 ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GvGe/BK: 101	SP: 101	

154406	IFC (Group F) (2 Ü)			
	Fr 10:15 – 11:45	R. 3.205	Martin	
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 ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GvGe/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.

154421	WOC: Crime (2Ü)		
	Mo 10:15 – 11:45	R. 3.206	Dierich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA:		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 3a	SP _{1.Fach} : 3a	B.A. ALK: Kern: 1d, Komp: 1c AB WS 16/17: Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154422	WOC: Media Studies (2Ü)			
	Mo 14:15 – 15:45	R. 3.205	N.N.	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP _{1.Fach} : 3a	B.A. ALK: Kern: 1d, Komp: 1c ab WS 16/17: Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
	G: 102	HRG: 102	GvGe/BK: 102	SP: 102

154423	WOC: Media Studies (2Ü)			
	Di 14:15 – 15:45	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 ab WS 16/17: Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 102	HRG: 102	GvGe/BK: 102	SP: 102	

154424	WOC: American Animated TV Series; Not Just for Kids (2Ü)			
	Mi 14:15 – 15:45	R. 3.206	Martin	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP _{1.Fach} : 3a	B.A. ALK: Kern: 1d, Komp: 1c ab WS 16/17: Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
	G: 102	HRG: 102	GvGe/BK: 102	SP: 102

154425	WOC: Independent Cinema (2Ü)			
	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 ab WS 16/17: Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
	G: 102	HRG: 102	GvGe/BK: 102	SP: 102

154426	WOC: American Animated TV Series; Not Just for Kids (2Ü)			
	Fr 12:15 – 13:45	R. 3.205	Martin	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP _{1.Fach} : 3a	B.A.ALK: Kern: 1d, Komp: 1c ab WS 16/17: Kern. 1d Komp: 1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A.AS: Kern: 1b, Komp: 1a ab WS 16/17: Kern: 1c Komp: 1b	
	BK: 3a		M.A.ALK:	
	LPO 1994/2000:		M.A.AS:	
	LABG 2009			
G: 102		HRG: 102	GvGe/BK: 102	SP: 102

1./2. STUDIENPHASE

Auslandsaufenthalt

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

Project Design and Evaluation

154441	Project Design and Evaluation (3 U)			
		R.	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	

154442	Project Design and Evaluation (1 U)			
		R.	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	

154443	Project Design and Evaluation (1 Ü)			
		R.	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	GvGe/BK: 104	SP: 103	

154444	Project Design and Evaluation (1 Ü)		
		R.	Stutz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA:		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	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

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.

154451	Academic Writing: Problems of Philosophy (2 Ü)			
	Mo 08:30 – 10:00	R. 3.206	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 ab WS 16/17: Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. AS: Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a	
	BK: 8b		M.A. ALK: 1a ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. AS: 2b ab WS 16/17: 2b	
	LABG 2009			
G: 702	HRG: 103	GyGe/BK: 103	SP: 702	

How do you know you are not a brain in a vat? What is it like to be a bat? What is justice, and is revenge justifiable? If you enjoy questions such as these and others, then Problems of Philosophy is for you. In this class you will be examining many interesting philosophical questions, both new and perennial. Prior knowledge of philosophy is not necessary, only your curiosity.

154452	Academic Writing: The Tudors (2 Ü)			
	Mo 14:15 – 15:45	R. 3.206	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A.AS: Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A.AS: Komp: 3a ab WS 16/17: Komp: 3a	
	BK: 8b		M.A. _{ALK} : 1a ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. _{AS} : 2b ab WS 16/17: 2b	
	LABG 2009			
G: 702		HRG: 103	GyGe/BK: 103	SP: 702

The Tudors were a heck of a horrible bunch. What with Henry VIII and his unlucky wives, and Queen Bess and her slaughtered suitors, the Tudor kings and queens were royally rotten. This course will provide the opportunity to examine academic approaches to this period of history. No prior knowledge of the topic is required, but an interest in exploring and discussing aspects of this era of English history is encouraged.

154453	Academic Writing: Film Adaptations (2 Ü)		
	Di 10:15 – 11:45	R. 3.207	N.N.
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 ab WS 16/17: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS: Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a
	BK: 8b		M.A. ALK: 1a ab WS 16/17: 4a
	LPO 1994/2000:		M.A. AS: 2b ab WS 16/17: 2b

	LABG 2009			
	G: 702	HRG: 103	GyGe/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.

154454	Academic Writing: Contemporary American Poetry (2 Ü)			
	Do 14:15 – 15:45	R. 3.206	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 ab WS 16/17: Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A.AS: Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a	
	BK: 8b		M.A.ALK: ia abB WS 16/17: 4a	
	LPO 1994/2000:		M.A.AS:2b ab WS 16/17: 2b	
	LABG 2009			
G: 702	HRG: 103	GvGe/BK: 103	SP: 702	

"Do I contradict myself? Very well, then I contradict myself, I am large, I contain multitudes." Want to know what that's supposed to mean? Join us in finding out. 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 contemporary American poetry. No prior knowledge of poetry is assumed, but an interest in analyzing poems and discussing the poets who wrote them as well the historical and artistic climate of the time periods in which they were written is important.

154455	Academic Writing: Culinary Identities (2 Ü)			
	Fr 10:15 – 11:45	R. 3.206	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 ab WS 16/17: Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a	
	BK: 8b		M.A. _{ALK} : ia ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. _{AS} : 2b ab WS 16/17: 2b	
	LABG 2009			
G: 702	HRG: 103	GvGe/BK: 103	SP: 702	

In this course we will be examining the cultural significance of cooking and eating. Course topics will include the signification of foodways, food trends, and how identities are performed (and appropriated) through food, cooking and cuisine.

154456	Academic Writing: Critical Perspectives on Buffy the Vampire Slayer (2 Ü)			
	Fr 12:15 – 13:45	R. 3.208	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 ab WS 16/17: Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A.AS: Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a	
	BK: 8b		M.A.ALK: 1a ab WS 16/17: 4a	
	LPO 1994/2000:		M.A.AS:2b ab WS 16/17: 2b	
	LABG 2009			
G: 702	HRG: 103	GvGe/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.

154457	Academic Writing: Interactive Entertainments (2 Ü)		
	Fr 14:15 – 15:45	R. 3.208	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1503		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 5d	SP ^{1.Fach} : 5d	B.A. ALK: Kern: 8b, Komp: 4c ab WS 16/17: Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP ^{2.Fach} : 3b	B.A. AS: Kern: 1b Komp: 1a, 3a ab WS 16/17: Kern 1c Komp: 1b, 3a	
	BK: 8b		M.A. ALK: 1a ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. AS: 2b ab WS 16/17: 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.

2. STUDIENPHASE

Masterclass (MA LABG 09 & MA Angewandt only)

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

154471	Masterclass: Steampunk (2 U)			
	Mo 12:15 – 13:45	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, 2abc ab WS 16/17: 1bcd, 2abc	
	LPO 1994/2000:		M.A. AS: 2b AB WS 16/17: 2b	
	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 of a topic of your choice and hand in an item of written work giving more detail on your topic.

154472	Masterclass: Future Noir (2 U)			
	Mo 16:15 – 17:45	R. U331	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: 1bc, 2abc ab WS 16/17: 1bcd, 2abc	
	LPO 1994/2000:		M.A. AS: 2b ab WS: 16/17: 2b	
	LABG 2009			
G: 702		HRG: 902	GvGe/BK: 902	SP: 702

As Jamaluddin Bin Azziz explains in his Internet article on "Future Noir", "the proliferation and popularity of the science fiction genre is generally attributed to its speculative, prophetic, extrapolative and allegorical narrative of imagining the past, future or an alternative parallel world". He cites Kingsley Amis to emphasise that science fiction "has always been a literature of ideas." Our seminar explores a subgenre of movies which goes beyond this purely intellectual concern and mixes science fiction motifs with noirish, dystopian or horror tropes to create texts which focus on body/mind relationships. Possible choices of movies might include: Fritz Lang's *Metropolis* (1926), Don Siegel's *Invasion of the Body Snatchers* (1956), Ridley Scott's *Alien* (1979), David Cronenberg's *The Fly* (1986), Steven Spielberg's *Minority Report* (2003), and Yorgos Lanthimos's *The Lobster* (2015), among others. Students will be expected to present the film of their choice in class and to write a short essay (2000 words) about it.

154473	Masterclass: Things that Go Bump in the Night – Writing Horror Stories (2 Ü)		
	Mi 10:15 – 11:45	R. 3.207	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA:		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften
	GHR:	SP 1.Fach:	B.A. ALK:
	Gy/Ge:	SP 2.Fach:	B.A. AS:
	BK:		M.A. ALK: 1c, 1b ab WS 16/17: 1d, 4c
	LPO 1994/2000:		M.A. AS: 2b ab WS 16/17: 2b
	LABG 2009		
	G: 702	HRG: 902	GyGe/BK: 902 SP: 702

Do you like scary stories? If so, you've come to the right place. This semester we'll be focusing on giving your reader the creeps and keeping them up at night. This course will provide students with the opportunity to use their language in a different, non-academic context. We will work on creative writing in a variety of forms and styles. Students will be expected to complete regular coursework and submit one project piece of 3000 words for assessment.

154474	Masterclass: Performative Arts in the Classroom (2 Ü)			
	Mi 12:15 – 13:45	R. 3.207	Stutz	
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: 1c, ib ab WS 16/17: 1d, 4c	
	LPO 1994/2000:		M.A. AS: 2b ab WS 16/17: 2b	
	LABG 2009			
G: 702	HRG: 902	GyGe/BK: 902	SP: 702	

"All the world's a stage and all the men and women merely players." This course will not only cover a wide range of genres in theater in regard to theory, but also in regard to practice. We will read, watch, write, and act theater pieces in order to better understand the subject and explore options for classroom application, all while showcasing and refining our English skills. Although prior experience isn't necessary, an interest in the topic and willingness to do some acting is preferred.

154475	Masterclass: Backstaging the Spectacle (2 Ü)			
	Do 12:15 – 13:45	R. U331	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: 1bc ab WS 16/17: 1bcd	
	LPO 1994/2000:		M.A. AS: 2b ab WS 16/17: ab	
	LABG 2009			
G: 702	HRG: 902	GvGe/BK: 902	SP: 702	

In view of recent political and social developments, Guy Debord's book *The Society of the Spectacle* (1967) continues to resonate today. Taking its cue from Debord's and Goffman's ideas about the spectacle and the staging of oneself in everyday life, this seminar looks at the idea of the backstage as a prelude to the presentation of the spectacle. We will be looking at the way movies valorise backstage labour in various ways and the interrelationships between backstage labour and the spectacle itself. One obvious movie genre in which the backstage plays a significant role consists of movies about the making of musicals, films, reality shows and ballet. Examples include *42nd. Street* (Lloyd Bacon/Busby Berkeley, 1933), *The Red Shoes* (Michael Powell, Emeric Pressburger, 1948), *The Bandwagon* (Vincente Minnelli, 1953), *Shadow of the Vampire* (Elias Merhige, 200), *Inland Empire* (David Lynch, 1999), *The Truman Show* (Peter Weir, 1998), *Unreal* (2015, TV series), and *Flesh and Bone* (2016, TV series). Other genres where this theoretical approach is presumably pertinent include the sports movie, the political movie, and legal/courtroom dramas. Students will be asked to present a movie/series from this point of view and to write an essay of 2000 words about it. Students will have freedom of choice in selecting their topic (within reason).

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 are required to have four translation assignments accepted (i.e. with pass grades) in the course of the semester to gain the credit points for this course.

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

154481	Translation German/English (Group A) (2Ü)			
	Mo 12:15 – 13:45	R. 3.206	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1501			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. ALK:	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. AS:	
	BK: 8b		M.A. ALK: ia ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 701	HRG: 901	GyGe/BK: 901	SP: 701	

154482	Translation German/English (Group B) (2Ü)			
	Mi 10:15 – 11:45	R. 3.205	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1501			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. ALK:	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. AS:	
	BK: 8b		M.A. ALK: ia ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 701		HRG: 901	GvGe/BK: 901	SP: 701

154483		Translation German/English (Group C) (2Ü)			
	Mi 12:15 – 13:45	R. 3.205		Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1501				
	LPO 2003				
	GHR: 5d	SP 1.Fach: 5d		B.A. ALK:	
	Gy/Ge: 8b	SP 2.Fach: 3b		B.A. AS:	
	BK: 8b			M.A. ALK: 1a ab WS 16/17: 4a	
	LPO 1994/2000:			M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009				
G: 701		HRG: 901		GvGe/BK: 901	SP: 701

154484	Translation German/English (Group D) (2Ü)			
	Do 12:15 – 13:45	R. 3.207	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1501			
	LPO 2003			
	GHR: 5d	SP 1.Fach: 5d	B.A. ALK:	
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS:	
	BK: 8b		M.A. ALK: 1a ab WS 16/17: 4a	
	LPO 1994/2000:		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 701	HRG: 901	GvGe/BK: 901	SP: 701	

Englische Fachdidaktik

1. STUDIENPHASE

154301	Introduction to Teaching English as a Foreign/Second Language – Kurs A (2 S)			
	Do 8:30 – 10:00	R. 3.208	Berge	
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, 4a Komp: 2a ab WS 16/17: 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)			
	Di 14:15 – 15:45	R. 3.208	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, 4a Komp: 2a ab WS 16/17: 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

154303		Introduction to Teaching English as a Foreign/Second Language – Kurs C (2 S)					
	Mi 12:15 – 13:45	R. U 331		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, 4a Komp: 2a ab WS 16/17: 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

154304	Introduction to Teaching English as a Foreign/Second Language – Kurs D (2 S)			
	Mo 10:15 – 11:45	R. U 331	Bland	
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, 4a Komp: 2a ab WS 16/17: 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

154305	Introduction to Teaching English as a Foreign/Second Language – Kurs E (2 S)		
	Di 10:15 – 11:45	R. U 331	Bland
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, 4a Komp: 2a ab WS 16/17: 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 perspective and to familiarize themselves with theoretically and empirically driven models, concepts, and approaches that are relevant for the field of teaching and learning English as a foreign language. The aim of this obligatory course is to introduce students to the disciplines "*Fachdidaktik Englisch*" and "Applied Linguistics" by providing a state-of-the-art review of relevant issues and current debates. These include the following:

- *Fremdsprachendidaktik* as an applied science
- The context of language teaching and learning: European and national language learning policies, e.g. educational standards (*Bildungsstandards*) and curricula,
- Explaining (second) language acquisition
- Learner variables and the roles of the teacher
- Principles and methodological options in language teaching
- Developing 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

154321	Using Music in the EFL Classroom (2 PS/HS)			
	Di 08:30 – 10:00	R. 3.208	Berge	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ^{ALK} :	
	LPO 1994/2000:		M.A. ^{AS} : 3ab ab WS 16/17: 3ab	
	LABG 2009			
G: 202, 203, 801, 802		HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802

"Using Music in the EFL Classroom" will explore the reasons for using music with EFL learners, criteria for evaluating songs and related activities for classroom use, and the development of music-related classroom activities within a communicative language learning classroom. Music and activities appropriate to various school forms in Germany will be explored. Participants will be able to further develop activities and lessons suitable to their own interests. No specialized music knowledge is required. The class is open to anyone interested in music generally and developing the skills and knowledge to make their English classroom a more communicative, creative, and engaging place.

154322	Inclusion in the EFL Classroom (2 PS/HS)			
	Di 16:15 – 17:45	R. U 331	Doert	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 3a	
	LABG 2009			
G: 202, 203, 801, 802		HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802

The main objective of this class will be to examine the possibilities for including pupils with special needs in the EFL classroom. In order to achieve this objective, we will focus on the current state of research on teaching English as a foreign language in an inclusive classroom. We will also explore the distinction between the concepts of "inclusion" and "integration". Furthermore, we will deal with aspects of team teaching, discussing how the cooperation of special needs teachers and EFL teachers can be organized successfully. Students who take this class as a *Hauptseminar* for 203 will have the opportunity to design a teaching sequence. If you have questions about the course, please feel free to contact me via e-mail: carolin.doert@tu-dortmund.de

154323	Grammar and Vocabulary Acquisition (2 PS/HS)			
	Fr, 23.06.2017 Fr, 30.06.2017 Fr, 07.07.2017 Fr, 14.07.2017 Fr, 21.07.2017 Jeweils 16:00-19:30 Uhr	R. 3.208	Kerschen	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} : 3ab ab WS 16/17: 3a	
	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.

154324	Language Assessment (2 PS/HS)				
	Di 10:15 – 11:45	R. 3.206		Holzwarth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102				
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b			M.A. ALK:	
	LPO 1994/2000:			M.A. AS: 3ab ab WS 16/17: 3a	
	LABG 2009				
G: 202, 203, 801, 802		HRG: 202, 203, 801		GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802

Language assessment, testing, and evaluation are indispensable, if sometimes controversial, elements of the foreign language classroom. This course will address fundamental assessment principles and their practical, effective, and fair application in the classroom. Students will have the opportunity to critically evaluate different types of tests and to construct their own tests and other forms of assessment. The following topics will be covered in this class:

- Language test construction
- Test specifications
- Critical evaluation of test items
- Standardized tests (*VERA*, *Zentralabitur*)
- Alternative forms of assessment (portfolios, task-based assessment)
- Assessing speaking, writing, and reading
- Grading and student evaluation

Required reading will be announced in the first session.

154325	Creating Classroom Materials (2 PS/HS)				
	Do 14:15 – 15:45	R. 3.208		Holzwarth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102				
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b			M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} : 3ab ab WS 16/17: 3a	
	LABG 2009				
G: 202, 203, 801, 802		HRG: 202, 203, 801		GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802

Designing and creating materials for the EFL classroom are fundamental for both students and teachers. Classroom materials should provide students with multiple means of engaging with meaningful content, learning about concepts and demonstrating their learning progress. Teachers can use classroom materials to help organize, motivate and structure student learning. Throughout this course students will have the opportunity to evaluate the different roles that classroom materials can have in the EFL context. Furthermore, the course will give students the chance to actively use resources to create appropriate materials. By the end of the course, students will have a clear understanding of how and when to use specific classroom materials and the resources available for support.

154326	EFL Textbooks and Methodological Choices (2 PS/HS)			
	Mi 16:00 – 17:30	R. U 331	Nold	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 3a	
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 analyze and use **English textbooks** and familiarize ourselves with **the teaching objectives and the methodology of EFL teaching and learning**. E.g., what is the difference between TBLT and methodological concepts such as presentation, practice, and production that textbooks are frequently based on?

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 EFL teaching and learning. Also, we will study **the topics and texts** that are an essential element of the progression of textbooks.

There will be tasks to be coped with in class, both in group and/or partner work and we will develop prototypical units for teaching at different levels, also 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 loaded down), and *Bildungsstandards* (texts on www for loading down) and is expected to actively take part in lesson planning.

Publications on language methodology that we are going to deal with in class will be available and we will have access to a variety of English textbooks, both old and new.

The special requirements/credits of the different study programs will be considered.

154327	Teaching Teenage and Young Adult Fiction (2 PS/HS)			
	10. - 13.04.2017 Jeweils 09:00 – 16:30 Uhr	R. 3.208	Pille-Schowe	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 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 discuss how to teach teenage and young adult fiction to foreign language learners without turning the process of literary analysis into a purely technical exercise. We will try to find ways of studying literature in the classroom which are meaningful to young people, employing effective methods which aim at a closer understanding of the texts and provide opportunities for the development of communicative competences. A main element of this course will concern the development of teaching sequences and activities in addition to tasks for written examinations and their respective specifications (*Erwartungshorizont*). Further details about course requirements will be given in the first session.

154328	Content and Language Integrated Learning at Primary and Secondary Levels (2 PS/HS)		
	Do 16:00 – 17:30	R. U 331	Reckermann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1101, 1102		
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a
	BK: 2d, 5a, 5b		M.A. _{ALK} :

	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 3a	
	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 within the German school system to prepare students for the linguistic and cultural challenges of a globalized world. The aim of this course is to familiarize future teachers with the basic principles of bilingual education as applied to the primary as well as the secondary level classroom. The course will provide insights into the origins of bilingual education, theories of Second Language Acquisition, and methodological approaches to Content and Language Integrated Learning. This class will also deal with how to plan lessons for specific subjects that are taught bilingually. Class requirements will be given in the first session. A list of literature will also be made available then.

154329	Methods of Teaching English in Primary School (2 PS/HS)			
	Mi 08:30 – 10:00	R. U 331	Reckermann	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 3a	
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

This course will introduce students to methods of and approaches to teaching English to young learners, particularly at the primary school level. It will be based on an outline of the communicative approach to language teaching, which will be adapted to the primary EFL classroom. Based on this, we will look at more traditional methods, such as TPR, as well as at recent approaches to language teaching, for example CLIL and cooperative language learning. Moreover, methods which are particularly suitable for young learners, such as games, songs and playful activities, will be explored and discussed critically. A glimpse at teaching foreign language skills and competences in a developmentally moderated way will also be included. Taking all methods explored as a foundation, the basics of planning theme-based units and age-appropriate EFL lessons will be dealt with. Class requirements will be given in the first session. A list of literature will also be made available.

154330	Teaching with Picture Books and Graphic Novels (2 PS/HS)			
	Mi 18:00 – 19:30	R. 3.208	Bland	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 3a	
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

Analysing visual text and the relationship between word and image involves language learners in deep thinking and literacy skills, for the best picture books and graphic novels are a highly motivating introduction to deep reading in English. In this seminar we will be studying how multimodal texts such as picture books and graphic novels can support many dynamic learning processes in the language classroom, including visual literacy, language awareness, communicative competence, intercultural learning and positive attitudes to reading. Characteristics that require readers to take an active role and co-create the stories are the multimodal narrative, typographic experimentation, unusual layout and gripping stories aimed at children and teenagers.

154331	Critical Issues of Language Teaching to Young Learners (2 HS)			
	Mo 16:15 – 17:45	R. 3.206	Bland	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	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:	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab ab WS 16/17: 3a	
	LABG 2009			
G: 801, 802	HRG:	GvGe/BK:	SP: 704, 801, 802	

Dieser Kurs ist nur für Masterstudierende.

This will be a creative and interactive seminar dealing with central as well as newly emerging young-learner theory and methods. Participants will be invited to select a topic to work on in groups, and present the results to the seminar. Topics could include oral storytelling, intercultural learning, classroom discourse and formulaic language, CLIL scenarios, picturebooks in ELT, implicit focus on form with young learners, a critical examination of teaching materials, portfolios and transition, poetry and drama with young learners.

Bland, Janice (ed.) 2015. *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Academic.

154333	Analysis and Interpretation in Sekundarstufe II (2 PS/HS)				
	Mo 18:00 – 19:30	R. 3.208		Pentzek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102				
	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 ab WS 16/17: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b			M.A. ALK:	
	LPO 1994/2000:			M.A. AS: 3ab ab WS 16/17: 3a	
	LABG 2009				
	HRG: 202, 203, 801		GyGe/BK: 202, 203, 801		

Analyzing and interpreting different kinds of media are essential activities in the EFL classroom at *Sekundarstufe II* and mandatory requirements for classroom-based assessments and examinations. Learners at this level are expected to be skilled in this particular area. At the same time, a considerable number of teachers seem to struggle with the question of 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.

154334	Theories of Second Language Acquisition (2 HS)			
	Mi 16:15 – 17:45	R. 3.205	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102			
	LPO 2003			
	GHR: 4a	SP _{1.Fach} : 4a	B.A. ALK:	
	Gy/Ge: 5a	SP _{2.Fach} : 3a	B.A. AS:	
	BK: 5a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 2ab, 3ab ab WS 16/17: 2ab, 3a	
	LABG 2009			
G: 801, 802		HRG: 801	GvGe/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. Materials will be made available through the Moodle-Workspace for this course.

154522	New Ethnicities in Britain (2 HS)			
	Do 10:15 - 11:45	R. 3.208	Sedlmayr	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP ^{1.Fach} :	B.A. _{ALK} : Kern 6abc, 7bc, Komp 3abc, 4a ab WS 16/17: Kern 6ac, 7bc, Komp 3abd, 4a	
	Gy/Ge:	SP ^{2.Fach} :	B.A. _{AS} : Kern 6bc, Komp: 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK:		M.A. _{ALK} : 1ac, 2abc, 3ac, ic ab WS 16/17: 1ad, 2abc, 3ac, 4d	
	LPO 1994/2000:		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:	HRG: 1002	GvGe/BK: 1003	SP:	

In a now classical essay from 1989, "New Ethnicities", Stuart Hall proposed that "[t]he term ethnicity acknowledges the place of history, language and culture in the construction of subjectivity and identity". The concept of ethnicity, understood in this way, offered an alternative to constricting and essentialising notions of identity and hence promised to open up "a new cultural politics which engages rather than suppresses difference and which depends, in part, on the cultural construction of new ethnic identities". Today, nearly thirty

years later, Hall's hopes appear to have reached an impasse: the fact that racially and religiously motivated attacks in the UK have risen dramatically after the Brexit referendum illustrates that 'multiculturalism' is increasingly considered to be a 'problem'. While those in the liberal camp seem to dwindle, the revival of ideas of ethnic and national purity indicates a 'white backlash' (rise of the 'New Right').

Since this seminar is a *Kulturdidaktik*-Seminar, we will first talk about the role that discussions of ethnicity can play in the EFL classroom (intercultural communicative competence, teaching literature etc.). Subsequently, we will consider how ethnic communities in the UK represent themselves culturally today. Apart from scrutinising some relevant theory, we will discuss a range of literary, filmic and other texts.

More specifically, in addition to reading three novels, we will engage with the work of the British female rap and spoken word group Poetic Pilgrimage (Facebook: poeticpilgrimagemusic), who will come to TU Dortmund University for a 'Hip Hop Academy' that will take place on 29-30 June 2017. The famous London-based duo has taught many workshops and given lectures on various aspects of hip-hop culture, education, immigration, religion, and racism. While visiting Dortmund, Poetic Pilgrimage will discuss their Hip Hop Ed philosophy in an interactive workshop, elaborate on their art and activism at a public panel discussion, and perform their latest music at a local venue in the city.

If you intend to take part in the course, make sure that you'll have time to come to and participate in the Hip Hop Academy on 29-30 June 2017. It is assumed that the time spent there is 'compensated' by the three Thursday holidays during the summer term.

Since this seminar is taught in cooperation with Sina Nitzsche's class on "The Fifth Element: Hip-Hop Knowledge Inside and Outside of the American Studies Classroom" (154671), participants are encouraged to attend both courses.

You are required to purchase the following novels:

Evaristo, Bernardine. *Mr Loverman*. London: Hamish Hamilton / Penguin, 2013. ISBN 9780241145784

Guo, Xiaolu. *I Am China*. London: Vintage, 2014. ISBN 9780099583738

Newland, Courtia. *The Scholar: A West Side Story* [1997]. London: Abacus, 2001. ISBN 0349108765

Please try to have read Newland's *The Scholar* by the first session.

154664	Complex TV: Gender, Class, and Ethnicity in Today's TV Shows (2 HS)			
	Do 10:15 – 11:45 Film screening Di 16:00 – 18:00	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 3abc, 4a ab WS 16/17: Kern 6ac, 7bc Komp 3abd, 4a	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6d, 7d		M.A. _{ALK} : 1abc, 2abc, 3bc, ic ab WS 16/17: 1acd, 2abc, 3bc, 4d	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

In this seminar, we will read and discuss theories on so-called quality or complex tv, a contemporary serial format. 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 countries as well. We will take a look at the format's history and future.

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.

154665	Freedom Writers: Literature and Activism (2 HS)			
	Blockveranstaltung 18.04. – 06.06. Di 16:15-19:30	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 6abc, 7bc Komp 3abc, 4a ab WS 16/17 Kern 6abc, 7bc Komp 3abcd, 4a	
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6c, 6d, 7d, 7d		M.A. _{ALK} : 1 abc, 2abc, 3bc ab WS 16/17 1abcd, 2abc, 3bc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

This class focuses on the social and political functions of writing and reading. Writing has time and again been used in order to create awareness and empathy for the *Other*, and to forward crucial change - from the abolition of slavery to the Civil Rights Movement, from the struggle for workers' rights to marriage equality. Focusing on texts of various genres from the novel to the poem to the pamphlet, we will discuss writing as a form of activism. This goes along with addressing ethical questions of agency and responsibility, of asking

who can speak for whom and how. By the same token, we will also engage with processes of reading and interpretation and with how the reader can become an activist herself.

A reader with material will be made available at the beginning of the semester. Participants of this class should order and begin to read the novel *Sold* by Patricia McCormick.

Please note that this class goes along with a public event involving the participants: The final presentation is scheduled for the evening of 8 June 2017. Content and format will be decided in class.

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

154666	Black Lit Matters: Toni Morrison (2 HS)			
	Fr 10:15 – 11:45	R. 0.406	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, 7b Komp 3abc ab WS 16/17 Kern 6ac, 7b Komp 3abd	
	Gy/Ge: 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6d, 7c, 7d		M.A. ALK: 1abc ab WS 16/17: 1acd	
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17 2ab	
	LABG 2009			
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

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

If you are interested in this course you are supposed to have read *The Bluest Eye* and *Song of Solomon* by the beginning of this class. Furthermore we will read and discuss *Jazz* and *Beloved* as well as another novel during the semester.

PRAXISSEMESTER

154341	Vorbereitung auf das Praxissemester – Kurs A (2 HS)			
	Di 12:15 – 13:45	R. 3.207	Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1103			
	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

154342	Vorbereitung auf das Praxissemester – Kurs B (2 HS)			
	Di 14:15 – 13:45	R. 3.207	Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1103			
	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

154343	Vorbereitung auf das Praxissemester – Kurs C (2 HS)		
	Mi 12:15 – 13:45	R. 3.206	Woltersdorf
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1103		
	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, die ab September 2017 das Praxissemester absolvieren wollen, müssen im SoSe 2017 in jedem ihrer Fächer 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 (Unterrichtsvorhaben 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

In allen drei Kursen wird auf die verschiedenen Schulformen eingegangen.

Bitte beachten:

Teilnahmevoraussetzung ist die erfolgreiche Umschreibung in den Masterstudiengang bis Mo., 15.05.2017.

Dieser Kurs kann nach Rücksprache mit Herrn Woltersdorf auch als TPM-Seminar von Studierenden im Modellversuch belegt werden.

154344	Begleitseminar für das Praxissemester – Gruppe A (GyGe) (2 HS)				
	04.05. 2017 08.06.2017 06.07.2017 Jeweils 9:30-13:30	R. MSW E.32	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:	GyGe/BK: (GvGe)	P2	SP:	

154345	Begleitseminar für das Praxissemester – Gruppe B (G, HRG, BK, SP) (2 HS)			
	11.05. 2017 22.06.2017 20.07.2017 Jeweils 9:30-13:30	R. REFA Gebäude	Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 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: P2		HRG: P2	GyGe/BK: P2 (BK)	SP: P2

Studierende, die ab April 2017 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

Bis zum endgültigen Auslaufen des Modellversuchs im März 2018 (Lehramt GHR) bzw. März 2019 (alle anderen Lehrämter) werden zur Vorbereitung des Theorie-Praxis-Moduls keine Seminare mehr angeboten, die sich ausschließlich an BML-Studierende richten (Kurs 1103). BML-Studierende werden daher gebeten, sich nach Rücksprache mit den entsprechenden DozentInnen für den Kurs "Vorbereitung auf das Praxissemester" (LABG 2009) anzumelden.

ZUSATZSTUDIENGANG BILINGUALES LERNEN UND LEHREN

154324	Language Assessment (2 PS/HS)		
	Di 10:15 – 11:45	R. 3.206	Holzwarth
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 5		
	LABG 2009: Bili 103		

Language assessment, testing, and evaluation are indispensable, if sometimes controversial, elements of the foreign language classroom. This course will address fundamental assessment principles and their practical, effective, and fair application in the classroom. Students will have the opportunity to critically evaluate different types of tests and to construct their own tests and other forms of assessment. The following topics will be covered in this class:

- Language test construction
- Test specifications
- Critical evaluation of test items
- Standardized tests (VERA, Zentralabitur)
- Alternative forms of assessment (portfolios, task-based assessment)
- Assessing speaking, writing, and reading
- Grading and student evaluation

Required reading will be announced in the first session.

154325	Creating Classroom Materials (2 PS/HS)		
	Do 14:15 – 15:45	R. 3.208	Holzwarth
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 5		
	LABG 2009: Bili 103		

Designing and creating materials for the EFL classroom are fundamental for both students and teachers. Classroom materials should provide students with multiple means of engaging with meaningful content, learning about concepts and demonstrating their learning progress. Teachers can use classroom materials to help organize, motivate and structure student learning. Throughout this course students will have the opportunity to evaluate the different roles that classroom materials can have in the EFL context. Furthermore, the course will give students the chance to actively use resources to create appropriate materials. By the end of the course, students will have a clear understanding of how and when to use specific classroom materials and the resources available for support.

154328	Content and Language Integrated Learning at Primary and Secondary Levels (2 PS/HS)		
	Do 16:00 – 17:30	R. U 331	Reckermann
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 within the German school system to prepare students for the linguistic and cultural challenges of a globalized world. The aim of this course is to familiarize future teachers with the basic principles of bilingual education as applied to the primary as well as the secondary level classroom. The course will provide insights into the origins of bilingual education, theories of Second Language Acquisition, and methodological approaches to Content and Language Integrated Learning. This class will also deal with how to plan lessons for specific subjects that are taught bilingually. Class requirements will be given in the first session. A list of literature will also be made available then.

154334	Theories of Second Language Acquisition (HS)		
	Mi 16:15 – 17:45	R. 3.205	Heimeroth
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 1		
	LABG 2009: Bili 101		

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.

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies – Group A			
	Mo 14:15 – 15:45	R. 3.306	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK: Kern 2abc ab WS 16/17: Kern: 2abc	
	Gy/Ge:	SP 2.Fach:	B.A. AS: Komp 2a ab WS 16/17: Komp: 2a	
	BK:		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.

The 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. Attendance in the first week is mandatory to participate in this course.

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

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:

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]

154202	Introduction to British Literary Studies – Group B			
	Di 14:15 – 15:45	R. 3.306	Lenz	
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

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.

The 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. Attendance in the first week is mandatory to participate in this course.

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

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:

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]

154203	Introduction to British Literary Studies, Group C (2 PS)			
	Sa, 22.04.17 Sa, 29.04.17 Sa, 13.05.17 Sa, 20.05.17 Sa, 10.06.17 jeweils von 16.00 – 19 Uhr	R. 3.208	Herrmann	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1a	SP _{1.Fach} : 1a-	B.A. _{ALK} : Kern 2abc ab WS 16/17: Kern 2abc	
	Gy/Ge: 1a	SP _{2.Fach} : 1a-	B.A. _{AS} : Komp 2a ab WS 16/17: Komp 2a	
	BK: 1a		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 and textual analysis. Students will get an advanced understanding of British literature and literary studies by actively discussing exemplary texts.

Required Reading

- A reader will be made available in the first week and students are required to purchase the following additional texts:
- Oscar Wilde – *The Importance of Being Earnest* (any edition)
- William Shakespeare – *A Midsummer Night's Dream* (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:

- 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]

Credits

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.

154204	Introduction to British Literary Studies, Group D (2 PS)			
	Do 14:15 - 15:45	R. U 331	Neef	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: -	SP _{1.Fach} : -	B.A. ALK: Kern 2abc ab WS 16/17: Kern 2abc	
	Gy/Ge: -	SP _{2.Fach} : -	B.A. AS: Komp_ 2a ab WS 16/17: Komp 2a	
	BK:		M.A. ALK:	
	LPO 1994/2000: -		M.A. AS:	
	LABG 2009			
G:401	HRG: 401	GvGe/BK: 401	SP: 401	

The course offers an introduction to the basics of British Literary Studies. In detail, we will explore the terminology and methodology of the following sub-disciplines:

- literary theory and criticism (conceptions of literature, critical approaches)
- literary history (historical periods)
- genre poetics (poetry, drama, fiction, i.e. novels and short stories)
- textual analysis and interpretation

Additionally, the course will provide an introduction to academic working methods (term papers, oral presentations).

In the sessions, terms, concepts and critical approaches will be applied to exemplary texts from the major three literary genres and from various historical epochs.

Credits will be awarded on the basis of a written test ('Klausur') written towards the end of the seminar.

Mandatory reading (only the longer texts; recommended for purchase):

John Osborne. *Look Back in Anger*

Aldous Huxley. *Brave New World*

The set textbook for the course (also recommended for purchase) 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 351/7; 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489].

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

154211	The City & the City: Representations of the Metropolis (2 PS)			
	Do 10:15 – 11:45	R. 3.207	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach:} 1e	B.A. ALK: Kern1c, 2b Komp: 1b ab WS 16/17: Kern 1c, 2b Komp: 1b	
	Gy/Ge: 1e	SP _{2.Fach:}	B.A. AS: Komp: 2a ab WS 16/17: Komp 2a	
	BK: 1e		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 601		HRG: 403	GvGe/BK: 403	SP:

"With cities, it is as with dreams: everything imaginable can be dreamed, but even the most unexpected dream is a rebus that conceals a desire or, its reverse, a fear. Cities, like dreams, are made of desires and fears, even if the thread of their discourse is secret, their rules are absurd, their perspectives deceitful, and everything conceals something else." Italo Calvino – *Invisible Cities*. This course will investigate how the city influences and is influenced by artists from the 19th century to the present. We will exam prose, poetry, film, painting, and, of course, architecture. The assessment will be a presentation and a term paper.

154212		Outstanding Women in English Literature (2 PS)			
	Blockseminar 05.04. – 06.04.17 von 10 – 18 Uhr 07.04. – 08.04.17 von 10 – 17 Uhr	R. 3.208		Fuhry	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:				
	LPO 2003				
	GHR: 1e	SP _{1.Fach:} 1e		B.A. _{ALK:} Kern: 2ab, 3b ab WS 16/17: Kern: 2ab, 3b	
	Gy/Ge: 1e, 4b	SP _{2.Fach:} -		B.A. _{AS:} Komp: 2a ab WS 16/17: Komp: 2a	
	BK: 1e, 4b			M.A. _{ALK:}	
	LPO 1994/2000: B2, E1			M.A. _{AS:}	
	LABG 2009				
G: -		HRG: 403	GvGe/BK: 403	SP: -	

English Literature offers quite a number of outstanding female characters which transgress the traditional gender roles and class barriers of their respective times. On the basis of selected feminist theories by Simone de Beauvoir, Judith Butler and Marjorie Garber we will analyse texts from different genres and historical epochs in order to critically assess the complex spectrum of female transgression and subversion.

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

Charlotte Brontë	<i>Jane Eyre</i>
Angela Carter:	<i>The Passion of New Eve</i>
Daniel Defoe:	<i>Moll Flanders</i>
William Shakespeare:	<i>Macbeth</i>
Oscar Wilde:	<i>Salome</i>

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

- ❖ „Hausarbeit“/term paper
- ❖ „Klausur“/written test
- ❖ 'Aktive Teilnahme' requires a presentation and regular personal attendance.

154213	Power and Justice as Shakespearean Themes (2 PS)			
	Di 14:15 – 15:45	R. U 331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach:} 1e	B.A. ALK: Kern 1c, 2bc, 3b Komp 1b ab WS 16/17: Kern: 1c, 2bc, 3b Komp 1b	
	Gy/Ge: 1e	SP _{2.Fach:}	B.A. AS: Komp 2a ab WS 16/17: Komp: 2a	
	BK: 1e		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 601	HRG: 403	GyGe/BK: 403	SP:	

"What judgement shall I dread doing no wrong?" asks Shylock in the courtroom scene of *The Merchant of Venice* (MV, 4, 188). A short time later his quest for justice is abruptly halted as Portia sadistically comments, "Thou shalt have justice more than thou desirest." (MV, 4, 308), and Shylock himself becomes the victim of monstrous injustice. He is one of a long list of Shakespeare characters who seek justice but who are disappointed or at best achieve a perverted, self-destructive fulfillment of their most cherished ambition. This list of the disappointed includes Malvolio in *Twelfth Night*, Lear in *King Lear* and Caliban in *The Tempest*, to name but a few. Powerful institutions and individuals stand in their way and block their efforts to realise their aspirations. This seminar takes a systematic look at the interplay of justice and power in Shakespeare's plays. We will examine a wide range of Shakespeare plays, but we will focus especially on three plays which deal with our topics in very different ways: *The Merchant of Venice*, *Macbeth*, and *Measure for Measure*. In this seminar students will be expected to give a short presentation on the theme of justice and/or power in a Shakespeare play. In addition, there will be opportunities to write examinations, short papers and projects. There are many decent introductions to Shakespeare and his themes. A recent favourite of mine is Kiernan Ryan's *Shakespeare's Universality*. Bloomsbury, 2016.

154215	Popular British Fantasy (2 PS)			
	Di 12:15 - 13:45	R. U 331	Neef	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: -	SP ^{1.Fach:} -	B.A.ALK: Kern 1c, 2abc Komp: 1b ab WS 16/17: Kern 1c, 2abc, Komp 1b	
	Gy/Ge: -	SP ^{2.Fach:} -	B.A.AS: Komp 2a ab WS 16/17: Komp: 2a	
	BK:		M.A.ALK:	
	LPO 1994/2000: -		M.A.AS:	
	LABG 2009			
G:-	HRG: 403	GvGe/BK: 403	SP: -	

Fantasies such as *The Hobbit* or *The Chronicles of Narnia* and their film adaptations continue to be hugely successful. They fascinate twenty-first century audiences all over the world. In this seminar, we will analyse and interpret selected works by J.R.R. Tolkien, C.S. Lewis and Philip Pullman in order to gain a more enlightened understanding of the complexities of British fantasies. During the initial sessions, some theoretical and historical foundation will be provided. We will explore the genesis, genre conventions, and major characteristics of the genre of the fantasy in Britain. Furthermore, various critical approaches and theories will be tested as to their applicability to the selected works. These discussions will be followed by group presentations. They focus on specific aspects of each narrative and lead to in-depth discussions of the texts.

Mandatory reading (recommended for purchase):

Lewis, C. S.: *The Chronicles of Narnia*

Pullman, Philip: *His Dark Materials*

Tolkien, J. R. R.: *The Hobbit*

Credits will be assigned on the basis of 'aktive Teilnahme': a shorter oral presentation and a shorter term paper.

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

154511	Chicks vs. Lads (2 PS)		
	Do 14:15 – 15:45	R. 3.205	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR: 1e	SP ^{1.Fach} : 1e	B.A. ALK: Kern: 1c, 2abc, 3ab Komp: 1b, 2c ab WS 16/17: Kern: 1c, 2abc, 3ab Komp: 1b, 2c

	Gy/Ge: 1e	SP _{2.Fach} :	B.A. AS: Komp: 2a ab WS 16/17: Komp 2a
	BK: 1e		M.A. ALK:
	LPO 1994/2000: E1		M.A. AS:
	LABG 2009		
	G: 601	HRG: 403	GyGe/BK: 403 SP:

"It is a froth sort of thing. [...] As people spend so little time reading it is a pity they perhaps can't read something a bit deeper, a bit more profound, something with a bit of bite to it." (Dame Beryl Bainbridge on Chicklit) This course is designed to prove Dame Beryl wrong. In it, you will encounter various chicklit and ladlit novels and thus engage with a genre that has helped to shape a whole generation of readers by recognising themselves in the protagonists, and in some cases even influenced our language to this day. We will look at how mass-produced romance novels function and what it means to be in love (these days) – and we will consider what it means to live off 'booze, babes and footie'. Applying various theories to a selection of novels – among others: gender, adaptation, consumption – you will get a deeper insight into how to analyse a novel (or phenomenon) both literarily and culturally. Attendance in the first week is mandatory to participate in this course.

Please buy the following novels (as physical copies!). Any edition is fine but paperback is recommended.

Helen Fielding: *Bridget Jones's Diary* (1996).

Advaita Kala: *Almost Single* (2007).

Mike Gayle: *Mr Commitment* (1999).

154513	Locomotive Breath: Railway Stories (2 PS)			
	Mi 10:15 – 11:45	R. U 331	Piskurek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach:} 1e	B.A. ALK: Kern 1c, 2bc, 3a Komp: 1b, 2c ab WS 16/17: Kern 1c, 2bc, 3a Komp: 1b, 2c	
	Gy/Ge: 1e, 4b	SP _{2.Fach:}	B.A. AS: Komp: 2a ab WS 16/17: 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:	

It may not be obvious to those travelling on the S1, but trains and railway transport used to be emblems of progress and technology: when steam locomotives were introduced in Britain in the early 19th century, the face of travel and transportation had changed for good. Trains connected towns, ports and people, and opened up hitherto unknown dimensions of speed. While people's reactions in those early days ranged from fascination and awe to outright fear, nowadays trains are often rather associated with a form of nostalgia, with railway museums or Railroadiana as expressions of this longing for the past.

Whether people use trains to commute, stay at train hotels like the "Orient Express" or work and live around the railway, we can certainly speak of trains as distinctive cultural spaces and of distinctive passenger identities as well. In this seminar, I should like to explore the history of the railroad in Britain (and in its former colonies) and discuss the representation of trains in different texts in which they provide the setting. Among others, we are going to read texts by Graham Greene, Edith Nesbit and Charles Dickens, and watch Sidney Lumet's *Murder on the Orient Express* (based on the Agatha Christie novel), David Lean's *Brief Encounter* (based on the Noel Coward play), and Ken Loach's *The Navigators*. The final part of the seminar will be devoted to representations of the London Underground.

Course requirements will be discussed in the first session.

2. STUDIENPHASE

154221	Postcolonial Literatures of Africa (2 HS) – Group A			
	Di 12:15 - 13:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

154222	Postcolonial Literatures of Africa (2 HS) – Group B			
	Di 14:15 - 15:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The course deals with postcolonial theory, postcolonial studies and the practice of postcolonial writing. The geographic focus is on Africa, the thematic focus on childhood. Based on selected texts of fiction and non-fiction (autobiography) from South Africa and Rhodesia/Zimbabwe we will be exploring male and female, black and white childhoods from the 1950s, 1960s and 1980s from different perspectives of class, race, and gender.

Primary texts recommended for purchase:

South Africa

- J.M. Coetzee: *Age of Iron*. New York, London, Victoria, Toronto, Auckland, New Delhi: Penguin Books 1990
(SEL C 23-16)*
[ISBN 0-14-02-7565-7]
- J.M. Coetzee: *Boyhood. Scenes from Provincial Life*. London, Sydney, Auckland, Parktown: Vintage 1998
(SEL C 23-17)*
[ISBN 0-09-926827-2] Secker and Warburg 1997
- Njabulo S. Ndebele: *Fools and Other Stories*. Johannesburg: Ravan Pr. 1983
(SEI N 17/1 ; C 25786)*
[ISBN 0-86975-167-0]

Rhodesia/Zimbabwe

- Tsitsi Dangarembga: *Nervous Conditions*. London: The Women's Pr. Ltd 1988
(SEL D 56-10)*
[ISBN 0-7043-4100-X]

*Handapparat

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

Credits will be awarded on the basis of either:

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

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!

154223	Childhood and Food in the Edwardian Period – Group A (2 HS)			
	Do 08:30 - 10:00	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703	

154224	Childhood and Food in the Edwardian Period – Group B (2 HS)			
	Do 10:15 - 11:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The seminar deals with a period which has only recently come under fresh new investigation, the Edwardian period (1900-1910; King Edward VII). As a transitional phase from Victorian to Modern the period is of crucial importance for Great Britain within the European context of the twentieth century. It forms a watershed between the world of before and after WWI. Historiography has come up with very contradictory assessments of the period: Golden Age vs. accumulating crisis.

Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, competition in Europe, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period like to term this period the "Golden Age of childhood", due to significant changes in the children's culture which anticipate later twentieth-century developments. Some of them are the result of the Liberal social reforms of the time. The changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, games, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals.

The special focus of the course will therefore be on the character of Edwardian childhood, the role of the food culture in it, and Edwardian conceptions of childhood. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture of the time. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews and fiction.

Mandatory reading

Read, Donald (ed.): *Edwardian England*. London and Canberra: London: Croom Helm Ltd. In association with the Historical Association 1982.*
 Taylor, A.J.P.: "Prologue: The Year 1906", in Read, 1-13.
 Read, Donald: "Introduction: Crisis Age or Golden Age?", in Read, 14-39.
 Porter, Bernard: "The Edwardians and Their Empire", in Read, 128-144.
 J.B. Priestley: *The Edwardians*. London, Melbourne, Toronto, Johannesburg, Auckland: William Heinemann Limited/London: George Rainbird Limited 1970.*
 Paul Thompson: *The Edwardians. The Remaking of British Society*. London: Weidenfels and Nicolson 1975. [SEH 520/175/2]*
 Vita Sackville-West: *The Edwardians*. Virago 1978 (Hogarth Pr. 1930).[SEL S 106/10]*

*Handapparat

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

Binder, C.M.: *Childhood and Food in the Edwardian Period*. Südwestdeutscher Verlag für Hochschulschriften: Saarbrücken 2016. [SEH 890/143; C 30365/ 1+2] *

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

Credits will be awarded on the basis of either:

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

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!

154225	Journeys to the End of the Night (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 ab WS 16/17: Kern 6abc, 7a Komp: 3abcd	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A.AS: Kern: 6bc Komp: 4a ab WS 16/17: Kern: 6bc Komp: 4a	
	BK: 6a, 6b		M.A.ALK: 1abc ab WS 16/17: 1abcd	
	LPO 1994/2000: B3, E1		M.A.AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG:601, 1001	GyGe/BK:601, 701, 702, 1001	SP: 703	

Literary texts offer us as readers the opportunity to enjoy experiencing views and personalities very different from our own. Sometimes we are not required to move very far outside our own comfort zone to be able to tune into these different worlds. In contrast, the extreme violence and sexual explicitness of radically transgressive literature force us to participate in deeply unsettling situations. The seminar looks at the impact of our involvement as readers in the extreme situations created by radically transgressive texts and examines their aesthetic and ethical implications. We will also be looking into the relationship between such texts and the idea of the tragic genre. Texts to be read and discussed will include:

- William Shakespeare's *Titus Andronicus* (1593)
- William Shakespeare's *King Lear* (1606)
- John Webster's *The Duchess of Malfi* (1612)
- Jonathan Swift's *Book IV Gulliver's Travels* (1725)
- Thomas Hardy's *Jude the Obscure* (1895)
- George Orwell's *Nineteen Eighty-Four* (1949)
- Sarah Kane's *Blasted* (1995)
- Mark Ravenhill's *Shopping and Fucking* (1996)

The following books give an idea of the scope of the topic:

Walter Kaufmann *Tragedy and Philosophy* and Francis Barker *The Culture of Violence: Essays on Tragedy and History*, Manchester University Press, 1993.

This seminar can be construed as one form of preparation for the conference "Transgressive Spaces \ Spaces of Transgression" to be held by our Department on July 13-15, 2017. Please consult its website for further information. Active participation will take the form of a short essay or presentation. It will be possible to write various types of examinations, as well as projects in this class.

154523	Literary Islands (2 HS)			
	Mi 12:15 -13:45	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, 7ac Komp, 3abc, 4a ab WS 16/17: Kern 6abc, 7ac Komp: 3abcd, 4a	
	Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4c	B.A. _{AS} : 6bc Komp 4a ab WS 16/17: Kern: 6ba Komp: 4a	
	BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, 3bc ab WS 16/17: 1abcd, 3bc	
	LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

"No man is an island."

This is the title and first line of John Donne's famous poem. He goes on to claim that every man (and thus island) is part of a larger structure, "part of the main". But is that not the opposite of what makes an island special – its insularity, its closed-offness, its remoteness? Islands are popular holiday destinations – Majorca, Thai or Balinese islands, Cuba, the list is near endless – but whereas tourists can leave at their own leisure, many famous island dwellers could not, Robinson Crusoe being the most widely-known example.

In this course we will discuss texts that construct islands and their inhabitants and discuss the idea of insularity, identity and relationships. Employing concept from island studies as well as cultural geography, the phenomenon of the (literary) island will be at the foreground of this course. Additional texts will complement the novels below and a reader is going to be available from the first week of class. Attendance in the first week is mandatory to participate in this course.

Please buy and read the following novels:

Michael Crummey: *Sweetland* (ISBN 978-1472115867)
 Daniel Defoe: *Robinson Crusoe* (ISBN 978-0141439822)
 Mary Ann Shaffer: *The Guernsey Literary and Potato Peel Society* (ISBN 978-0747598800)

154524	Translating Niall Griffiths (2 HS)			
	Di 16:15 – 17:45	R. 3.206	Schmitt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/	
	MA LA: 1302		Angewandte Literatur-	
	LPO 2003		/Kulturwissenschaften	
	GHR: 5c	SP _{1.Fach} : 5c	B.A.ALK: Kern 6abc, 7a, 8a, Komp 3abc, 4a ab WS 16/17: 6ac, 7a,	
	Gy/Ge: 7b	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc, 8c Komp 4a ab WS 16/17: Kern 6bc Komp 4a	
	BK: 7b		M.A.ALK: 1abc, 3bc, ib ab WS 16/17: 1acd, 3bc, 4c	
	LPO 1994/2000: E1		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

Niall Griffiths is one of the most prolific Anglo-Welsh writers working today. His debut novel *Grits* (2000) established him as an author preoccupied with the lives of the disenfranchised in contemporary Britain with a keen ear for the diversity of regional dialects and sociolects which significantly shape the unique linguistic makeup of his texts. Landscape, history, myth as well as the lives of ordinary people speak through Griffiths's novels and poetry which makes them emphatically polyphonic and intertextual. The nature of his work thus requires a literary translator who is up to the challenge to adapt this richness and complexity into the target language. To take on this challenge is the aim of this seminar. Since German is one of the few major European languages that Griffiths's work has not yet been translated into, the students in this seminar will embark on a pioneering project.

The seminar is intended as an emphatically collaborative project. We will acquaint ourselves with Niall Griffiths's writings (focussing on his poetry collected in *Red Roar* [2015]) and basic theories and methods of literary translation in order to develop approaches to translating sample texts into German. The project will conclude with a visit by Niall Griffiths and a public bilingual reading of his texts and our translations in the last week of the semester.

Requirements:

- Students will have to hand in sample translations as part of the collaborative translation process as well as written reflections on their work (depending on your respective course of studies).
- Students are expected to acquaint themselves with Griffiths's writing in advance by reading at least one of his novels as well as his poetry (bibliography see below)
- Willingness to take part in the public reading in late July

Works by Niall Griffiths:

Novels (published by Jonathan Cape / Vintage):

Grits (2000)
Sheepshagger (2001)
Kelly + Victor (2002)
Stump (2003)
Wreckage (2005)
Runt (2007)
A Great Big Shining Star (2013)

Poetry:

Red Roar. 20 Years of Words (Wrecking Ball Press, 2015)

This course is also particularly recommended for students of *Angewandte Literatur- und Kulturwissenschaft*.

MASTERSTUDIENGÄNGE LEHRAMT

154221	Postcolonial Literatures of Africa (2 HS) – Group A			
	Di 12:15 - 13:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

154222	Postcolonial Literatures of Africa (2 HS) – Group B			
	Di 14:15 - 15:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The course deals with postcolonial theory, postcolonial studies and the practice of postcolonial writing. The geographic focus is on Africa, the thematic focus on childhood. Based on selected texts of fiction and non-fiction (autobiography) from South Africa and Rhodesia/Zimbabwe we will be exploring male and female, black and white childhoods from the 1950s, 1960s and 1980s from different perspectives of class, race, and gender.

Primary texts recommended for purchase:

South Africa

- J.M. Coetzee: *Age of Iron*. New York, London, Victoria, Toronto, Auckland, New Delhi: Penguin Books 1990
(SEL C 23-16)*
[ISBN 0-14-02-7565-7]
- J.M. Coetzee: *Boyhood. Scenes from Provincial Life*. London, Sydney, Auckland, Parktown: Vintage 1998
(SEL C 23-17)*
[ISBN 0-09-926827-2] Secker and Warburg 1997
- Njabulo S. Ndebele: *Fools and Other Stories*. Johannesburg: Ravan Pr. 1983
(SEL N 17/1 ; C 25786)*
[ISBN 0-86975-167-0]

Rhodesia/Zimbabwe

- Tsitsi Dangarembga: *Nervous Conditions*. London: The Women's Pr. Ltd 1988
(SEL D 56-10)*
[ISBN 0-7043-4100-X]

*Handapparat

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

Credits will be awarded on the basis of either:

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

**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!**

154223		Childhood and Food in the Edwardian Period – Group A (2 HS)			
	Do 08:30 - 10:00		R. 3.206		Binder
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303				
	LPO 2003				
	GHR: 5a		SP _{1.Fach} : 5a		B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c
	Gy/Ge: 7a,b		SP _{2.Fach} : 4b		B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a
	BK: 7a,b				M.A. _{ALK} : 1b ab WS 16/17: 1b
	LPO 1994/2000: B3, E1			M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009				
G: 703, 704		HRG: 601, 1001		GyGe/BK: 601, 701, 702, 1001	SP:703

154224	Childhood and Food in the Edwardian Period – Group B (2 HS)			
	Do 10:15 - 11:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The seminar deals with a period which has only recently come under fresh new investigation, the Edwardian period (1900-1910; King Edward VII). As a transitional phase from Victorian to Modern the period is of crucial importance for Great Britain within the European context of the twentieth century. It forms a watershed between the world of before and after WWI. Historiography has come up with very contradictory assessments of the period: Golden Age vs. accumulating crisis.

Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, competition in Europe, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period like to term this period the "Golden Age of childhood", due to significant changes in the children's culture which anticipate later twentieth-century developments. Some of them are the result of the Liberal social reforms of the time. The changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, games, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals.

The special focus of the course will therefore be on the character of Edwardian childhood, the role of the food culture in it, and Edwardian conceptions of childhood. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture of the time. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews and fiction.

Mandatory reading

Read, Donald (ed.): *Edwardian England*. London and Canberra: London: Croom Helm Ltd. In association with the Historical Association 1982.*

Taylor, A.J.P.: "Prologue: The Year 1906", in Read, 1-13.

Read, Donald: "Introduction: Crisis Age or Golden Age?", in Read, 14-39.

Porter, Bernard: "The Edwardians and Their Empire", in Read, 128-144.

J.B. Priestley: *The Edwardians*. London, Melbourne, Toronto, Johannesburg, Auckland:

William Heinemann Limited/London: George Rainbird Limited 1970.*

Paul Thompson: *The Edwardians. The Remaking of British Society*. London: Weidenfels and Nicolson 1975. [SEH 520/175/2]*

Vita Sackville-West: *The Edwardians*. Virago 1978 (Hogarth Pr. 1930).[SEL S 106/10]*

*Handapparat

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

Binder, C.M.: *Childhood and Food in the Edwardian Period*. Südwestdeutscher Verlag für Hochschulschriften: Saarbrücken 2016. [SEH 890/143; C 30365/ 1+2] *

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

Credits will be awarded on the basis of either:

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

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!

154225	Journeys to the End of the Night (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 ab WS 16/17: Kern 6abc, 7a Komp: 3abcd	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A.AS: Kern: 6bc Komp: 4a ab WS 16/17: Kern: 6bc Komp: 4a	
	BK: 6a, 6b		M.A.ALK: 1abc ab WS 16/17: 1abcd	
	LPO 1994/2000: B3, E1		M.A.AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG:601, 1001	GyGe/BK:601, 701, 702, 1001	SP: 703	

Literary texts offer us as readers the opportunity to enjoy experiencing views and personalities very different from our own. Sometimes we are not required to move very far outside our own comfort zone to be able to tune into these different worlds. In contrast, the extreme violence and sexual explicitness of radically transgressive literature force us to participate in deeply unsettling situations. The seminar looks at the impact of our involvement as readers in the extreme situations created by radically transgressive texts and examines their aesthetic and ethical implications. We will also be looking into the relationship between such texts and the idea of the tragic genre. Texts to be read and discussed will include:

- William Shakespeare's *Titus Andronicus* (1593)
- William Shakespeare's *King Lear* (1606)
- John Webster's *The Duchess of Malfi* (1612)
- Jonathan Swift's *Book IV Gulliver's Travels* (1725)
- Thomas Hardy's *Jude the Obscure* (1895)
- George Orwell's *Nineteen Eighty-Four* (1949)
- Sarah Kane's *Blasted* (1995)
- Mark Ravenhill's *Shopping and Fucking* (1996)

The following books give an idea of the scope of the topic:

Walter Kaufmann *Tragedy and Philosophy* and Francis Barker *The Culture of Violence: Essays on Tragedy and History*, Manchester University Press, 1993.

This seminar can be construed as one form of preparation for the conference "Transgressive Spaces \ Spaces of Transgression" to be held by our Department on July 13-15, 2017. Please consult its website for further information. Active participation will take the form of a short essay or presentation. It will be possible to write various types of examinations, as well as projects in this class.

154523	Literary Islands (2 HS)			
	Mi 12:15 -13:45	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, 7ac Komp, 3abc, 4a ab WS 16/17: Kern 6abc, 7ac Komp: 3abcd, 4a	
	Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4c	B.A. _{AS} : 6bc Komp 4a ab WS 16/17: Kern: 6ba Komp: 4a	
	BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, 3bc ab WS 16/17: 1abcd, 3bc	
	LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

"No man is an island."

This is the title and first line of John Donne's famous poem. He goes on to claim that every man (and thus island) is part of a larger structure, "part of the main". But is that not the opposite of what makes an island special – its insularity, its closed-offness, its remoteness? Islands are popular holiday destinations – Majorca, Thai or Balinese islands, Cuba, the list is near endless – but whereas tourists can leave at their own leisure, many famous island dwellers could not, Robinson Crusoe being the most widely-known example.

In this course we will discuss texts that construct islands and their inhabitants and discuss the idea of insularity, identity and relationships. Employing concept from island studies as well as cultural geography, the phenomenon of the (literary) island will be at the foreground of this course. Additional texts will complement the novels below and a reader is going to be available from the first week of class. Attendance in the first week is mandatory to participate in this course.

Please buy and read the following novels:

Michael Crummey: *Sweetland* (ISBN 978-1472115867)

Daniel Defoe: *Robinson Crusoe* (ISBN 978-0141439822)

Mary Ann Shaffer: *The Guernsey Literary and Potato Peel Society* (ISBN 978-0747598800)

154524	Translating Niall Griffiths (2 HS)			
	Di 16:15 – 17:45	R. 3.206	Schmitt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. ALK: Kern 6abc, 7a, 8a, Komp 3abc, 4a ab WS 16/17: 6ac, 7a,	
	Gy/Ge: 7b	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc, 8c Komp 4a ab WS 16/17: Kern 6bc Komp 4a	
	BK: 7b		M.A. ALK: 1abc, 3bc, ib ab WS 16/17: 1acd, 3bc, 4c	
	LPO 1994/2000: E1		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

Niall Griffiths is one of the most prolific Anglo-Welsh writers working today. His debut novel *Grits* (2000) established him as an author preoccupied with the lives of the disenfranchised in contemporary Britain with a keen ear for the diversity of regional dialects and sociolects which significantly shape the unique linguistic makeup of his texts. Landscape, history, myth as well as the lives of ordinary people speak through Griffiths's novels and poetry which makes them emphatically polyphonous and intertextual. The nature of his work thus requires a literary translator who is up to the challenge to adapt this richness and complexity into the target language. To take on this challenge is the aim of this seminar. Since German is one of the few major European languages that Griffiths's work has not yet been translated into, the students in this seminar will embark on a pioneering project.

The seminar is intended as an emphatically collaborative project. We will acquaint ourselves with Niall Griffiths's writings (focussing on his poetry collected in *Red Roar* [2015]) and basic theories and methods of literary translation in order to develop approaches to translating sample texts into German. The project will conclude with a visit by Niall Griffiths and a public bilingual reading of his texts and our translations in the last week of the semester.

Requirements:

- Students will have to hand in sample translations as part of the collaborative translation process as well as written reflections on their work (depending on your respective course of studies).
- Students are expected to acquaint themselves with Griffiths's writing in advance by reading at least one of his novels as well as his poetry (bibliography see below)
- Willingness to take part in the public reading in late July

Works by Niall Griffiths:

Novels (published by Jonathan Cape / Vintage):

Grits (2000)
Sheepshagger (2001)
Kelly + Victor (2002)
Stump (2003)
Wreckage (2005)
Runt (2007)
A Great Big Shining Star (2013)

Poetry:

Red Roar. 20 Years of Words (Wrecking Ball Press, 2015)

This course is also particularly recommended for students of *Angewandte Literatur- und Kulturwissenschaft*.

154526	Spilling Ink – Writing the Erotic (2 HS)			
	Di 10:15 – 11:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a, 5c	SP _{1.Fach} : 5a, 5c	B.A. _{ALK} : Kern 6abc, 7a, 8a Komp 3abc ab WS 16/17: Kern 6abc, 7a, 8a Komp 3abcd, 4a	
	Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc, Komp 4a ab WS 16/17 Kern 6bc, Komp 4a	
	BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, ib ab WS 16/17: 1abcd, 4c	
	LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703,704	HRG:601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

"Behind closed doors in warmly lit rooms all over London pleasure is taking place. Some spontaneous, some planned, and yes, some paid for. And tonight's, tonight's is 'strictly' invitation only. Sometimes I get paid to do the things I've always wanted to do." ("Belle du Jour")

Pleasure is a driving force in almost everybody's life. We want to feel and to feel good. But the way to pleasure is not the same for everybody. For some it is doing 'it', for some it is watching 'it' and for some it is reading 'it'. This course is dedicated to the latter pleasure: the literary delight and satisfaction.

You are going to read sexy/dirty/kinky/weird/sensual stories about love, lust and the ways to achieve these two. Obviously, you have to bring an open mind as these stories are not your typical bedside stories. We will consider how these texts were received and what makes them so interesting. Moreover, you will learn how to apply literary theories to texts that were never meant to be looked at so closely – or were they? It goes without saying that this course is reading intensive and, yes, we will read *that* novel. Finally, you will write a sexy/dirty/kinky/weird/sensual story yourself.

You are cordially invited...

Please purchase the following texts and start reading soon:

D.H. Lawrence *Lady Chatterley's Lover* (ISBN 978-0141441498)

Niall Griffith *Kelly + Victor* (ISBN 978-0099422051)

Belle du Jour (a.k.a. Anonymous) *Secret Diary of a Call Girl* (any edition is fine)

Additional texts and specific requirements to pass the course will be made available in the first week of the semester. Attendance in the first week is mandatory to participate in this course.

154677	Kolloquium zur Masterarbeit (LABG 2009) (2 K)			
	Fr, 23.06.2017	R. McGovern Foyer	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: ic ab WS 16/17: 4d	
	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. In LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung.

Britische Kulturwissenschaft

1. STUDIENPHASE

154501	Introduction to Cultural Studies – Group A (2 PS)			
	Do 10:15 – 11:45	R. U 331		Möllers
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1b	SP ^{1.Fach:} 1b	B.A. ALK: Kern 2bc ab WS 16/17: Kern 2bc	
	Gy/Ge: 1b	SP ^{2.Fach:} 1b	B.A. AS: Komp 2a ab WS 16/17: 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)			
	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 ab WS 16/17: Kern 2bc	
	Gy/Ge: 1b	SP ^{2.Fach} : 1b	B.A. AS: Komp 2a ab WS 16/17: 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 14:15 – 15:45	R. 3.427	Schmitt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1.Fach} : 1b	B.A. ALK: Kern 2bc ab WS 16/17: Kern 2bc	
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. AS: Komp 2a ab WS 16/17: Komp 2a	
	BK: 1b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 402	HRG: 402	GvGe/BK: 402	SP: 402	

154504		Introduction to Cultural Studies – Group D (2 PS)			
	Mi 16:00 – 17:30 (ab dem 25.04.17)	R. 0.420		Benscheidt	
	Ersatztermine: Sa, 20.05.2017: 10:00 – 14:00	R. 3.205			
	Di, 06.06.2017: 16:00 – 19:15	R. 3.205			
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:				
	LPO 2003				
	GHR: 1b	SP _{1.Fach} : 1b		B.A. ALK: Kern 2bc ab WS 16/17: Kern 2bc	
	Gy/Ge: 1b	SP _{2.Fach} : 1b		B.A. AS: Komp 2a ab WS 16/17: Komp 2a	
	BK: 1b			M.A. ALK:	
	LPO 1994/2000:			M.A. AS:	
	LABG 2009				
	G: 402	HRG: 402		GvGe/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. *Studying Culture. A Practical Introduction*. 2nd ed. Oxford: Blackwell, 2008.

154511	Chicks vs. Lads (2 PS)			
	Do 14:15 – 15:45	R. 3.205	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP ^{1.Fach:} 1e	B.A.ALK: Kern: 1c, 2abc, 3ab Komp: 1b, 2c ab WS 16/17: Kern: 1c, 2abc, 3ab Komp: 1b, 2c	
	Gy/Ge: 1e	SP ^{2.Fach:}	B.A.AS: Komp: 2a ab WS 16/17: Komp 2a	
	BK: 1e		M.A.ALK:	
	LPO 1994/2000: E1		M.A.AS:	
LABG 2009				
G: 601		HRG: 403	GvGe/BK: 403	SP:

"It is a froth sort of thing. [...] As people spend so little time reading it is a pity they perhaps can't read something a bit deeper, a bit more profound, something with a bit of bite to it." (Dame Beryl Bainbridge on Chicklit) This course is designed to prove Dame Beryl wrong. In it, you will encounter various chicklit and ladlit novels and thus engage with a genre that has helped to shape a whole generation of readers by recognising themselves in the protagonists, and in some cases even influenced our language to this day. We will look at how mass-produced romance novels function and what it means to be in love (these days) – and we will consider what it means to live off 'booze, babes and footie'. Applying various theories to a selection of novels – among others: gender, adaptation, consumption – you will get a deeper insight into how to analyse a novel (or phenomenon) both literarily and culturally. Attendance in the first week is mandatory to participate in this course.

Please buy the following novels (as physical copies!). Any edition is fine but paperback is recommended.

Helen Fielding: *Bridget Jones's Diary* (1996).

Advaita Kala: *Almost Single* (2007).

Mike Gayle: *Mr Commitment* (1999).

154512	The Function of Fate in Fantasy (2 PS)			
	Mi 14:15 – 15:45	R. U 331	Möllers	
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 ab WS 16/17: Kern 1c, 2abc, 3c Komp: 1b, 2d	
	Gy/Ge: 1e	SP _{2.Fach:}	B.A. AS: Komp 2a ab WS 16/17: Komp: 2a	
	BK: 1e		M.A. ALK:	
	LPO 1994/2000: E1		M.A. AS:	
	LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:	

The Lion, the Witch, and the Wardrobe, The Lord of the Rings, His Dark Materials, Harry Potter, Never Let Me Go: a broad mix of inherently different literary texts?

Under close examination, it becomes apparent that these novels share the idea of determinism and the belief in a Chosen One as their most central elements. Determinism is the idea of destiny or fate and often entails that creatures lose control of their future. Regarding free will as a core element of human nature, a dilemma is created between pre-forged paths and the ability to choose one's own course of life.

This class will examine different literary works with regard to their interpretation of the dilemma between inescapable prophecies and the protagonists' need to actively shape their own life. To provide a basis for a closer analysis, the origin and development of fate as a literary element and its implementation in the novel as a genre will be enquired. However, this course will also invite other texts and genres to contribute to our investigation, such as TV shows, movies, or video games.

Ultimately, the following questions need to be asked: Are all our literary heroes doomed by the oppressive notion of fate, or will they be freed from the chains of destiny to forge their own path? And: does the outcome really matter?

Reading Requirements:

Please buy these novels in advance and start reading soon:

- Lewis, C.S. [1950]. *The Lion, the Witch, and the Wardrobe*. New York: HarperCollins, 2002. (ISBN: 978-0064471046)
- J.R.R. Tolkien. [1954]. *The Fellowship of the Ring*. United Kingdom: HarperCollins, 1991. (ISBN: 978-0261102354)
- Philip Pullman. [1995]. *Northern Lights*. New York: Scholastic Ltd., 2011. (ISBN: 978-1407130224)

Course Requirements:

- Short presentation with creative approach
- Essay (8 pages)

Attendance of the first session is mandatory.

154513	Locomotive Breath: Railway Stories (2 PS)			
	Mi 10:15 – 11:45	R. U 331	Piskurek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach} : 1e	B.A. ALK: Kern 1c, 2bc, 3a Komp: 1b, 2c ab WS 16/17: Kern 1c, 2bc, 3a Komp: 1b, 2c	
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. AS: Komp: 2a ab WS 16/17: Komp: 2a	
	BK: 1e, 4b		M.A. ALK:	
	LPO 1994/2000: E1		M.A. AS:	
LABG 2009				
G: 601		HRG: 403	GvGe/BK: 403	SP:

It may not be obvious to those travelling on the S1, but trains and railway transport used to be emblems of progress and technology: when steam locomotives were introduced in Britain in the early 19th century, the face of travel and transportation had changed for good. Trains connected towns, ports and people, and opened up hitherto unknown dimensions of speed. While people's reactions in those early days ranged from fascination and awe to outright fear, nowadays trains are often rather associated with a form of nostalgia, with railway museums or Railroadiana as expressions of this longing for the past.

Whether people use trains to commute, stay at train hotels like the "Orient Express" or work and live around the railway, we can certainly speak of trains as distinctive cultural spaces and of distinctive passenger identities as well. In this seminar, I should like to explore the history of the railroad in Britain (and in its former colonies) and discuss the representation of trains in different texts in which they provide the setting. Among others, we are going to read texts by Graham Greene, Edith Nesbit and Charles Dickens, and watch Sidney Lumet's *Murder on the Orient Express* (based on the Agatha Christie novel), David Lean's *Brief Encounter* (based on the Noel Coward play), and Ken Loach's *The Navigators*. The final part of the seminar will be devoted to representations of the London Underground.

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

154514	Participatory Cultures (2 PS)		
	31.05.17 von 17:30 – 19:00 01.07.17 von 10:00 – 16:00 09.08.-11.08.17 von 10:00 – 16:00	R. 3.112 R. 3.208 R. 3.208	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 ab WS 16/17: Kern 1c, 2abc, 3c Komp: 1b, 2d
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. AS: Komp 2a ab WS 16/17: Komp 2a
	BK: 1e		M.A. ALK:
	LPO 1994/2000: E1		M.A. AS:
	LABG 2009		
	G:	HRG: 403	GvGe/BK: 403

Participation is a key element of a variety of cultures in which we connect, circulate, create and collaborate. It has always played a crucial role in societies and, due to YouTube, Wikipedia and Blogs, seems even more relevant in the wake of the digital age.

It is the aim of this seminar to familiarise students with the concept of "participatory culture" as a useful theoretical frame for practices and movements that do not (solely) focus on consumption. We will delve into participatory media, fan and civic cultures as well as education and cultures of knowledge. Participants will critically assess examples from these fields by considering social, political and cultural contexts as well as questions of (transformative) power.

Texts will be made available on Moodle after the introductory session.

Course requirements will be discussed in the introductory session.

154211	The City & the City: Representations of the Metropolis (2 PS)			
	Do 10:15 – 11:45	R. 3.207	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach:} 1e	B.A. ALK: Kern1c, 2b Komp: 1b ab WS 16/17: Kern 1c, 2b Komp: 1b	
	Gy/Ge: 1e	SP _{2.Fach:}	B.A. AS: Komp: 2a ab WS 16/17: Komp 2a	
	BK: 1e		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 601		HRG: 403	GyGe/BK: 403	SP:

"With cities, it is as with dreams: everything imaginable can be dreamed, but even the most unexpected dream is a rebus that conceals a desire or, its reverse, a fear. Cities, like dreams, are made of desires and fears, even if the thread of their discourse is secret, their rules are absurd, their perspectives deceitful, and everything conceals something else." Italo Calvino – *Invisible Cities*. This course will investigate how the city influences and is influenced by artists from the 19th century to the present. We will exam prose, poetry, film, painting, and, of course, architecture. The assessment will be a presentation and a term paper.

154213	Power and Justice as Shakespearean Themes (2 PS)			
	Di 14:15 – 15:45	R. U 331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach:} 1e	B.A. ALK: Kern 1c, 2bc, 3b Komp 1b ab WS 16/17: Kern: 1c, 2bc, 3b Komp 1b	
	Gy/Ge: 1e	SP _{2.Fach:}	B.A. AS: Komp 2a ab WS 16/17: Komp: 2a	
	BK: 1e		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 601		HRG: 403	GvGe/BK: 403	SP:

"What judgement shall I dread doing no wrong?" asks Shylock in the courtroom scene of *The Merchant of Venice* (MV, 4, 188). A short time later his quest for justice is abruptly halted as Portia sadiistically comments, "Thou shalt have justice more than thou desirest." (MV, 4, 308), and Shylock himself becomes the victim of monstrous injustice. He is one of a long list of Shakespeare characters who seek justice but who are disappointed or at best achieve a perverted, self-destructive fulfillment of their most cherished ambition. This list of the disappointed includes Malvolio in *Twelfth Night*, Lear in *King Lear*

and Caliban in *The Tempest*, to name but a few. Powerful institutions and individuals stand in their way and block their efforts to realise their aspirations. This seminar takes a systematic look at the interplay of justice and power in Shakespeare's plays. We will examine a wide range of Shakespeare plays, but we will focus especially on three plays which deal with our topics in very different ways: *The Merchant of Venice*, *Macbeth*, and *Measure for Measure*. In this seminar students will be expected to give a short presentation on the theme of justice and/or power in a Shakespeare play. In addition, there will be opportunities to write examinations, short papers and projects. There are many decent introductions to Shakespeare and his themes. A recent favourite of mine is Kiernan Ryan's *Shakespeare's Universality*. Bloomsbury, 2016.

2. STUDIENPHASE

154521		Political Bodies (2 HS)			
	Di 12:15 - 13:45	R. 3.208		Sedlmayr	
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, Komp 3abc, 4a ab WS 16/17: Kern 6ac, 7bc, Komp 3abd, 4a	
	Gy/Ge: 6ab	SP _{2.Fach} : 4b		B.A. _{AS} : Kern 6bc, Komp: 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK: 6ab			M.A. _{ALK} : 1ac, 2abc, 3ac, ic ab WS 16/17: 1ad, 2abc, 3ac, 4d	
	LPO 1994/2000:			M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009				
G: 703, 704		HRG: 601, 1001		GyGe/BK: 601, 1001	SP: 703

It is hardly possible to think about culture(s) without taking into account the status of the body and the 'value' that is accorded to it. Even a cursory glance at what is happening around us each and every day reminds us of this fact. Current debates regarding the so-called refugee crisis revolve around issues connected to corporeality, especially to what is identified as the right to bodily integrity. We are regularly informed via the media about refugees drowning in the Mediterranean Sea or being hindered from movement by border controls, walls, and fences. Increasingly, people in Western countries return to and insist on the exclusivist idea of the ethnic integrity of national communities, because they feel materially and physically threatened by the bodily presence of 'others'; a threat that is turned back on those that allegedly represent it: as an effect of the Brexit referendum, for instance, the number of racially and religiously motivated hate crimes in the UK rose dramatically, particularly against Polish EU migrants.

In the seminar, we will engage with a variety of texts that will allow us to get a grip on this topic. Apart from discussing relevant theoretical texts, we will look at literary, filmic and other media representations of bodies that will allow us to study the ways in which these bodies are 'incorporated' in power discourses of different types: race, gender, class, age; legality / illegality; reality / virtuality etc.

Please note that we will host an **international conference on 'Political Bodies'** in autumn 2017 (23-25 Nov.). Those of you who intend to choose this class as 'project seminar' will be asked to prepare a poster exhibition for the conference, which means that I expect them to be present at the event. It goes without saying that all of the other students are also heartily invited to attend the conference.

All relevant texts will be available in the library (*Semesterapparat*).

154522	New Ethnicities in Britain (2 HS)			
	Do 10:15 - 11:45	R. 3.208	Sedlmayr	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. ALK: Kern 6abc, 7bc, Komp 3abc, 4a ab WS 16/17: Kern 6ac, 7bc, Komp 3abd, 4a	
	Gy/Ge:	SP _{2.Fach} :	B.A. AS: Kern 6bc, Komp: 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK:		M.A. ALK: 1ac, 2abc, 3ac, ic ab WS 16/17: 1ad, 2abc, 3ac, 4d	
	LPO 1994/2000:		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:	HRG: 1002	GvGe/BK: 1003	SP:	

In a now classical essay from 1989, "New Ethnicities", Stuart Hall proposed that "[t]he term ethnicity acknowledges the place of history, language and culture in the construction of subjectivity and identity". The concept of ethnicity, understood in this way, offered an alternative to constricting and essentialising notions of identity and hence promised to open up "a new cultural politics which engages rather than suppresses difference and which depends, in part, on the cultural construction of new ethnic identities". Today, nearly thirty years later, Hall's hopes appear to have reached an impasse: the fact that racially and religiously motivated attacks in the UK have risen dramatically after the Brexit referendum illustrates that 'multiculturalism' is

increasingly considered to be a 'problem'. While those in the liberal camp seem to dwindle, the revival of ideas of ethnic and national purity indicates a 'white backlash' (rise of the 'New Right').

Since this seminar is a *Kulturdidaktik*-Seminar, we will first talk about the role that discussions of ethnicity can play in the EFL classroom (intercultural communicative competence, teaching literature etc.). Subsequently, we will consider how ethnic communities in the UK represent themselves culturally today. Apart from scrutinising some relevant theory, we will discuss a range of literary, filmic and other texts.

More specifically, in addition to reading three novels, we will engage with the work of the British female rap and spoken word group Poetic Pilgrimage (Facebook: poeticpilgrimagemusic), who will come to TU Dortmund University for a 'Hip Hop Academy' that will take place on 29-30 June 2017. The famous London-based duo has taught many workshops and given lectures on various aspects of hip-hop culture, education, immigration, religion, and racism. While visiting Dortmund, Poetic Pilgrimage will discuss their Hip Hop Ed philosophy in an interactive workshop, elaborate on their art and activism at a public panel discussion, and perform their latest music at a local venue in the city.

If you intend to take part in the course, make sure that you'll have time to come to and participate in the Hip Hop Academy on 29-30 June 2017. It is assumed that the time spent there is 'compensated' by the three Thursday holidays during the summer term.

Since this seminar is taught in cooperation with Sina Nitzsche's class on "The Fifth Element: Hip-Hop Knowledge Inside and Outside of the American Studies Classroom" (154671), participants are encouraged to attend both courses.

You are required to purchase the following novels:

Evaristo, Bernardine. *Mr Loverman*. London: Hamish Hamilton / Penguin, 2013. ISBN 9780241145784

Guo, Xiaolu. *I Am China*. London: Vintage, 2014. ISBN 9780099583738

Newland, Courtia. *The Scholar: A West Side Story* [1997]. London: Abacus, 2001. ISBN 0349108765

Please try to have read Newland's *The Scholar* by the first session.

154523	Literary Islands (2 HS)			
	Mi 12:15 -13:45	R. 3.208	Lenz	
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, 7ac Komp, 3abc, 4a ab WS 16/17: Kern 6abc, 7ac Komp: 3abcd, 4a	
	Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4c	B.A. _{AS} : 6bc Komp 4a ab WS 16/17: Kern: 6ba Komp: 4a	
	BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, 3bc ab WS 16/17: 1abcd, 3bc	
	LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

"No man is an island."

This is the title and first line of John Donne's famous poem. He goes on to claim that every man (and thus island) is part of a larger structure, "part of the main". But is that not the opposite of what makes an island special – its insularity, its closed-offness, its remoteness? Islands are popular holiday destinations – Majorca, Thai or Balinese islands, Cuba, the list is near endless – but whereas tourists can leave at their own leisure, many famous island dwellers could not, Robinson Crusoe being the most widely-known example.

In this course we will discuss texts that construct islands and their inhabitants and discuss the idea of insularity, identity and relationships. Employing concept from island studies as well as cultural geography, the phenomenon of the (literary) island will be at the foreground of this course. Additional texts will complement the novels below and a reader is going to be available from the first week of class. Attendance in the first week is mandatory to participate in this course.

Please buy and read the following novels:

Michael Crummey: *Sweetland* (ISBN 978-1472115867)

Daniel Defoe: *Robinson Crusoe* (ISBN 978-0141439822)

Mary Ann Shaffer: *The Guernsey Literary and Potato Peel Society* (ISBN 978-0747598800)

154524		Translating Niall Griffiths (2 HS)			
	Di 16:15 – 17:45	R. 3.206		Schmitt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/	
	MA LA: 1302			Angewandte Literatur-	
	LPO 2003			/Kulturwissenschaften	
	GHR: 5c	SP _{1.Fach} : 5c		B.A. _{ALK} : Kern 6abc, 7a, 8a, Komp 3abc, 4a ab WS 16/17: 6ac, 7a,	
	Gy/Ge: 7b	SP _{2.Fach} : 4b		B.A. _{AS} : Kern 6bc, 8c Komp 4a ab WS 16/17: Kern 6bc Komp 4a	
	BK: 7b			M.A. _{ALK} : 1abc, 3bc, ib ab WS 16/17: 1acd, 3bc, 4c	
	LPO 1994/2000: E1			M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009				
G: 703, 704	HRG: 601, 1001		GyGe/BK: 601, 1001	SP: 703	

Niall Griffiths is one of the most prolific Anglo-Welsh writers working today. His debut novel *Grits* (2000) established him as an author preoccupied with the lives of the disenfranchised in contemporary Britain with a keen ear for the diversity of regional dialects and sociolects which significantly shape the unique linguistic makeup of his texts. Landscape, history, myth as well as the lives of ordinary people speak through Griffiths's novels and poetry which makes them emphatically polyphonous and intertextual. The nature of his work thus requires a literary translator who is up to the challenge to adapt this richness and complexity into the target language. To take on this challenge is the aim of this seminar. Since German is one of the few major European languages that Griffiths's work has not yet been translated into, the students in this seminar will embark on a pioneering project.

The seminar is intended as an emphatically collaborative project. We will acquaint ourselves with Niall Griffiths's writings (focussing on his poetry collected in *Red Roar* [2015]) and basic theories and methods of literary translation in order to develop approaches to translating sample texts into German. The project will conclude with a visit by Niall Griffiths and a public bilingual reading of his texts and our translations in the last week of the semester.

Requirements:

- Students will have to hand in sample translations as part of the collaborative translation process as well as written reflections on their work (depending on your respective course of studies).
- Students are expected to acquaint themselves with Griffiths's writing in advance by reading at least one of his novels as well as his poetry (bibliography see below)
- Willingness to take part in the public reading in late July

Works by Niall Griffiths:

Novels (published by Jonathan Cape / Vintage):

Grits (2000)
Sheepshagger (2001)
Kelly + Victor (2002)
Stump (2003)
Wreckage (2005)
Runt (2007)
A Great Big Shining Star (2013)

Poetry:

Red Roar. 20 Years of Words (Wrecking Ball Press, 2015)

This course is also particularly recommended for students of *Angewandte Literatur- und Kulturwissenschaft*.

154525	Miners, Murderers, Managers: The Fiction of David Peace (2 HS)			
	Mo 14:15 – 15:45	R. 3.208	Piskurek	
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, 7ab, Komp 3bc ab WS 16/17: Kern 6c, 7ab, Komp 3bd	
	Gy/Ge: 6ab	SP _{2.Fach} : 4b	B.A. AS: Komp 4a ab WS 16/17: Komp 4a	
	BK: 6ab		M.A. ALK: 1bc ab WS 16/17: 1c	
	LPO 1994/2000: B3, E1		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

"For those who go to novels seeking comfort or consolation, David Peace does not come recommended. This author's work is bleak, violent and political."

This is how the British Council introduces the novelist David Peace on their website, and indeed, Peace's texts may not be for everybody. His staccato style is not easily accessible in the beginning, some of the violent scenes in his fiction are hard to stomach, and the fragmented nature of some of his narratives is quite a challenge at times. However, readers who are willing to become immersed in Peace's fictional (or factional) worlds are rewarded with a very dense, linguistically innovative, multi-faceted and complex universe of characters which explore universal themes like amorality, corruption, power, guilt etc.

In this seminar, we will read and discuss Peace's two novels about fictional football managers Brian Clough (*The Damned Utd*, 2006) and Bill Shankly (*Red or Dead*, 2014), his novel about the miners' strike and Northern England under Thatcher (*GB84*, 2005), and the first part of his tetralogy about the 'Yorkshire Ripper' and corruption in the police force (*Nineteen Seventy-Four*, 1999). A guest lecture by Dr Katy Shaw, who has published a monograph and an edited volume about Peace, will be part of this seminar.

Course requirements will be discussed in the first session.

154526	Spilling Ink – Writing the Erotic (2 HS)		
	Di 10:15 – 11:45	R. 3.208	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA: 1301, 1302, 1303		

LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
GHR: 5a, 5c	SP _{1.Fach} : 5a, 5c	B.A. _{ALK} : Kern 6abc, 7a, 8a Komp 3abc ab WS 16/17: Kern 6abc, 7a, 8a Komp 3abcd, 4a	
Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc, Komp 4a ab WS 16/17 Kern 6bc, Komp 4a	
BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, 1b ab WS 16/17: 1abcd, 4c	
LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
LABG 2009			
G: 703,704	HRG:601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703

"Behind closed doors in warmly lit rooms all over London pleasure is taking place. Some spontaneous, some planned, and yes, some paid for. And tonight's, tonight's is 'strictly' invitation only. Sometimes I get paid to do the things I've always wanted to do." ("Belle du Jour")

Pleasure is a driving force in almost everybody's life. We want to feel and to feel good. But the way to pleasure is not the same for everybody. For some it is doing 'it', for some it is watching 'it' and for some it is reading 'it'. This course is dedicated to the latter pleasure: the literary delight and satisfaction.

You are going to read sexy/dirty/kinky/weird/sensual stories about love, lust and the ways to achieve these two. Obviously, you have to bring an open mind as these stories are not your typical bedside stories. We will consider how these texts were received and what makes them so interesting. Moreover, you will learn how to apply literary theories to texts that were never meant to be looked at so closely – or were they? It goes without saying that this course is reading intensive and, yes, we will read *that* novel. Finally, you will write a sexy/dirty/kinky/weird/sensual story yourself.

You are cordially invited...

Please purchase the following texts and start reading soon:

D.H. Lawrence *Lady Chatterley's Lover* (ISBN 978-0141441498)

Niall Griffith *Kelly + Victor* (ISBN 978-0099422051)

Belle du Jour (a.k.a. Anonymous) *Secret Diary of a Call Girl* (any edition is fine)

Additional texts and specific requirements to pass the course will be made available in the first week of the semester. Attendance in the first week is mandatory to participate in this course.

154221	Postcolonial Literatures of Africa (2 HS) – Group A			
	Di 12:15 - 13:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

154222	Postcolonial Literatures of Africa (2 HS) – Group B			
	Di 14:15 - 15:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The course deals with postcolonial theory, postcolonial studies and the practice of postcolonial writing. The geographic focus is on Africa, the thematic focus on childhood. Based on selected texts of fiction and non-fiction (autobiography) from South Africa and Rhodesia/Zimbabwe we will be exploring male

and female, black and white childhoods from the 1950s, 1960s and 1980s from different perspectives of class, race, and gender.

Primary texts recommended for purchase:

South Africa

- J.M. Coetzee: *Age of Iron*. New York, London, Victoria, Toronto, Auckland, New Delhi: Penguin Books 1990 (SEL C 23-16)* [ISBN 0-14-02-7565-7]
- J.M. Coetzee: *Boyhood. Scenes from Provincial Life*. London, Sydney, Auckland, Parktown: Vintage 1998 (SEL C 23-17)* [ISBN 0-09-926827-2] Secker and Warburg 1997
- Njabulo S. Ndebele: *Fools and Other Stories*. Johannesburg: Ravan Pr. 1983 (SEI N 17/1 ; C 25786)* [ISBN 0-86975-167-0]

Rhodesia/Zimbabwe

- Tsitsi Dangarembga: *Nervous Conditions*. London: The Women's Pr. Ltd 1988 (SEL D 56-10)* [ISBN 0-7043-4100-X]

*Handapparatur

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

Credits will be awarded on the basis of either:

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

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!

154223	Childhood and Food in the Edwardian Period – Group A (2 HS)			
	Do 08:30 - 10:00	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703	

154224	Childhood and Food in the Edwardian Period – Group B (2 HS)			
	Do 10:15 - 11:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The seminar deals with a period which has only recently come under fresh new investigation, the Edwardian period (1900-1910; King Edward VII). As a transitional phase from Victorian to Modern the period is of crucial importance for Great Britain within the European context of the twentieth century. It forms a watershed between the world of before and after WWI. Historiography has come up with very contradictory assessments of the period: Golden Age vs. accumulating crisis.

Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional

confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, competition in Europe, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period like to term this period the "Golden Age of childhood", due to significant changes in the children's culture which anticipate later twentieth-century developments. Some of them are the result of the Liberal social reforms of the time. The changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, games, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals.

The special focus of the course will therefore be on the character of Edwardian childhood, the role of the food culture in it, and Edwardian conceptions of childhood. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture of the time. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews and fiction.

Mandatory reading

Read, Donald (ed.): *Edwardian England*. London and Canberra: London: Croom Helm Ltd. In association with the Historical Association 1982.*

Taylor, A.J.P.: "Prologue: The Year 1906", in Read, 1-13.

Read, Donald: "Introduction: Crisis Age or Golden Age?", in Read, 14-39.

Porter, Bernard: "The Edwardians and Their Empire", in Read, 128-144.

J.B. Priestley: *The Edwardians*. London, Melbourne, Toronto, Johannesburg, Auckland:

William Heinemann Limited/London: George Rainbird Limited 1970.*

Paul Thompson: *The Edwardians. The Remaking of British Society*. London: Weidenfels and

Nicolson 1975. [SEH 520/175/2]*

Vita Sackville-West: *The Edwardians*. Virago 1978 (Hogarth Pr. 1930).[SEL S 106/10]*

*Handapparat

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

Binder, C.M.: *Childhood and Food in the Edwardian Period*. Südwestdeutscher Verlag für Hochschulschriften: Saarbrücken 2016. [SEH 890/143; C 30365/ 1+2] *

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

Credits will be awarded on the basis of either:

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

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!

154225	Journeys to the End of the Night (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 ab WS 16/17: Kern 6abc, 7a Komp: 3abcd	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern: 6bc Komp: 4a ab WS 16/17: Kern: 6bc Komp: 4a	
	BK: 6a, 6b		M.A. _{ALK} : 1abc ab WS 16/17: 1abcd	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG:601, 1001	GyGe/BK:601, 701, 702, 1001	SP: 703	

Literary texts offer us as readers the opportunity to enjoy experiencing views and personalities very different from our own. Sometimes we are not required to move very far outside our own comfort zone to be able to tune into these different worlds. In contrast, the extreme violence and sexual explicitness of radically transgressive literature force us to participate in deeply unsettling situations. The seminar looks at the impact of our involvement as readers in the extreme situations created by radically transgressive texts and examines their aesthetic and ethical implications. We will also be looking into the relationship between such texts and the idea of the tragic genre. Texts to be read and discussed will include:

- William Shakespeare's *Titus Andronicus* (1593)
- William Shakespeare's *King Lear* (1606)
- John Webster's *The Duchess of Malfi* (1612)
- Jonathan Swift's *Book IV Gulliver's Travels* (1725)

- Thomas Hardy's *Jude the Obscure* (1895)
- George Orwell's *Nineteen Eighty-Four* (1949)
- Sarah Kane's *Blasted* (1995)
- Mark Ravenhill's *Shopping and Fucking* (1996)

The following books give an idea of the scope of the topic:

Walter Kaufmann *Tragedy and Philosophy* and Francis Barker *The Culture of Violence: Essays on Tragedy and History*, Manchester University Press, 1993.

This seminar can be construed as one form of preparation for the conference "Transgressive Spaces // Spaces of Transgression" to be held by our Department on July 13-15, 2017. Please consult its website for further information. Active participation will take the form of a short essay or presentation. It will be possible to write various types of examinations, as well as projects in this class.

MASTERSTUDIENGÄNGE LEHRAMT

154521	Political Bodies (2 HS)			
	Di 12:15 - 13:45	R. 3.208	Sedlmayr	
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, Komp 3abc, 4a ab WS 16/17: Kern 6ac, 7bc, Komp 3abd, 4a	
	Gy/Ge: 6ab	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc, Komp: 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK: 6ab		M.A. ALK: 1ac, 2abc, 3ac, ic ab WS 16/17: 1ad, 2abc, 3ac, 4d	
	LPO 1994/2000:		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

It is hardly possible to think about culture(s) without taking into account the status of the body and the 'value' that is accorded to it. Even a cursory glance at what is happening around us each and every day reminds us of this fact. Current debates regarding the so-called refugee crisis revolve around issues connected to corporeality, especially to what is identified as the right to bodily integrity. We are regularly informed via the media about refugees drowning in the Mediterranean Sea or being hindered from movement by border controls, walls, and fences. Increasingly, people in Western countries return to and insist on the exclusivist idea of the ethnic integrity of national communities, because they feel materially and physically threatened by the bodily presence of 'others'; a threat that is turned back on those that allegedly represent it: as an effect of the Brexit referendum, for instance, the number of racially and religiously motivated hate crimes in the UK rose dramatically, particularly against Polish EU migrants.

In the seminar, we will engage with a variety of texts that will allow us to get a grip on this topic. Apart from discussing relevant theoretical texts, we will look at literary, filmic and other media representations of bodies that will allow us to study the ways in which these bodies are 'incorporated' in power discourses of different types: race, gender, class, age; legality / illegality; reality / virtuality etc.

Please note that we will host an **international conference on 'Political Bodies'** in autumn 2017 (23-25 Nov.). Those of you who intend to choose this class as 'project seminar' will be asked to prepare a poster exhibition for the conference, which means that I expect them to be present at the event. It goes without saying that all of the other students are also heartily invited to attend the conference.

All relevant texts will be available in the library (*Semesterapparat*).

154522	New Ethnicities in Britain (2 HS)			
	Do 10:15 - 11:45	R. 3.208	Sedlmayr	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. _{ALK} : Kern 6abc, 7bc, Komp 3abc, 4a ab WS 16/17: Kern 6ac, 7bc, Komp 3abd, 4a	
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} : Kern 6bc, Komp: 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK:		M.A. _{ALK} : 1ac, 2abc, 3ac, ic ab WS 16/17: 1ad, 2abc, 3ac, 4d	
	LPO 1994/2000:		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:	HRG: 1002		GyGe/BK: 1003	SP:

In a now classical essay from 1989, "New Ethnicities", Stuart Hall proposed that "[t]he term ethnicity acknowledges the place of history, language and culture in the construction of subjectivity and identity". The concept of ethnicity, understood in this way, offered an alternative to constricting and essentialising notions of identity and hence promised to open up "a new cultural politics which engages rather than suppresses difference and which depends, in part, on the cultural construction of new ethnic identities". Today, nearly thirty

years later, Hall's hopes appear to have reached an impasse: the fact that racially and religiously motivated attacks in the UK have risen dramatically after the Brexit referendum illustrates that 'multiculturalism' is increasingly considered to be a 'problem'. While those in the liberal camp seem to dwindle, the revival of ideas of ethnic and national purity indicates a 'white backlash' (rise of the 'New Right').

Since this seminar is a *Kulturdidaktik*-Seminar, we will first talk about the role that discussions of ethnicity can play in the EFL classroom (intercultural communicative competence, teaching literature etc.). Subsequently, we will consider how ethnic communities in the UK represent themselves culturally today. Apart from scrutinising some relevant theory, we will discuss a range of literary, filmic and other texts.

More specifically, in addition to reading three novels, we will engage with the work of the British female rap and spoken word group Poetic Pilgrimage (Facebook: poeticpilgrimagemusic), who will come to TU Dortmund University for a 'Hip Hop Academy' that will take place on 29-30 June 2017. The famous London-based duo has taught many workshops and given lectures on various aspects of hip-hop culture, education, immigration, religion, and racism. While visiting Dortmund, Poetic Pilgrimage will discuss their Hip Hop Ed philosophy in an interactive workshop, elaborate on their art and activism at a public panel discussion, and perform their latest music at a local venue in the city.

If you intend to take part in the course, make sure that you'll have time to come to and participate in the Hip Hop Academy on 29-30 June 2017. It is assumed that the time spent there is 'compensated' by the three Thursday holidays during the summer term.

Since this seminar is taught in cooperation with Sina Nitzsche's class on "The Fifth Element: Hip-Hop Knowledge Inside and Outside of the American Studies Classroom" (154671), participants are encouraged to attend both courses.

You are required to purchase the following novels:

Evaristo, Bernardine. *Mr Loverman*. London: Hamish Hamilton / Penguin, 2013. ISBN 9780241145784

Guo, Xiaolu. *I Am China*. London: Vintage, 2014. ISBN 9780099583738

Newland, Courtia. *The Scholar: A West Side Story* [1997]. London: Abacus, 2001. ISBN 0349108765

Please try to have read Newland's *The Scholar* by the first session.

154523	Literary Islands (2 HS)			
	Mi 12:15 -13:45	R. 3.208	Lenz	
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, 7ac Komp, 3abc, 4a ab WS 16/17: Kern 6abc, 7ac Komp: 3abcd, 4a	
	Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4c	B.A. _{AS} : 6bc Komp 4a ab WS 16/17: Kern: 6ba Komp: 4a	
	BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, 3bc ab WS 16/17: 1abcd, 3bc	
	LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

"No man is an island."

This is the title and first line of John Donne's famous poem. He goes on to claim that every man (and thus island) is part of a larger structure, "part of the main". But is that not the opposite of what makes an island special – its insularity, its closed-offness, its remoteness? Islands are popular holiday destinations – Majorca, Thai or Balinese islands, Cuba, the list is near endless – but whereas tourists can leave at their own leisure, many famous island dwellers could not, Robinson Crusoe being the most widely-known example.

In this course we will discuss texts that construct islands and their inhabitants and discuss the idea of insularity, identity and relationships. Employing concept from island studies as well as cultural geography, the phenomenon of the (literary) island will be at the foreground of this course. Additional texts will complement the novels below and a reader is going to be available from the first week of class. Attendance in the first week is mandatory to participate in this course.

Please buy and read the following novels:

Michael Crummey: *Sweetland* (ISBN 978-1472115867)

Daniel Defoe: *Robinson Crusoe* (ISBN 978-0141439822)

Mary Ann Shaffer: *The Guernsey Literary and Potato Peel Society* (ISBN 978-0747598800)

154524	Translating Niall Griffiths (2 HS)		
	Di 16:15 – 17:45	R. 3.206	Schmitt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. ALK: Kern 6abc, 7a, 8a, Komp 3abc, 4a ab WS 16/17: 6ac, 7a,
	Gy/Ge: 7b	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc, 8c Komp 4a ab WS 16/17: Kern 6bc Komp 4a
	BK: 7b		M.A. ALK: 1abc, 3bc, 1b ab WS 16/17: 1acd, 3bc, 4c
	LPO 1994/2000: E1		M.A. AS: 2ab ab WS 16/17: 2ab

	LABG 2009			
	G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703

Niall Griffiths is one of the most prolific Anglo-Welsh writers working today. His debut novel *Grits* (2000) established him as an author preoccupied with the lives of the disenfranchised in contemporary Britain with a keen ear for the diversity of regional dialects and sociolects which significantly shape the unique linguistic makeup of his texts. Landscape, history, myth as well as the lives of ordinary people speak through Griffiths's novels and poetry which makes them emphatically polyphonous and intertextual. The nature of his work thus requires a literary translator who is up to the challenge to adapt this richness and complexity into the target language. To take on this challenge is the aim of this seminar. Since German is one of the few major European languages that Griffiths's work has not yet been translated into, the students in this seminar will embark on a pioneering project.

The seminar is intended as an emphatically collaborative project. We will acquaint ourselves with Niall Griffiths's writings (focussing on his poetry collected in *Red Roar* [2015]) and basic theories and methods of literary translation in order to develop approaches to translating sample texts into German. The project will conclude with a visit by Niall Griffiths and a public bilingual reading of his texts and our translations in the last week of the semester.

Requirements:

- Students will have to hand in sample translations as part of the collaborative translation process as well as written reflections on their work (depending on your respective course of studies).
- Students are expected to acquaint themselves with Griffiths's writing in advance by reading at least one of his novels as well as his poetry (bibliography see below)
- Willingness to take part in the public reading in late July

Works by Niall Griffiths:

Novels (published by Jonathan Cape / Vintage):

Grits (2000)
Sheepshagger (2001)
Kelly + Victor (2002)
Stump (2003)
Wreckage (2005)
Runt (2007)
A Great Big Shining Star (2013)

Poetry:

Red Roar. 20 Years of Words (Wrecking Ball Press, 2015)

This course is also particularly recommended for students of *Angewandte Literatur- und Kulturwissenschaft*.

154525	Miners, Murderers, Managers: The Fiction of David Peace (2 HS)			
	Mo 14:15 – 15:45	R. 3.208	Piskurek	
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, 7ab, Komp 3bc ab WS 16/17: Kern 6c, 7ab, Komp 3bd	
	Gy/Ge: 6ab	SP _{2.Fach} : 4b	B.A. AS: Komp 4a ab WS 16/17: Komp 4a	
	BK: 6ab		M.A. ALK: 1bc ab WS 16/17: 1c	
	LPO 1994/2000: B3, E1		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

"For those who go to novels seeking comfort or consolation, David Peace does not come recommended. This author's work is bleak, violent and political."

This is how the British Council introduces the novelist David Peace on their website, and indeed, Peace's texts may not be for everybody. His staccato style is not easily accessible in the beginning, some of the violent scenes in his fiction are hard to stomach, and the fragmented nature of some of his narratives is quite a challenge at times. However, readers who are willing to become immersed in Peace's fictional (or factional) worlds are rewarded with a very dense, linguistically innovative, multi-faceted and complex universe of characters which explore universal themes like amorality, corruption, power, guilt etc.

In this seminar, we will read and discuss Peace's two novels about fictional football managers Brian Clough (*The Damned Utd*, 2006) and Bill Shankly (*Red or Dead*, 2014), his novel about the miners' strike and Northern England under Thatcher (*GB84*, 2005), and the first part of his tetralogy about the 'Yorkshire Ripper' and corruption in the police force (*Nineteen Seventy-Four*, 1999). A guest lecture by Dr Katy Shaw, who has published a monograph and an edited volume about Peace, will be part of this seminar.

Course requirements will be discussed in the first session.

154526	Spilling Ink – Writing the Erotic (2 HS)			
	Di 10:15 – 11:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a, 5c	SP _{1.Fach} : 5a, 5c	B.A. _{ALK} : Kern 6abc, 7a, 8a Komp 3abc ab WS 16/17: Kern 6abc, 7a, 8a Komp 3abcd, 4a	
	Gy/Ge: 6a, b; 7a, b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc, Komp 4a ab WS 16/17 Kern 6bc, Komp 4a	
	BK: 6a, b; 7a, b		M.A. _{ALK} : 1abc, 1b ab WS 16/17: 1abcd, 4c	
	LPO 1994/2000: E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703,704	HRG:601, 1001	GyGe/BK: 601, 701. 702. 1001	SP: 703	

"Behind closed doors in warmly lit rooms all over London pleasure is taking place. Some spontaneous, some planned, and yes, some paid for. And tonight's, tonight's is 'strictly' invitation only. Sometimes I get paid to do the things I've always wanted to do." ("Belle du Jour")

Pleasure is a driving force in almost everybody's life. We want to feel and to feel good. But the way to pleasure is not the same for everybody. For some it is doing 'it', for some it is watching 'it' and for some it is reading 'it'. This course is dedicated to the latter pleasure: the literary delight and satisfaction.

You are going to read sexy/dirty/kinky/weird/sensual stories about love, lust and the ways to achieve these two. Obviously, you have to bring an open mind as these stories are not your typical bedside stories. We will consider how these texts were received and what makes them so interesting. Moreover, you will learn how to apply literary theories to texts that were never meant to be looked at so closely – or were they? It goes without saying that this course is reading intensive and, yes, we will read *that* novel. Finally, you will write a sexy/dirty/kinky/weird/sensual story yourself.

You are cordially invited...

Please purchase the following texts and start reading soon:

D.H. Lawrence *Lady Chatterley's Lover* (ISBN 978-0141441498)

Niall Griffith *Kelly + Victor* (ISBN 978-0099422051)

Belle du Jour (a.k.a. Anonymous) *Secret Diary of a Call Girl* (any edition is fine)

Additional texts and specific requirements to pass the course will be made available in the first week of the semester. Attendance in the first week is mandatory to participate in this course.

154221	Postcolonial Literatures of Africa (2 HS) – Group A			
	Di 12:15 - 13:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
LABG 2009				
G: 703, 704	HRG: 601, 1001		GyGe/BK: 601, 701, 702, 1001	SP: 703

154222	Postcolonial Literatures of Africa (2 HS) – Group B		
	Di 14:15 - 15:45	R. 3.206	Binder
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:1301, 1302, 1303		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6abc; Komp 3abc ab WS 16/17: 6ac Komp: 3acd
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern 6bc Komp: 4a
	BK: 7a,b		M.A. _{ALK} : 1ab ab WS 16/17: 1abc
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab

	LABG 2009			
	G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703

The course deals with postcolonial theory, postcolonial studies and the practice of postcolonial writing. The geographic focus is on Africa, the thematic focus on childhood. Based on selected texts of fiction and non-fiction (autobiography) from South Africa and Rhodesia/Zimbabwe we will be exploring male and female, black and white childhoods from the 1950s, 1960s and 1980s from different perspectives of class, race, and gender.

Primary texts recommended for purchase:

South Africa

- J.M. Coetzee: *Age of Iron*. New York, London, Victoria, Toronto, Auckland, New Delhi: Penguin Books 1990
(SEL C 23-16)*
[ISBN 0-14-02-7565-7]
- J.M. Coetzee: *Boyhood. Scenes from Provincial Life*. London, Sydney, Auckland, Parktown: Vintage 1998
(SEL C 23-17)*
[ISBN 0-09-926827-2] Secker and Warburg 1997
- Njabulo S. Ndebele: *Fools and Other Stories*. Johannesburg: Ravan Pr. 1983
(SEL N 17/1 ; C 25786)*
[ISBN 0-86975-167-0]

Rhodesia/Zimbabwe

- Tsitsi Dangarembga: *Nervous Conditions*. London: The Women's Pr. Ltd 1988
(SEL D 56-10)*
[ISBN 0-7043-4100-X]

*Handapparat

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

Credits will be awarded on the basis of either:

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

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!

154223	Childhood and Food in the Edwardian Period – Group A (2 HS)			
	Do 08:30 - 10:00	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703	

154224	Childhood and Food in the Edwardian Period – Group B (2 HS)			
	Do 10:15 - 11:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : Kern 6bc; Komp 3bc ab WS 16/17: Kern 6b Komp: 3c	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4a ab WS 16/17: Kern: 6bc Komp 4a	
	BK: 7a,b		M.A. _{ALK} : 1b ab WS 16/17: 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

The seminar deals with a period which has only recently come under fresh new investigation, the Edwardian period (1900-1910; King Edward VII). As a transitional phase from Victorian to Modern the period is of crucial importance for Great Britain within the European context of the twentieth century. It forms a watershed between the world of before and after WWI. Historiography has come up with very contradictory assessments of the period: Golden Age vs. accumulating crisis.

Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, competition in Europe, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period like to term this period the "Golden Age of childhood", due to significant changes in the children's culture which anticipate later twentieth-century developments. Some of them are the result of the Liberal social reforms of the time. The changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, games, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals.

The special focus of the course will therefore be on the character of Edwardian childhood, the role of the food culture in it, and Edwardian conceptions of childhood. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture of the time. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews and fiction.

Mandatory reading

Read, Donald (ed.): *Edwardian England*. London and Canberra: London: Croom Helm Ltd. In association with the Historical Association 1982.*

Taylor, A.J.P.: "Prologue: The Year 1906", in Read, 1-13.

Read, Donald: "Introduction: Crisis Age or Golden Age?", in Read, 14-39.

Porter, Bernard: "The Edwardians and Their Empire", in Read, 128-144.

J.B. Priestley: *The Edwardians*. London, Melbourne, Toronto, Johannesburg, Auckland:

William Heinemann Limited/London: George Rainbird Limited 1970.*

Paul Thompson: *The Edwardians. The Remaking of British Society*. London: Weidenfels and

Nicolson 1975. [SEH 520/175/2]*

Vita Sackville-West: *The Edwardians*. Virago 1978 (Hogarth Pr. 1930).[SEL S 106/10]*

*Handapparat

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

Binder, C.M.: *Childhood and Food in the Edwardian Period*. Südwestdeutscher Verlag für Hochschulschriften: Saarbrücken 2016. [SEH 890/143; C 30365/ 1+2] *

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

Credits will be awarded on the basis of either:

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

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!

154225	Journeys to the End of the Night (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 ab WS 16/17: Kern 6abc, 7a Komp: 3abcd	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern: 6bc Komp: 4a ab WS 16/17: Kern: 6bc Komp: 4a	
	BK: 6a, 6b		M.A. _{ALK} : 1abc ab WS 16/17: 1abcd	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG:601, 1001	GyGe/BK:601, 701, 702, 1001	SP: 703	

Literary texts offer us as readers the opportunity to enjoy experiencing views and personalities very different from our own. Sometimes we are not required to move very far outside our own comfort zone to be able to tune into these different worlds. In contrast, the extreme violence and sexual explicitness of radically transgressive literature force us to participate in deeply unsettling situations. The seminar looks at the impact of our involvement as readers in the extreme situations created by radically transgressive texts and examines their aesthetic and ethical implications. We will also be looking into

the relationship between such texts and the idea of the tragic genre. Texts to be read and discussed will include:

- William Shakespeare's *Titus Andronicus* (1593)
- William Shakespeare's *King Lear* (1606)
- John Webster's *The Duchess of Malfi* (1612)
- Jonathan Swift's *Book IV Gulliver's Travels* (1725)
- Thomas Hardy's *Jude the Obscure* (1895)
- George Orwell's *Nineteen Eighty-Four* (1949)
- Sarah Kane's *Blasted* (1995)
- Mark Ravenhill's *Shopping and Fucking* (1996)

The following books give an idea of the scope of the topic:

Walter Kaufmann *Tragedy and Philosophy* and Francis Barker *The Culture of Violence: Essays on Tragedy and History*, Manchester University Press, 1993.

This seminar can be construed as one form of preparation for the conference "Transgressive Spaces \ Spaces of Transgression" to be held by our Department on July 13-15, 2017. Please consult its website for further information. Active participation will take the form of a short essay or presentation. It will be possible to write various types of examinations, as well as projects in this class.

154677	Kolloquium zur Masterarbeit (LABG 2009) (2 K)			
	Fr, 23.06.2017	R. McGovern Foyer	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: ic ab WS 16/17: 4d	
	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. In LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung.

Amerikanistik

1. STUDIENPHASE

154621	Introduction to American Literary and Cultural History – Gruppe A (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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP ^{2.Fach} : 1c	B.A. AS: Komp 2a ab WS 16/17: 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	

154622	Introduction to American Literary and Cultural History – Gruppe B (2 PS)			
	Di 12:15– 13:45	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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP 2.Fach: 1c	B.A. AS: Komp 2a ab WS 16/17: 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	

154623	Introduction to American Literary and Cultural History – Gruppe C (2 PS)			
	Mi 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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. AS: Komp 2a ab WS 16/17: 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

154624	Introduction to American Literary and Cultural History – Gruppe D (2 PS)			
	Mo 12:15 – 13:45	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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a ab WS 16/17: 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	

154625	Introduction to American Literary and Cultural History – Gruppe E (2 PS)			
	Mi 10:15 – 11:45	R. 0.406	Sattler	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a ab WS 16/17: 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	

154626	Introduction to American Literary and Cultural History – Gruppe F (2 PS)			
	Fr 8:30 – 10:00	R. 0.406	Neuhaus	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a ab WS 16/17: 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

154627	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	SP1.Fach: 1c	B.A. ALK: Kern 2abc ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP2.Fach: 1c	B.A. AS: Komp 2a ab WS 16/17: 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	

154628	Introduction to American Literary and Cultural History – Gruppe H (2 PS)			
	Do 10:15 – 11:45	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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a ab WS 16/17: 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

154629	Introduction to American Literary and Cultural History – Gruppe I (2 PS)			
	Mo 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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a ab WS 16/17: 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	

154630	Introduction to American Literary and Cultural History – Gruppe J (2 PS)			
	Mo 18:00 – 19:30	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 ab WS 16/17: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a Ab WS 16/17: 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

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.

154641	“We Didn’t Start the Fire” – A Cultural Studies Approach to Billy Joel (2 PS)			
	Mo 10:15 – 11:45	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, 3c, Komp 1b, 2d ab WS 16/17: Kern 1c, 2d	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : Komp 2a ab WS 16/17: 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:

Billy Joel can be considered one of the most successful singers/songwriters in pop history. From the early 1970s up until the end of the 20th century he had a considerable impact on popular culture. In this for a pop musician incredibly long period of time he seemed to have always pushed the right buttons since none of his records failed success. We will look at Billy Joel's life and his times to find out which 'cultural buttons' he might have pushed that caused his lasting popularity. Questions that will be raised are: Does the work of this (mostly) mainstream artist reflect the mainstream of American culture? In what way does his biography – which prominently includes, for instance, New York, the Yankees, and suburbia – play a role?

154642	Coffee & Cafés – A Beverage & Its Cultural Impact (2 PS)		
	Blockveranstaltung 15.06. – 27.07. Do 12:15 – 15:30	R. 0.420	Eßmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften
	GHR: 1f	SP ^{1.Fach} : 1f	B.A. _{ALK} : Kern 1d, 2c, 3ac Komp 1c, 2cd ab WS 16/17: Kern 1d, 2c, 3ac Komp 1c, 2cd
	Gy/Ge: 1f, 4c	SP ^{2.Fach} :	B.A. _{AS} : Komp 2a ab WS 16/17 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:

Coffee is a ubiquitous beverage that we usually take for granted without reflecting on the impact it has on our culture(s). We will take a closer look at it, specifically the places that it is frequently – & publicly – consumed in, the cafés. Be those traditional cafés (the coffeehouses in Vienna come to mind) or rather recent developments such as Starbucks. In this course we will try to find out their function in our culture(s), to find out whether cafés are, as Ray Oldenburg puts it, "hangouts at the heart of a community". For this we will take a look at the US and Germany.

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

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

154643	Brecht in America (2 PS)		
	Blockveranstaltung 24.04. -5.06. Mo 14:15 -17:45	R. 0.406	Pisechko
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, 2d ab WS 16/17 Kern 1c, 2abc, 3c Komp 1b, 2d
	Gy/Ge: 1f, 4c	SP ^{2.Fach:}	B.A.AS: Komp 2a ab WS 16/17 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:

Following the November 2016 Hamilton Twitter incident incited by Donald Trump, Jeremy Noel-Tod (@jntod) responded by tweeting "We're gonna build a fourth wall, folks, and make the Brechtians pay for it". While Noel-Tod is an instructor at an academic institution, the thousands of retweets his post received demonstrate how widespread Bertolt Brecht's influence on pop culture and basic theatrical tenets is. Despite Brecht's communist affiliation, his effect on theater in the United States has been undeniable for over half of a century. In this course, we will begin by investigating Brecht's time spent in America and the events that led up to his testimony before the House Un-American Activities Committee. As we progress, we will be exploring his lasting influence on performance theory, modern playwrights, and the American discourse on theater, as a whole. Some previous knowledge of Brecht's plays is preferred; however, we will be reading excerpts from many pieces so it is not a pre-requisite. An in-class group performance of a scene will be required, but there is no need for students to have any theatrical experience!

Danielle Pisechko is guest lecturer from the University of Virginia.

154644	Revolution: How German and American Youth Clashed with Authority in the 1960s-1980s (2 PS)		
	Blockveranstaltung 12.06. – 24.07. Mo 14:15 -17:45	R. 0.406	Pisechko
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 ab WS 16/17: Kern 1c, 2bc, 3ac Komp 1b, 2cd
	Gy/Ge: 1f, 4c	SP ^{2.Fach:}	B.A.AS: Komp 2a ab WS 16/17 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:

As the first post-war generation came of age in the 1960s, the entire world was shaken by their revolutionary spirit. Throughout the 1960s, 70s, and 80s, both Germany and the United States found themselves disrupted by social, political, and cultural protests, orchestrated in large part by these emerging "baby boomers". From civil rights sit-ins, to free speech protests in Berkeley, to the Studentenbewegung of 1968, the expressions of revolution were vast, varied, and transatlantic in scope. In this course, we will explore the types of protests and the forms the various movements took. Whether it was organized civil rights marches or the more freeform counterculture phenomenon, we will investigate the effectiveness and long-term consequences of this generation's actions. While we will be reading a variety of primary and secondary source material from the era, we will also be listening to music from artists such as Bob Dylan and there will be a screening of at least one film of the Anti-Heimat movement/New German Cinema. In the same way that the revolutionary spirit of the young people in Germany and the United States permeated all aspects of their lives, so will we, too, be exploring the artistic and personal sides of these movements. During the course of the class, students

will also do a presentation on a protest or set of protests during this time and draw connections to recent (post-2000) protests or movements.

Danielle Pisechko is guest lecturer from the University of Virginia.

154645	"Take the Mic!": The Cultural Politics of Spoken Word and Slam Poetry (2PS)			
	Blockveranstaltung 13.06. – 25.07. Di 8:30 – 11:45	R. 0.420	Kost	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP ^{1.Fach} : 1f	B.A. ALK: Kern 1c, 2abc, 3a Komp 1b, 2c ab WS 16/17 Kern 1c, 2abc, 3a Komp1b, 2c	
	Gy/Ge: 1f, 4c	SP ^{2.Fach} :	B.A. AS: Komp 2a ab WS 16/17 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:	

So called "slams" and poetry readings currently enjoy great popularity in Germany and the United States. But what does it take to be a *Slammer*? What is the essence of competitive poetry? And more importantly, what are the social and cultural influences and implications behind these texts?

In this comparative class the students will get to know the theory and practice behind Spoken Word and Poetry Slam together with a survey on their history and development. We will focus on the role of slam as a cultural practice and analyze its unique dynamics and status as a literary movement and medium of protest from an academic perspective.

Students will read and write spoken word and slam texts, comparing and contrasting practices of slam in the U.S. and Germany, which allows for a transnational focus.

Students will be asked to attend 1-2 poetry reading events/slams in Dortmund and to write a review on their experiences.

154646	Comedy, Genre, Transgression: <i>The Simpsons</i> and “The Treehouse of Horror” (2 PS)			
	Di 12:15 -13:45	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, 2bc, 3c Komp 1b, 2d ab WS 16/17 Kern 1c, 2bc, 3c Komp 1b, 2d	
	Gy/Ge: 1f, 4c	SP ^{2.Fach} :	B.A. _{AS} : Komp 2a ab WS 16/17 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:	

On Halloween 2016, *The Simpsons* celebrated its 600th episode with the annually much awaited "Treehouse of Horror" Halloween special (ToH). Within the canon of the animated sitcom, the self-contained narratives of the ToH have an exposed position as they throw America's yellowest family out of their comfort zone of the living room and right into the many synapses of popular cultural history. The non-canon cycle of the seasonal special thereby focuses on three smaller segments with a horror-, a fantastic-, and a science fiction-plot mostly framed by a wraparound and/or preceded by a Halloween-themed opening. In its 27 years of being, the ToH has created its own series that contrasts with its regular run by deliberately pushing the boundaries of its comic freedom as a prime-time program on the FOX network TV. With its Gothic parody, its graphic gore, and its off-color humor, the ToH anthology is a radicalized attack against the nuclear family unit. With respect to its unique tradition, the seminar aims at taking a closer look at its underlying genres with the show's various references and its homage-paying qualities. We will examine the significance of the anthology format for US television program-making, analyze the details of production and its industry, and of course watch a considerable number of ToH episodes in class.

Credits will be awarded on the basis of:

- Group presentation
- Final test

A reader will be provided at the beginning of the semester.

154547	American Architecture: Visions, Utopia and Literary Representations (2 PS)		
	Blockveranstaltung 16.06. – 28.07. Fr 08:30 – 11:45 Preliminary meeting 02.06. Fr 9.00 – 10.00	R. 0.420 R. tba	Berendt-Metzner
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : Kern 2abc, 3ac, Komp 1b, 2cd ab WS 16/17: Kern: 2abc, 3ac Komp: 2c, 2d

	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : Komp 2a ab WS 16/17: 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.

154648	Women-in-Science: Feminism in Carl Djerassi's Science-in-Literature (2 PS)			
	Blockveranstaltung 14.06. – 26.07. Mi 08:30 – 11:45	R. 0.420	Serhat	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : Kern 2abc, 3b ab WS 16/17 2abc, 3b	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : Komp 2a ab WS 16/17 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:	

In his so-called "Science-in-Theatre" plays, Austrian-born Jewish-American chemist, novelist, playwright, and Stanford University professor Carl Djerassi (1923 – 2015), primarily known for his groundbreaking work on the birth control pill, touches upon a multitude of aspects relevant to science and the scientific world. In his own words, his aim is to "smuggle scientific facts" into the minds of "a scientifically illiterate public". One of the central aspects in his literature is the role of women in the male-dominated world of science.

In this class, we will read and discuss several of Djerassi's "Science-in-Theatre" plays and focus mainly – but not exclusively – on the representation of women in Djerassi's literature. Questions we will deal with include: Why has science been so male-dominated? Do women do science differently? How does Djerassi portray female scientists compared to male scientists? How do the wives of scientists impact their husbands' professional careers? How does science influence the concepts of motherhood, fatherhood, and family?

Readings will include, inter alia, the "Science-in-Theatre" plays *An Immaculate Misconception: Sex in an Age of Mechanical Reproduction* (1998), *Taboos: When Harriet Met Sally* (2005), and *Oxygen* (2005). A course pack will be made available for purchase at the beginning of the semester.

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

154649	Democracy and Poetry in the U.S. and Iran: Walt Whitman and Nima Yushij (2 PS)			
Modulzuordnungen:	Di 10:15 -11:45	R. 0.420	Fomeshi	
	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : Kern 2abc, 3a Komp 2c ab WS 16/17 2abc, 3a Komp 2c	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : Komp 2a ab WS 16/17 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:	

While juxtaposing the U.S. and Iran often brings an antagonistic relation to mind, the fact that this course mentions similarities between the two countries makes this course interesting. Adding democracy to the relation makes it even more interesting. In discussions of democracy in the Middle East, much attention is paid to recent democratic developments known as Arab Spring. However, democracy in this region has a much longer history, as Iranian Constitutional Revolution of 1906 indicates. An interdisciplinary field of study, the relation between poetry and democracy will lead to a better appreciation of the status of poetry in the humanities and in the studies related to culture.

Walt Whitman (1819-1892) as the father of American free verse and Nima Yushij (1897-1960) as the father of "New Poetry" (modern Persian poetry), each played a central role in their respective poetic tradition. Whitman and Nima each lived in a significant historical period in their countries. Their poetical innovations changed the direction of the poetry of their nations. Along with their poetry, their sociopolitical situations had a major commonality; both countries were progressing toward democracy. These correspondences in poetic theory, practice and context make the two cases suitable for a comparative course in Amerikanistik. Studying Whitman's free verse and Nima's New Poetry shows the relationship between a discourse of democracy and a literary discourse.

This course aims at increasing the students' awareness of poetry, democracy, and the relationship between the two. The other objective of this course is to increase students' knowledge of the history and poetry of 19th century US and post-Constitutional Iran in general and of Whitman and Nima in particular.

154650	The Union at Risk; History and the Future of the European Union (2 PS)		
	Blockveranstaltung 15.06. – 27.07. Do 16:00 -19:15	R. 0.420	Hildenhausen
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. ALK: Kern 2ab, 3a Komp 2c ab WS 16/17 Kern 2ab Komp 2c
	Gy/Ge:	SP _{2.Fach} :	B.A. AS: Komp 2a ab WS 16/17 Komp 2a
	BK:		M.A. ALK:
	LPO 1994/2000:		M.A. AS:
	LABG 2009		
G:	HRG:	GvGe/BK:	SP:

In the course of the so-called 'economic and financial crisis' that started in 2008 the European Union seems at risk, in particular after the so-called "Brexit" in 2016. Using journalistic and scientific articles, students will enter into a dialogue with the instructor and each other regarding the history and the future development of the EU. Discussing various opinions and potential alternate models the students hopefully will get a better understanding of the European Union in the context of "European identity".

This course is only open to students of the Angewandte Studiengänge and international students!

154651	Intensivseminar American Studies (2 PS) (zugangsbeschränkt)			
	Mi 18:00 - 19:30	R. 0.406	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP ^{1.Fach} :	B.A., ALK:	
	Gy/Ge:	SP ^{2.Fach} :	B.A., AS:	
	BK:		M.A., ALK:	
	LPO 1994/2000:		M.A., AS:	
LABG 2009				
G:	HRG:	GyGe/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

154661	Comedy and Humor 1800-2017 (2 HS)			
	Mo 14:15 – 15:45 Film screening Di 16:00 – 18:00	R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7bc Komp 3abc, 4a ab WS 16/17 Kern 6abcd, 7bc Komp 3abcd, 4a	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17: Kern 6bc Komp 4ac	
	BK: 6d, 7d		M.A. _{ALK} : 1abc, 2abc ab WS 16/17: 1abcd, 2abc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

In this seminar, we will read theories of comedy in different media from stage and film to television as well as specific historical examples of American forms of comedy. Theories of gender, ethnicity, class, and age will be discussed and worked with as part of a textual analysis.

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

154662	Dark, Darker, Gothic (2 HS)			
	Di 14:15 – 15:45 Film screening Di 16:00 – 18:00	R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7ac Komp 3abc, 4a ab WS 16/17 Kern 6abc, 7ac Komp 3abcd, 4a	
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1 abc, ic ab WS 16/17 1abcd, 4d	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

"Alas! my heart droops, and my fingers are enervated; my ideas are vivid, but my language is faint; now know I what it is to entertain incommunicable sentiments. [...] What but ambiguities, abruptness, and dark transitions, can be expected from the historian who is, at the same time, the sufferer of these disasters?" These words are written by Clara Wieland, the protagonist of Charles Brockden Brown's Gothic romance *Wieland*. At the end of the 18th century, Brown called this novel about a deeply disturbed woman who writes about her own fate, an "American Tale." Other prose texts in this dark mode were to follow, texts by Nathaniel Hawthorne, Herman Melville, and, of course, by Edgar Allan Poe. The popularity of sensationalist novels such as George Lippard's *The Quaker City; or, The Monks of Monk Hall* (1845) led to Lambert A Wilmer's outcry in 1859: "No narrative of human depravity or crime can shock or horrify an American reader."

The Romantic texts that fall into the category of darkness and gore take it upon themselves to explore the remotest regions of human experience. At the same time, they suggest ways of dealing with the horrible, the awful, the dreadful, the sublime, and the abject and they reach out to new kinds of audiences, media, and markets. They show ways of overcoming the horror and of eventually profiting from this aesthetic experience. This tradition was continued in the 20th and 21st centuries. Up to this day, novels, movies, tv series, as well as bands and computer games take up the genre and/or style of the Gothic.

Be prepared to read theory and to do close readings of troubling texts!

Please read the following text before class starts:

Herman Melville. *Typee*. ><http://www.gutenberg.org/ebooks/1900><.

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

154663	The Whiteboard: Presenting Cultural Studies Research (2 HS)			
	Di 18:00 – 19:30 Film screening Di 16:00 – 18:00	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 3ac, 4a ab WS 16/17: Kern 6abc, 7bc Komp 3abcd, 4a	
	Gy/Ge: 7c, 7d	SP 2.Fach:4b	B.A. AS: Kern 6bc Komp 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK:7c, 7d		M.A. ALK: 1a, 2abc, ic ab WS 16/17: 1a, 2abc, 4d	
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
	G:	HRG:	GyGe/BK: 701, 702	SP:

This course 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. This project can lead up to a research paper, a BA- or MA-thesis, or a dissertation. Seminar discussions will concentrate on arguments, theoretical positioning, and presentation skills.

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 group.

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

154664	Complex TV: Gender, Class, and Ethnicity in Today's TV Shows (2 HS)		
	Do 10:15 – 11:45 Film screening Di 16:00 – 18:00	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 3abc, 4a ab WS 16/17: Kern 6ac, 7bc Komp 3abd, 4a
	Gy/Ge: 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17: Kern 6bc Komp 4a
	BK: 7d		M.A. _{ALK} : 1abc, 2abc, 3bc, ic ab WS 16/17: 1acd, 2abc, 3bc, 4d
	LPO 1994/2000 : B4, E2		M.A. _{AS} : 2ab ab WS 16/17: 2ab
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602, 701, 702 SP:

In this seminar, we will read and discuss theories on so-called quality or complex tv, a contemporary serial format. 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 countries as well. We will take a look at the format's history and future.

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.

154665	Freedom Writers: Literature and Activism (2 HS)			
	Blockveranstaltung 18.04. – 06.06. Di 16:15-19:30	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 6abc, 7bc Komp 3abc, 4a ab WS 16/17 Kern 6abc, 7bc Komp 3abcd, 4a	
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1 abc, 2abc, 3bc ab WS 16/17 1abcd, 2abc, 3bc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

This class focuses on the social and political functions of writing and reading. Writing has time and again been used in order to create awareness and empathy for the *Other*, and to forward crucial change - from the abolition of slavery to the Civil Rights Movement, from the struggle for workers' rights to marriage equality. Focusing on texts of various genres from the novel to the poem to the pamphlet, we will discuss writing as a form of activism. This goes along with addressing ethical questions of agency and responsibility, of asking who can speak for whom and how. By the same token, we will also engage with processes of reading and interpretation and with how the reader can become an activist herself.

A reader with material will be made available at the beginning of the semester. Participants of this class should order and begin to read the novel *Sold* by Patricia McCormick.

Please note that this class goes along with a public event involving the participants: The final presentation is scheduled for the evening of 8 June 2017. Content and format will be decided in class.

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

154666	Black Lit Matters: Toni Morrison (2 HS)			
6abc,	Fr 10:15 – 11:45	R. 0.406	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, 7bc Komp 3 abc, 4a ab WS 16/17: Kern: 6abc, 7bc Komp: 3abcd, 4a	
	Gy/Ge: 6d, 7c, 7d	SP ^{2.Fach} : 4b	B.A. AS: Kern: 6bc Komp: 4a ab WS 16/17: Kern: 6bc Komp: 4a	
	BK: 6d, 7c, 7d		M.A. ALK: 1 abc, 2 abc, 3 bc ab WS 16/17: 1abcd, 2abc, 3bc	
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

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

If you are interested in this course you are supposed to have read *The Bluest Eye* and *Song of Solomon* by the beginning of this class. Furthermore we will read and discuss *Jazz* and *Beloved* as well as another novel during the semester.

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

154667	The American Short Story and the History of Professional Authorship (2 HS)			
	Blockveranstaltung 20.04. – 08.06. Do 12:15-15:30	R. 0.406	Blackwell	
Modulzuordnungen:	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 ab WS 16/17 Kern 6abc, 7ab Komp 3abcd	
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6c, 6d, 7c, 7d		M.A. ALK: 1 abc ab WS 16/17 1abcd	
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

This course will use the short story form as a frame through which to consider the development of professional authorship in the U.S. from the early 19th century to the present. Writers from Washington Irving to George Saunders have used the short story to establish their careers, adapting the form to various modes of publication including serialized collections, magazines, and the Internet. The brevity, adaptability, and mobility of short stories make them advantageous in a variety of contexts, from the publishing world to the college classroom, though they often lack the prestige of the much vaunted "Great American Novel." We will examine how writers alternately embraced and disavowed their dependence on the short story form as their careers progressed, and how the form itself changed across the history of American literature. Alongside a selection of short stories, we will read essays about the history of professional authorship in America in order to gain critical vocabulary and historical context.

Matthew Blackwell is guest lecturer from the University of Iowa.

154668		Creating the Cold War Canon (2 HS)		
Modulzuordnungen:	Blockveranstaltung 15.06. – 27.07. Do 12:15-15:30	R. 0.406		Blackwell
	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 3abc, 4a ab WS 16/17 Kern 6ac, 7bc Komp 3abd, 4a
	Gy/Ge: 6d, 7c, 7d	SP _{2.Fach} : 4b		B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/27Kern 6bc Komp 4a
	BK: 6d, 7c, 7d			M.A. _{ALK} : 1abc, 2abc, 3bc ab WS 16/17: 1acd, 2abc, 3bc
	LPO 1994/2000: B4, E2			M.A. _{AS} : 2ab ab WS 16/17: 2ab
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

Between 1954 and 1961, William Faulkner traveled the world as a Cold War cultural ambassador for the U.S. State Department. After his Nobel Prize win in 1949, Faulkner's work, previously thought by many to be too willfully oblique to represent American literature as a whole, was instead heralded as an example of the U.S.A.'s cultural superiority over its Cold War rivals. Nor was Faulkner's experience unique: throughout the Cold War, many authors, both living and dead, were held up as evidence of American artistic ingenuity. This class will examine American literature as it was read, taught, edited, and advertised both within the U.S. and internationally during this fraught era in political history. We will read a selection of canonical American authors and explore their importance to the U.S.'s attempt to establish a national literary tradition according to the needs of the Cold War context. Domestically, government programs including the GI Bill and the Center for Editions of American Authors ensured that American universities were full of new students, and that these students had definitive editions of the most important American authors to read. Meanwhile, specific literary works were touted internationally as manifestations of American ideals. In this course, these processes will be put under the scrutiny of both American and European perspectives to reveal how our current conception of these works was shaped by Cold War culture.

Matthew Blackwell is guest lecturer from the University of Iowa.

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

154669	Voices across the Currents: The Pacific Turn in American Studies (2 HS)		
	Do 08:30-10:00	R. 0.406	Laemmerhirt
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, 4a ab WS 16/17 Kern 6ac, 7abc Komp 3abd, 4a
	Gy/Ge: 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a
	BK: 6d, 7c, 7d		M.A. _{ALK} : 1abc, 2abc, 3bc ab WS 16/17 1acd, 1abc, 3bc

	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS16/17 2ab	
	LABG 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:

Currently, the Atlantic and Pacific become more and more interconnected due to an increased global transportation, migration, and political as well as cultural exchanges. Whereas Atlantic studies are already an inherent part in academia for a very long time, Pacific studies have only triggered interest in the last decades as the Pacific Rim and Asia have become increasingly powerful both economically as well as culturally. Hence, a steadily interconnected global present as well as a strong focus on transnational studies ask to further turn the tide and to focus more on Pacific cultures and literature.

This course will discuss the work of different Pacific authors and directors from Hawai'i and Samoa, as well as the work from writers and artists who immigrated from Vietnam, Cambodia, and Thailand. Critically analyzing novels, graphic novels, poem, short stories as well as movies we will discuss topics such as colonialism, migration, identity formation, and representation.

Books to be purchased and read:

- Viet Thanh Nguyen. *The Sympathizer* (2015)
- R. Kikuo Johnson. *Night Fisher* (2006)

Screening dates for the movies will be announced in the first session. A reader with additional material will be made available at the beginning of semester.

154670	American Literature and Culture in the British Empire (2 HS)				
Modulzuordnungen:	Di 10:15 - 11:45	R. 0.406	Ogihara-Schuck		
	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 ab WS 16/17 Kern 6abc, 7ab Komp 3abcd		
	Gy/Ge: 6c, 6d, 7c, 7d	SP ^{2.Fach} : 4b	B.A. ^{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a		
	BK: 6c, 6d, 7c, 7d		M.A. ^{ALK} : 1 abc ab WS 16/17: 1abcd		
	LPO 1994/2000: B4, E2		M.A. ^{AS} : 2ab ab WS 16/17 2ab		
	LABG 2009				
G:	HRG: 602	GyGe/BK:	602, 701, 702	SP:	

Great Britain's reception of American literary texts has a long history. Toward the end of the seventeenth century, Mary Rowlandson's captivity narrative, which has been considered one of the earliest bestselling American literary works, was first published in New England and then later reprinted in London. The transatlantic flow of American works continued into the nineteenth century with popular works such as Harriet Beecher Stowe's *Uncle Tom's Cabin*, Henry Wadsworth Longfellow's poetry and Mark Twain's adventure fictions gaining wide British audiences. Herman Melville's classic, *Moby-Dick*, was first published in London under the title *The Whale*. And such American literary texts, upon their arrival in the colonial metropolis, dispersed to the far corners of the British Empire.

This course aims to explore of the British Empire's reception of American literary texts. Which American literary texts entered former British colonies such as South Africa and India? What drove the entering of these texts? Why did some texts get popular and others ignored? Did they carry functions different from British counterparts? How did they intermingle with the politics of colonization and decolonization? While reading works by authors such as Henry David Thoreau and Walt Whitman from the nineteenth century and the Harlem Renaissance authors from the twentieth century, the students will also get the opportunity to learn about the reception of American popular culture, especially the Hollywood films, in former British colonies.

154671	The Fifth Element: Hip-Hop Knowledge Inside and Outside of the American Studies Classroom (2 HS)			
	Fr 12:15 – 13:45 & Block: 29./30.06.	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, 7bc Komp 3 abc, 4a ab WS 16/17 Kern 6ac, 7bc Komp 3abd, 4a	
	Gy/Ge: 7c, 7d	SP ^{2.Fach} : 4b	B.A. AS: Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 7c, 7d		M.A. ALK: 1abc, 3abc ab WS 16/17 1ac, 3abc	
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 1617: 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

Hip-hop knowledge is commonly referred to as the fifth element of hip-hop culture besides DJing, MCing, graffiti, and b-boying (KRS One). Besides street knowledge it includes Hip Hop Education, "one of the hottest growth areas in Hip-Hop Studies addressing anything from the potential of hip-hop to motivate inner-city K-12 students to its role in higher education" (Gray xvi).

This seminar explores the significance of Hip Hop Ed in the realm of higher education: What is Hip Hop Ed and how is it similar to or different from traditional school pedagogy? What are its challenges, opportunities, and benefits for students and teachers at schools and at universities? How can *Lehramt* students and future

teachers incorporate Hip Hop Ed in their own teaching to create educational spaces which promote empowerment, participation, and freedom?

The seminar includes a special guest appearance by the British female rap and spoken word group Poetic Pilgrimage (Facebook: poeticpilgrimage). The famous London-based duo has taught many workshops and given lectures on various aspects of hip-hop culture, education, immigration, religion, and racism. While visiting Dortmund, Poetic Pilgrimage will discuss their Hip Hop Ed philosophy in an interactive workshop, elaborate on their art and activism at a public panel discussion, and perform their latest music at a local venue in the city.

Besides providing students with an overview over recent debates in Hip Hop Studies and Hip Hop Ed, the seminar seeks to foster research, critical thinking, and writing skills. Participants will reflect on critical pedagogy and Hip Hop Ed theories and their experiences with Poetic Pilgrimage in a variety of written and oral requirements.

Students wishing to attend the seminar should consider that a large part of the seminar will take place during Poetic Pilgrimage's visit on 29 and 30 June 2017. Since this seminar is taught in cooperation with Prof. Gerold Sedlmayr's class on *New Ethnicities in Britain*, participants are encouraged to attend both courses.

Works Cited:

Gray, John. *Hip-Hop Studies: An International Bibliography and Resource Guide*. Black Music Reference Series Vol. 7. African Diaspora Press, 2016.

KRS One. "Hip Hop Knowledge." *The Sneak Attack*, Koch, 2001.

This seminar is especially suited for Angewandte and Journalism students.

154672	Imagining Young America: The Early Republic in Literature, Culture, and Art (2 HS)		
Modulzuordnungen:	Di 14:15 – 15:45	R. 0.406	Nitzsche
	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1401, 1403		
	LPO 2003		B.A. ALK: Kern 6abc, 7abc Komp 3abc, 4a ab WS 16/17: Kern 6abc, 7abc Komp 3abcd, 4a
	GHR: 5b	SP _{1.Fach} : 5b	
	Gy/Ge: 6c, 6d	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a
	BK: 6c, 6d		M.A. ALK: 1 abc, 3bc abAB WS 16/17 1abcd, 3bc
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17 2ab
LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:

The Early Republic interrogated and negotiated the American project in the late 18th and early 19th centuries. After the War of Independence (1775-1783), one of the central questions emerged of what it means to be "American" in terms of the political system, cultural narratives, and core values such as "life, liberty, and the pursuit of happiness" famously proclaimed in the *Declaration of Independence*. As the Early Republic was marked by innovations in media and printing technologies, the young nation found itself between homogenizing nation-building processes on the one hand, and an increasing diversification through immigration from Europe and Westward expansion (Louisiana Purchase, Expedition of Lewis and Clark, etc.) on the other: How did literature, culture, and art respond to those tendencies? How did they envision young America in terms of race, class, gender, age, and nation? How did innovations in literary production, media technology, and visual aesthetics move forward the nation-building process?

This *Hauptseminar* aims at exploring the literary and cultural epoch of the Early Republic in a wide variety of literary, cultural, art, and media texts. Students will problematize gender, race, and class as analytic categories in American Cultural Studies and analyze some of the major issues, debates, and narratives that are constitutive of the Early Republic. Required readings include excerpts of political essays, newspaper articles, paintings, travel writing, slave narratives as well as gothic, sentimental, and frontier novels. Special emphasis will be placed on the dialogue of literary production between the early 19th and the early 21st centuries. Besides providing students with an overview over this important epoch, the seminar seeks to foster students' research, critical thinking, and writing skills.

154673	Arrival City: Working with Refugees in an Urban Context (2 HS)		
	Blockveranstaltung Do., 04. Mai 2017, Mi., 10. Mai 2017, Do., 11. Mai 2017, Do., 18. Mai 2017, Mi., 24. Mai 2017, Mi, 31. Mai 2017, Do., 01. Juni 2017, jeweils 18-21 Uhr Di., 06. Juni 2017, Abschlusspräsen- tationen am Nach- mittag	R. wird noch bekannt gegeben	Murray/ Sattler
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1403		
	LPO 2003		
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. ALK: 6c, 7c, 8a, Komp: 3c, 4b ab WS 16/17: Kern: 6c, 7c, 8a, Komp: 3d, 4ab
	Gy/Ge: 6d, 7d	SP ^{2.Fach} : 4b	B.A. AS: 6bc, 8c Komp: 3c, 4ab ab WS 16/17: Kern: 6bc, 8c, Komp: 3c, 4ab

	BK: 6d, 7d		M.A. ALK: 3ac, ib ab WS 16/17: 3ac, 4c
	LPO 1994/2000: B4, E2		M.A. AS: 2ab, 3ab
	LABG 2009		
	G:	HRG:	GyGe/BK: 701, 702 SP:

In September 2015, 2.500 refugees newly arrived in Dortmund in a matter of one weekend. While this is a memorable moment in Dortmund's recent history, in the past months it has become rather quiet around the situation of refugees newly arriving in the Ruhr.

This intercultural and interdisciplinary seminar, in which students of English and American Studies will be working in groups with students of Urban Planning, explores Dortmund's role as an "Arrival City" – a site of encounter where recent arrivals become introduced to German culture and are confronted with specific challenges from accommodation to language acquisition. Participants of this class will be working on projects together with stakeholders in the city and with refugees, in the long run contributing to an evaluation and improvement of the current situation.

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

Registration for this course only with Julia.Sattler@udo.edu

Martin Murray is a visiting professor from the University of Michigan's Taubman College of Architecture and Urban Planning. He is coming to Dortmund via the Fulbright Program.

154674	Close Reading. Nabokov's <i>Ada</i> , or <i>Ardor</i> : A Family Chronicle (2 HS)			
Modulzuordnungen:	Mi 16:00 – 17:30	R. 0.406	Lyaskovets	
	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 ab WS 16/17 Kern 6ac, 7a Komp 3abd	
	Gy/Ge: 7c, 7d	SP ^{2.Fach} : 4b	B.A. _{AS} : Kern 6bc komp 4a ab WS 16/17: Kern 6bc Komp 4a	
	BK: 7c, 7d		M.A. _{ALK} : 1abc ab WS 16/17 1acd	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:	

Similar to how good writing is rewriting, good reading is re-reading. In his "Good Readers and Good Writers," Vladimir Nabokov claims that "in reading, one should notice and fondle details." What does it mean to get close to the text on Nabokov's terms? What does it mean to get close to the text using other paradigms of close reading? Our goal in this course will be to engage in an in-depth exploration of how Nabokov's *Ada* is crafted in terms of its narrative structure and language. Although our close reading approach to Nabokov is grounded in the belief that his novels turn not only on plot but rather on the use of language, we will use our observations to think about how the novel's language reflects the world outside of the novel as well as Nabokov's thematic preoccupations with time, mortality, memory, exile, and art. Another goal will be to develop a self-awareness of how we read and why.

The reading load for this class is limited to one hefty novel. Additional course readings will be posted on Moodle site to help you prepare better for your presentations. Another course resource will be ADA ONLINE at www.ada.auckland.ac.nz — an online annotation of the novel developed and maintained by Nabokov's biographer Brian Boyd. Through this resource, you can become active contributors to the reading of the novel.

Get started on the novel ahead of time and plan to read regularly during the semester.

154675	German and European Cultural History (2 HS)			
	Blockveranstaltung 13.06. – 25.07. Di 16:00 – 19:15	R. 0.406	Hildenhagen	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. _{ALK} : Kern 6abc, 7c Komp 3abc, 4a ab WS 16/17: Kern 6ac, 7c Komp 3abd, 4a	
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17: Kern 6bc Komp: 4a	
	BK:		M.A. _{ALK} : 1ab, 3ac ab WS 16/17 1ac, 3ac	
	LPO 1994/2000:		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:		HRG:	GvGe/BK:	SP:

This course is a part of the TU Dortmund University summer program and is open to all international students, both participants of the summer program and regular exchangees. As a seminar in the intercultural classroom format, it is also open to German students, but not for Lehramt. 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.

154676	Politics and American Music (2 HS)			
	Fr, 21.04.2017 von 12:00 – 14:00 Do, 13.07.2017 von 16:00 – 20:00 Fr, 14.07.2017 von 12:00 – 18:00 Sa, 15.07.2017 von 09:00 – 18:00 So, 16.07.2017 von 09:00 – 16:00	R. 0.420 R. 0.406 R. 0.420 R. 0.420 R. 0.420	Dunkel	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7b Komp 3abc ab WS 16/17 Kern 6ac, 7b Komp 3acd	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6d, 7d		M.A. _{ALK} : 1abc ab WS 16/17 1ac	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	SP:

This course explores the political function of music in the history of the US from the 19th to the 21st century. Throughout American history, music has played a crucial role in intersecting discourses of class, race, and gender. As such, music not only reflects power struggles, but it is in itself an important instrument in the acquisition and exercise of power. Already in the 19th and early 20th century, some of the most popular tunes in the history of American popular music rose to fame as a result of their role in political campaigns. W. C. Handy's "Memphis Blues," for instance, a southern rag which was very popular before the First World War, was conceived as a campaign song for the Memphis politician Edward Crump. More recently, Barack Obama's successful 2008 presidential candidacy heavily relied on the Motown sound; Stevie Wonder's 1970 song "Signed, Sealed, Delivered, I'm Yours" became the soundtrack of Obama's first presidential campaign. In 2016, Donald Trump's campaign team likewise made use of popular music by such artists as Elton John, Adèle, REM, the Rolling Stones, Neil Young, and others. Trump's candidacy was overshadowed by musicians protesting the use of their music. In addition to investigating these direct political appropriations of music within the context of political campaigns, this seminar explores the long and rich tradition of American political musics ranging from 19th century slave songs to folk, jazz, rock, and contemporary hip hop.

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

MASTERSTUDIENGÄNGE

154661	Comedy and Humor 1800-2017 (2 HS)			
	Mo 14:15 – 15:45 Film screening Di 16:00 – 18:00	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 3abc, 4a ab WS 16/17 Kern 6abcd, 7bc Komp 3abcd, 4a	
	Gy/Ge: 6d, 7d	SP 2.Fach: 4b	B.A.AS: Kern 6bc Komp 4a ab WS 16/17: Kern 6bc Komp 4ac	
	BK: 6d, 7d		M.A.ALK: 1abc, 2abc ab WS 16/17: 1abcd, 2abc	
	LPO 1994/2000: B4, E2		M.A.AS: 2ab ab WS 16/17 2ab	
	LABG 2009			
G:703, 704		HRG: 1001	GvGe/BK: 1002	SP: 703

In this seminar, we will read theories of comedy in different media from stage and film to television as well as specific historical examples of American forms of comedy. Theories of gender, ethnicity, class, and age will be discussed and worked with as part of a textual analysis.

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

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

154662	Dark, Darker, Gothic (2 HS)		
	Di 14:15 – 15:45 Film screening Di 16:00 – 18:00	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA: 1401, 1403		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7ac Komp 3abc, 4a ab WS 16/17 Kern 6abc, 7ac Komp 3abcd, 4a	
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1 abc, ic ab WS 16/17 1abcd, 4d	
	LPO 1994/2000 : B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
	G : 703, 704	HRG : 1001	GyGe/BK : 1002	SP : 703

"Alas! my heart droops, and my fingers are enervated; my ideas are vivid, but my language is faint; now know I what it is to entertain incommunicable sentiments. [...] What but ambiguities, abruptness, and dark transitions, can be expected from the historian who is, at the same time, the sufferer of these disasters?" These words are written by Clara Wieland, the protagonist of Charles Brockden Brown's Gothic romance *Wieland*. At the end of the 18th century, Brown called this novel about a deeply disturbed woman who writes about her own fate, an "American Tale." Other prose texts in this dark mode were to follow, texts by Nathaniel Hawthorne, Herman Melville, and, of course, by Edgar Allan Poe. The popularity of sensationalist novels such as George Lippard's *The Quaker City; or, The Monks of Monk Hall* (1845) led to Lambert A Wilmer's outcry in 1859: "No narrative of human depravity or crime can shock or horrify an American reader."

The Romantic texts that fall into the category of darkness and gore take it upon themselves to explore the remotest regions of human experience. At the same time, they suggest ways of dealing with the horrible, the awful, the dreadful, the sublime, and the abject and they reach out to new kinds of audiences, media, and markets. They show ways of overcoming the horror and of eventually profiting from this aesthetic experience. This tradition was continued in the 20th and 21st centuries. Up to this day, novels, movies, tv series, as well as bands and computer games take up the genre and/or style of the Gothic.

Be prepared to read theory and to do close readings of troubling texts!

Please read the following text before class starts:

Herman Melville. *Typee*. ><http://www.gutenberg.org/ebooks/1900><.

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

154663	The Whiteboard: Presenting Cultural Studies Research (2 HS)			
	Di 18:00 – 19:30 Film screening Di 16:00 – 18:00	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 3ac, 4a ab WS 16/17: Kern 6abc, 7bc Komp 3abcd, 4a	
	Gy/Ge: 7c, 7d	SP _{2.Fach} :4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17: Kern 6bc, Komp 4a	
	BK:7c, 7d		M.A. _{ALK} : 1a, 2abc, ic ab WS 16/17: 1a, 2abc, 4d	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G:	HRG:	GvGe/BK:	SP:	

This course 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. This project can lead up to a research paper, a BA- or MA-thesis, or a dissertation. Seminar discussions will concentrate on arguments, theoretical positioning, and presentation skills.

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 group.

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

154664	Complex TV: Gender, Class, and Ethnicity in Today's TV Shows (2 HS)			
	Do 10:15 – 11:45 Film screening Di 16:00 – 18:00	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 3abc, 4a ab WS 16/17: Kern 6ac, 7bc Komp 3abd, 4a	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6d, 7d		M.A. _{ALK} : 1abc, 2abc, 3bc, ic ab WS 16/17: 1acd, 2abc, 3bc, 4d	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17: 2ab	
	LABG 2009			
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

In this seminar, we will read and discuss theories on so-called quality or complex tv, a contemporary serial format. 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 countries as well. We will take a look at the format's history and future.

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.

154665	Freedom Writers: Literature and Activism (2 HS)			
	Blockveranstaltung 18.04. – 06.06. Di 16:15-19:30	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 6abc, 7bc Komp 3abc, 4a ab WS 16/17 Kern 6abc, 7bc Komp 3abcd, 4a	
	Gy/Ge:6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1 abc, 2abc, 3bc ab WS 16/17 1abcd, 2abc, 3bc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS 16/17 2ab	
	LABG 2009			
G: 703,704	HRG: 1001,1002	GyGe/BK: 1002,1003	SP: 703	

This class focuses on the social and political functions of writing and reading. Writing has time and again been used in order to create awareness and empathy for the *Other*, and to forward crucial change - from the abolition of slavery to the Civil Rights Movement, from the struggle for workers' rights to marriage equality. Focusing on texts of various genres from the novel to the poem to the pamphlet, we will discuss writing as a form of activism. This goes along with addressing ethical questions of agency and responsibility, of asking who can speak for whom and how. By the same token, we will also engage with processes of reading and interpretation and with how the reader can become an activist herself.
A reader with material will be made available at the beginning of the semester. Participants of this class should order and begin to read the novel *Sold* by Patricia McCormick.

Please note that this class goes along with a public event involving the participants: The final presentation is scheduled for the evening of 8 June 2017. Content and format will be decided in class.

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

154666	Black Lit Matters: Toni Morrison (2 HS)			
	Fr 10:15 – 11:45	R. 0.406	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, 7b Komp 3abc ab WS 16/17 Kern 6ac, 7b Komp 3abd	
	Gy/Ge: 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6d, 7c, 7d		M.A. ALK: 1abc ab WS 16/17: 1acd	
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17 2ab	
LABG 2009				
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

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

If you are interested in this course you are supposed to have read *The Bluest Eye* and *Song of Solomon* by the beginning of this class. Furthermore we will read and discuss *Jazz* and *Beloved* as well as another novel during the semester.

154667	The American Short Story and the History of Professional Authorship (2 HS)		
	Blockveranstaltung 20.04. – 08.06. Do 12:15-15:30	R. 0.406	Blackwell
Modulzuordnungen:	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 ab WS 16/17 Kern 6abc, 7ab Komp 3abcd
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a

	BK: 6c, 6d, 7c, 7d		M.A. ALK: 1 abc ab WS 16/17 1abcd
	LPO 1994/2000: B4, E2		M.A. AS: 2ab ab WS 16/17 2ab
	LABG 2009		
	G: 703, 704	HRG: 1001	GyGe/BK: 1002 SP: 703

This course will use the short story form as a frame through which to consider the development of professional authorship in the U.S. from the early 19th century to the present. Writers from Washington Irving to George Saunders have used the short story to establish their careers, adapting the form to various modes of publication including serialized collections, magazines, and the Internet. The brevity, adaptability, and mobility of short stories make them advantageous in a variety of contexts, from the publishing world to the college classroom, though they often lack the prestige of the much vaunted "Great American Novel." We will examine how writers alternately embraced and disavowed their dependence on the short story form as their careers progressed, and how the form itself changed across the history of American literature. Alongside a selection of short stories, we will read essays about the history of professional authorship in America in order to gain critical vocabulary and historical context.

154669	Voices across the Currents: The Pacific Turn in American Studies (2 HS)			
	Do 08:30-10:00	R. 0.406	Laemmerhirt	
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, 4a ab WS 16/17 Kern 6ac, 7abc Komp 3abd, 4a	
	Gy/Ge: 6d,7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a	
	BK: 6d, 7c, 7d		M.A. _{ALK} : 1abc, 2abc, 3bc ab WS 16/17 1acd, 1abc, 3bc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : 2ab ab WS16/17 2ab	
	LABG 2009			
G: 703, 704		HRG: 1001	GyGe/BK: 1002	SP: 703

Currently, the Atlantic and Pacific become more and more interconnected due to an increased global transportation, migration, and political as well as cultural exchanges. Whereas Atlantic studies are already an inherent part in academia for a very long time, Pacific studies have only triggered interest in the last decades as the Pacific Rim and Asia have become increasingly powerful both economically as well as culturally. Hence, a steadily interconnected global present as well as a strong focus on transnational studies ask to further turn the tide and to focus more on Pacific cultures and literature.

This course will discuss the work of different Pacific authors and directors from Hawai'i and Samoa, as well as the work from writers and artists who immigrated from Vietnam, Cambodia, and Thailand. Critically analyzing novels, graphic novels, poem, short stories as well as movies we will discuss topics such as colonialism, migration, identity formation, and representation.

Books to be purchased and read:

- Viet Thanh Nguyen. *The Sympathizer* (2015)
- R. Kikuo Johnson. *Night Fisher* (2006)

Screening dates for the movies will be announced in the first session. A reader with additional material will be made available at the beginning of semester.

154672	Imagining Young America: The Early Republic in Literature, Culture, and Art (2 HS)						
Modulzuordnungen:	Di 14:15 – 15:45		R. 0.406		Nitzsche		
	LEHRAMTSTUDIENGÄNGE:				Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA: 1401, 1403						
	LPO 2003						
	GHR: 5b		SP _{1.Fach} : 5b		B.A. _{ALK} : Kern 6abc, 7abc Komp 3abc, 4a ab WS 16/17: Kern 6abc, 7abc Komp 3abcd, 4a		
	Gy/Ge: 6c, 6d		SP _{2.Fach} : 4b		B.A. _{AS} : Kern 6bc Komp 4a ab WS 16/17 Kern 6bc Komp 4a		
	BK: 6c, 6d				M.A. _{ALK} : 1 abc, 3bc ab WS 16/17 1abcd, 3bc		
	LPO 1994/2000: B4, E2				M.A. _{AS} : 2ab ab WS 16/17 2ab		
	LABG 2009						
G:703, 704		HRG: 1001		GvGe/BK: 1002		SP:703	

The Early Republic interrogated and negotiated the American project in the late 18th and early 19th centuries. After the War of Independence (1775-1783), one of the central questions emerged of what it means to be "American" in terms of the political system, cultural narratives, and core values such as "life, liberty, and the pursuit of happiness" famously proclaimed in the *Declaration of Independence*. As the Early Republic was marked by innovations in media and printing technologies, the young nation found itself between homogenizing nation-building processes on the one hand, and an increasing diversification through immigration from Europe and Westward expansion (Louisiana Purchase, Expedition of Lewis and Clark, etc.) on the other: How did literature, culture, and art respond to those tendencies? How did they envision young America in terms of race, class, gender, age, and nation? How did innovations in literary production, media technology, and visual aesthetics move forward the nation-building process?

This *Hauptseminar* aims at exploring the literary and cultural epoch of the Early Republic in a wide variety of literary, cultural, art, and media texts. Students will problematize gender, race, and class as analytic categories in American Cultural Studies and analyze some of the major issues, debates, and narratives that are constitutive of the Early Republic. Required readings include excerpts of political essays, newspaper

articles, paintings, travel writing, slave narratives as well as gothic, sentimental, and frontier novels. Special emphasis will be placed on the dialogue of literary production between the early 19th and the early 21st centuries. Besides providing students with an overview over this important epoch, the seminar seeks to foster students' research, critical thinking, and writing skills.

154673	Arrival City: Working with Refugees in an Urban Context (2 HS)			
	Blockveranstaltung Do., 04. Mai 2017, Mi., 10. Mai 2017, Do., 11. Mai 2017, Do., 18. Mai 2017, Mi., 24. Mai 2017, Mi, 31. Mai 2017, Do., 01. Juni 2017, jeweils 18-21 Uhr Di., 06. Juni 2017, Abschlusspräsen- tationen am Nach- mittag	R. wird noch bekannt gegeben		Murray/ Sattler
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b		B.A.ALK: 6c, 7c, 8a, Komp: 3c, 4b ab WS 16/17: Kern: 6c, 7c, 8a, Komp: 3d, 4ab
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b		B.A.AS: 6bc, 8c Komp: 3c, 4ab ab WS 16/17: Kern: 6bc, 8c, Komp: 3c, 4ab
	BK: 6d, 7d			M.A.ALK: 3ac, ib ab WS 16/17: 3ac, 4c
	LPO 1994/2000: B4, E2			M.A.AS: 2ab, 3ab
	LABG 2009			
G:		HRG: 602	GvGe/BK:	SP:

In September 2015, 2.500 refugees newly arrived in Dortmund in a matter of one weekend. While this is a memorable moment in Dortmund's recent history, in the past months it has become rather quiet around the situation of refugees newly arriving in the Ruhr.

This intercultural and interdisciplinary seminar, in which students of English and American Studies will be working in groups with students of Urban Planning, explores Dortmund's role as an "Arrival City" – a site of encounter where recent arrivals become introduced to German culture and are confronted with specific challenges from accommodation to language acquisition. Participants of this class will be working on projects together with stakeholders in the city and with refugees, in the long run contributing to an evaluation and improvement of the current situation.

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

Registration for this course only with Julia.Sattler@udo.edu

Martin Murray is a visiting professor from the University of Michigan's Taubman College of Architecture and Urban Planning. He is coming to Dortmund via the Fulbright Program.

154677	Kolloquium zur Masterarbeit (LABG 2009) (2 K)			
	Fr, 23.06.2017	R. McGovern Foyer	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: ic ab WS 16/17: 4d	
	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. In LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung.

PROMOTIONSSTUDIENGANG

154680	RUDESA Spring Academy for MA students and PhD candidates: „Grounding Transnational American Studies“		
	Block- veranstaltung	Essen/ Nijmegen	Buchenau, Raab
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR:	SP 1.Fach:	B.A. ALK:
	Gv/Ge:	SP 2.Fach:	B.A. AS:

BK:		M.A. ALK:
LPO 1994/2000:		M.A. AS:
LABG 2009		
G:	HRG:	GyGe/BK:
		SP:

Barbara Buchenau, Josef Raab, Dietmar Meinel, colleagues of Radboud Universiteit Nijmegen and the University of Wyoming, keynote speaker: Donald Pease, Dartmouth College.

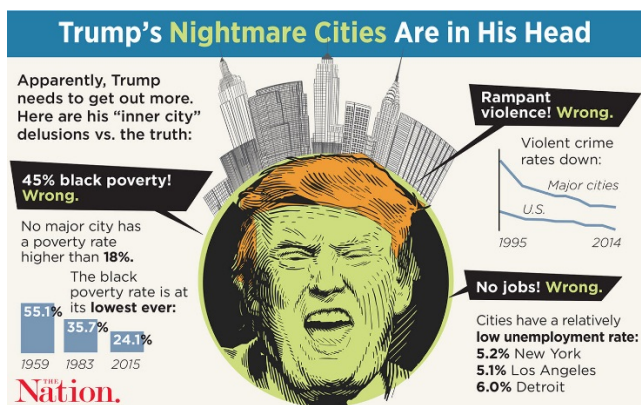
(TN 20, 4 Sitzungen Mitte Januar bis Mitte Februar Mittwoch, 14-16 Uhr, R12 R04 B02, plus 13.-17.03.2017, 2,5 Tage Nijmegen, 2,5 Tage Essen, Casino und Glaspavillon).

This Dutch-German-American Spring Academy promotes multi-national perspectives in interconnected classrooms. What does it mean to approach the burgeoning field of transnational American Studies in distinctive European and American contexts? We believe that we need to ground our work in a threefold manner: First regarding the premises, second, regarding the theoretical frameworks, and third regarding geographic dispositions and opportunities for research, case studies, and valorization.

We will focus on triangular perspectives on war, liberation, diversification, urbanization, deindustrialization, memory, and memorial mania from World War II to today. How can students and scholars from the Netherlands, Germany, and the US trace American legacies in a transnational and comparative fashion? Case studies can involve sites of memory related to industrialization, World War II, the music of oppression and liberation, cultural politics such as the Fulbright program and Marshall Plan at work in Nijmegen and Essen, sports, tourism and leisure, as well as border studies and the effects of 9/11 and the democratization of the Middle East. A combination of classroom lectures and debates with excursions offers a promising experiment of grounding by comparing triangular approaches and results, for example via online learning platforms. In addition, students equipped with digital communication devices and powerful shareware tools are invited to combine theoretical analysis with the very means they use to retrieve information, namely documentary films, photo essays, or the programming of new smartphone apps to present their research and their own archives, be it oral history, visual archives created with smartphones or discovering archives in the digital and analogue realm. To register please write an email to barbara.buchenau@uni-due.de in addition to your electronic registration via LSF.

154681	Violence in the City			
	Di 16:00 -18:00	Essen R12 R04 B02	Buchenau	
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:	

In the USA, it is no exaggeration to say that centuries of political and educational campaigning have expanded upon an image of the city as a dangerous, a violent and even a decrepit space. Simultaneously, reformers and activists have embraced cities as the major engines of social progress and economic prosperity. In the fall of 2016, this pivotal divide in the imagination developed new importance when presidential candidate Donald Trump decided to build his campaigning around previously outmoded images of the city and the countryside. Ever since the mid-twentieth century the city has been the place that the majority of the U.S. population call their home. Despite this quotidian nature of urban experiences, Donald Trump has been able to build a successful campaign around a time-worn, quintessentially modern figure of thought – the trope of the violent city. On the campaign trail, Trump developed and rephrased various versions of an old trope of racialized urban violence: "Our African-American communities are absolutely in the worst shape that they've ever been in before, ever, ever, ever. You take a look at the inner cities, you get no education, you get no jobs, you get shot walking down the street." The media response was immediate and intense, but the image still stuck. In the newspaper *The Nation*, for instance, this drawing sought to counter to avalanche of threatening city imaginaries:



(Tracy Loeffelholz Dunn in Bryce Covert, "Donald Trump's Imaginary Inner Cities," *The Nation*, November 7, 2016).

In this research-oriented seminar, you will be given the opportunity to research violent inner city imaginaries, by a) proposing relevant literary texts, artwork and/or films and TV shows to be studied by the group, and b) connecting this primary material to both interdisciplinary research on urban violence and literary and media scholarship on the working of images and the imagination. A reader with relevant secondary material will be made available at the copy shop in Reckhammerweg at the beginning of the term. This seminar expects you to engage in independent research. It allows you to contribute to current debates on the structurally transformative impact of literature, the arts and the media on urban environments, thus inviting participation in cooperative international research currently pursued in the American Studies programs at the UA Ruhr.

