



**INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK**

**Kommentiertes Vorlesungsverzeichnis  
WiSe 2009 / 2010**

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

[http://www.iaawiki.tu-dortmund.de/index.php?title=Course\\_Registration](http://www.iaawiki.tu-dortmund.de/index.php?title=Course_Registration).

## Die Kurse beginnen am 12.10.2009

### **BML-Modul „Bildung und Wissen“ (BiWi)**

<b>154701</b>	<b>Außerschulisches vermittlungsorientiertes Praktikum (AvP): Praktikumsbegleitung</b>	
	nach Vereinbarung mit der Betreuungslernperson	Lehrende des IAA/Schulz

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs, die ihr außerschulisches vermittlungsorientiertes Praktikum im Fach Englisch machen möchten. Hierfür müssen Sie sich einen Praktikumsplatz mit Englischbezug organisieren und sich aus den Lehrpersonen des Instituts für Anglistik und Amerikanistik eine(n) Lehrende(n) aussuchen, der/die das Praktikum betreut und mit dem/der Sie dann den Ablauf des Praktikums und weitere Termine besprechen. Wenn Sie den Bericht auf Deutsch schreiben wollen, betreut Herr Jochen Schulz (Büro: EF 3.433) das Praktikum. Falls der Bericht auf Englisch geschrieben wird, suchen Sie sich einen Betreuer unter den Dozenten des IAA aus.

<b>154702</b>	<b>Basisqualifikation Beratung und Vermittlung</b>	
	nach Vereinbarung	Osterried (Projektarbeit/Fachschaft) Piskurek (Academic Centre)

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs und ist Teil des BiWi-Moduls "Bildung und Pluralität" (interdisziplinär). Diese projektartig angelegte Veranstaltung findet statt in Kleingruppen zu verschiedenen Themen, die in das wissenschaftliche Arbeiten und dessen Vermittlung einführen. Die Anmelde Listen für die Projektgruppen hängen ab der letzten V-Woche des Sommersemester 2009 an der Tür vor Raum 3.333 (Studienberatung) aus.

Alternativ steht eine begrenzte Anzahl an Plätzen im Academic Center (Zulassungsbeschränkung) und in der Organisation der O-Phase (in Zusammenarbeit mit der Fachschaft) zur Verfügung.

<b>154703</b>	<b>BiWi: Ringvorlesung Brückenschlag Studium-Beruf (2 SWS, 2 CP)</b>	
	Mi 16:00 – 18:00 Uhr; R. 3.427	Schulz

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs, die Englisch als Kernfach studieren. Sie ist Pflichtbestandteil des BiWi-Moduls "Bildung und Pluralität" und wird gemeinsam vom Institut für deutsche Sprache und Literatur und vom Institut für Anglistik und Amerikanistik angeboten. Sie ist als Vortragsreihe konzipiert, in der Gastvortragende verschiedene Berufsfelder vorstellen werden. Die einzelnen Termine, Räume und nähere Angaben zu den verschiedenen Vorträgen werden noch bekanntgegeben. Leistungsanforderungen werden in der ersten Sitzung besprochen.

# Sprachwissenschaft

## Grundstudium / Erste Studienphase

<b>154101</b>	<b>Introduction to Linguistics – Kurs A (2 Ü)</b>		
	Do 14:15 – 15:45	3.208	Jansing
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> 1, 15
	BK: 2a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

<b>154102</b>	<b>Introduction to Linguistics – Kurs B (2 Ü)</b>		
	Di 10:15 – 11:45	3.206	Dornbusch
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> 1, 15
	BK: 2a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

<b>154103</b>	<b>Introduction to Linguistics – Kurs C (2 Ü)</b>		
	Mi 16:15 – 17:45	3.112	Reinertz
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> 1, 15
	BK: 2a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

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

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

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

Credits will be awarded on the basis of:

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

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

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

Textbook: to be announced.

<b>154104</b>	<b>Semantics (2 PS)</b>		
	<b>Di 14:15 – 15:45</b>	<b>3.207</b>	<b>Jansing</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 302</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2b	SP <sub>1.Fach:</sub> 2b	B.A. <sub>ALK:</sub>
	Gy/Ge: 2b	SP <sub>2.Fach:</sub> 2b	B.A. <sub>AS:</sub> 1d, 3a, 4b, 15c, 16c
BK: 2b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000) A1, 2</b>		

"Language without meaning is meaningless." Most people, no doubt, would agree with this statement, even if they might have to brood about its meaning a little. So what exactly is "meaning"? Semantics as the branch of linguistics studying the nature of meaning in language is concerned with finding an answer to this question. We will, therefore, in this seminar be looking at different theories of meaning and various approaches to the study of meaning incorporating both structural and cognitive perspectives. The requirements for credits will be announced in our first meeting.

Recommended reading:

Saeed, John I. 2003. 2nd ed. *Semantics*. Oxford: Blackwell. [ISBN: 0631226931]

Further readings will be made available through the EWS-Workspace for this course.

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

<b>154105</b>	<b>English Syntax (2 PS)</b>		
	<b>Mi 12:15 – 13:45</b>	<b>3.205</b>	<b>Cass</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 302</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2b	SP <sub>1.Fach:</sub> 2b	B.A. <sub>ALK:</sub>
	Gy/Ge: 2b	SP <sub>2.Fach:</sub> 2b	B.A. <sub>AS:</sub> 1d, 3a, 4b, 15c, 16c
BK: 2b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000): A1, 2</b>		

This Proseminar is designed to help you analyse English sentences and clauses, so that you will acquire some basic knowledge about the way English syntax is supposed to work – including attempts to explain syntactic structure. The emphasis lies on providing practical skills in describing syntactic structure. Topics we will be looking at include syntactic functions (subject, object, predicator, etc.), word classes and their behaviour in sentences, phrase structure (i.e. noun, verb, and adjective phrases), clause structure and clause types.

The course requirements are regular and active participation plus a written end-of-term test.

Introductory reading:

Miller, Jim. 2002. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.

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

<b>154106</b>	<b>English Morphology and Word-Formation (2 PS)</b>		
	<b>Kompaktseminar</b>	<b>0.220</b>	<b>Bücker</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 302</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2b	SP <sub>1.Fach:</sub> 2b	B.A. <sub>ALK:</sub>
	Gy/Ge: 2b	SP <sub>2.Fach:</sub> 2b	B.A. <sub>AS:</sub> 1d, 3a, 4b, 15c, 16c
BK: 2b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000): A1, 2</b>		

Schedule:

Friday (10/16): 4 – 6pm, 0.220

Friday (11/20): 4 – 8pm, 0.220

Saturday (11/21): 9am – 4pm, 0.220

Friday (11/27): 4 – 8pm, room tba

Saturday (11/28): 9am – 4pm, 0.220

+ written end-of-term test (the exact date will be announced in class)

How do we form new words, and how do we understand words we have never encountered before, without even using a dictionary? Why are some words possible, but not accepted? These are the fundamental questions we will address, building on your knowledge of morphology acquired in the Introduction to

Linguistics. We will come to know the principal methods employed by the English language in forming words, as exemplified in:

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

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

Required reading:

Carstairs-McCarthy, Andrew. 2002. *An Introduction to English Morphology*. Edinburgh: Edinburgh University Press.

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

154107	Introduction to Cognitive Linguistics (2PS)		
	Mo 10:15 – 11:45	3.208	Bauernfeind
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP <sub>1.Fach</sub> : 2b	B.A. <sub>ALK</sub> :
	Gy/Ge: 2b	SP <sub>2.Fach</sub> : 2b	B.A. <sub>AS</sub> : 1d, 3a, 4b, 15c, 16c
	BK: 2b		M.A. <sub>ALK</sub> :
LA: alte LPO (1994/2000) A 1, 2		M.A. <sub>AS</sub> :	

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

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

In the seminar, we will study the effects that these hypotheses have on the description and explanation of linguistic phenomena mostly from the fields of lexical semantics and grammar. We will do so by studying a textbook which will be announced prior to start of semester. In case you intend to attend this seminar and you have been assigned a place, please register for the seminar's EWS workspace and check my IAAWiki profile on a regular basis.

Requirements for credits will be announced in the first week.

Textbook: to be announced (see above)

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

154114	Pragmatics (2 PS)		
	Di 08:30 – 10:00	3.205	Peters
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP <sub>1.Fach</sub> : 2b	B.A. <sub>ALK</sub> :
	Gy/Ge: 2b	SP <sub>2.Fach</sub> : 2b	B.A. <sub>AS</sub> : 1d, 3a, 4b, 15c, 16c
	BK: 2b		M.A. <sub>ALK</sub> :
LA: alte LPO (1994/2000): A1, 2		M.A. <sub>AS</sub> :	

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

the participants both communicate linguistic meaning in interaction as well as how they use communication strategies to negotiate their social status relative to the other members of the exchange. Participants will be required to do a presentation, actively participate in class as well as pass a written test at the end of term. A reader will be made available by the beginning of the semester. **Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.**

## Hauptstudium / Zweite Studienphase

154108				Historical Dimensions of the English Language – Kurs A (2 S)			
		Do 14:15 – 15:45	3.206		Peters		
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 701						
	MA LA						
	LPO 2003						
	GHR:		SP <sub>1.Fach</sub> :		B.A. <sub>ALK</sub> :		
	Gy/Ge: 4a		SP <sub>2.Fach</sub> :		B.A. <sub>AS</sub> : 1d, 3a, 15c, 16c		
	BK: 4a				M.A. <sub>ALK</sub> :		
				M.A. <sub>AS</sub> :			
LA: alte LPO (1994/2000): A 1, 2, 4, 5							

154109				Historical Dimensions of the English Language – Kurs B (2 S)			
		Fr 16:15 – 17:45	3.206		Deck		
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 701						
	MA LA						
	LPO 2003						
	GHR:		SP <sub>1.Fach</sub> :		B.A. <sub>ALK</sub> :		
	Gy/Ge: 4a		SP <sub>2.Fach</sub> :		B.A. <sub>AS</sub> : 1d, 3a, 15c, 16c		
	BK: 4a				M.A. <sub>ALK</sub> :		
				M.A. <sub>AS</sub> :			
LA: alte LPO (1994/2000): A 1, 2, 4, 5							

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

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

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

154110				Cognitive Semantics (2 HS)			
		Di 14:15 – 15:45	3.206		Peters		
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA BfP: 503, 702, 703						
	BvP: 503; BrP: 503						
	MA LA 1201, 1202, 1203						
	LPO 2003						
	GHR: 5a		SP <sub>1.Fach</sub> : 5a		B.A. <sub>ALK</sub> :		
	Gy/Ge: 8a, b		SP <sub>2.Fach</sub> : 4b		B.A. <sub>AS</sub> : 8, 9		
BK: 8a, b				M.A. <sub>ALK</sub> :			
				M.A. <sub>AS</sub> : 11, 12, 13			
LA: alte LPO (1994/2000): A1, 2, 3							

In this class, we will focus on what we call the meaning of words and "word-like expressions" like idioms. We will consider how dictionaries deal with the description of meaning, and investigate what the theoretical foundations of such descriptions might be. This is likely to raise the question of where a linguistic account of word meaning must draw the line: is it necessary to define a "linguistic meaning", which would leave aside the "encyclopaedic" dimension of what we associate with a word, or whether meaning can be regarded as "encyclopaedic", thereby allowing us to include many cultural aspects which have an influence on our understanding of a word. Furthermore, we will look at higher level lexical categories like word or semantic fields, and this will lead us to a survey of Prototype Theory.

The overall framework which we will discuss is Cognitive Semantics, which, as we will find, is a cover term for a number of different, but largely complementary approaches to the description and analysis of word meaning.

Credits will be given for regular attendance, an oral presentation, and either

- (a) an end-of-term written test;
- (b) a written paper (15 pages), which will have to be handed in by March 31, 2010;
- (c) a summary of and reflections on the oral presentation.

Students doing their Master will be offered the opportunity to work on projects related to the topic of the seminar.

An EWS site will be set up for this class; please check the system under "Peters" for "Cognitive Semantics". Prospective participants should register as soon as they've received confirmation via our electronic registration system. A reader will be made available.

The main textual basis (also recommended for preparatory reading) will be the chapters on Cognitive Semantics in:

Evans, V. & M. Green. 2006. *Cognitive Linguistics. An Introduction*. Edinburgh: Edinburgh University Press.

154111	Understanding Utterances (2 HS)		
	Do 10:15 – 11:45	3.206	Peters
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA BfP: 503, 702, 703		
	BvP: 503; BrP: 503		
	MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :
	Gy/Ge: 8a, b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : 8, 9
BK: 8a, b		M.A. <sub>ALK</sub> :	
		M.A. <sub>AS</sub> : 11, 12, 13	
LA: alte LPO (1994/2000): A1, 2, 3, 4, 5			

"The buffet is open." - "C'm on, outside!" - "Excuse me, have you got the time?" - "I would not recommend this course of action." - "Look, why not have lunch together on Friday?" - "The seagulls follow the sardine trawler." - "This ship is sinking fast, I'm afraid."

We may be able to come up with at least a "surface" understanding for each of the utterances given above,

but can we be sure that this is what the speaker meant? Some of the utterances require rather specific

processes of interpretation on the side of the hearer. On the other hand, we have to consider why the

speaker chose to express his or her meaning in this form, and not in any other. In short: while producing and

understanding utterances is extremely normal for every one of us, it is not exactly easy to explain what is

happening in either of these activities; and then, of course, there are those cases where misunderstand - or

are misunderstood. ("You just don't understand!") Why does communication founder, occasionally? Some-

times everything depends on the meaning of a single word: "It would be a pleasure if we could have TEA

together tomorrow, at our place." Now, when exactly should I arrive at my host's house for having TEA with

him?

All these considerations have led to a sequence of explanatory models: Speech Act Theory (Austin, Searle); Pragmatics (Grice), Relevance Theory (Sperber & Wilson), and Cognitive Linguistics. Consequently, we will take a look at each of these models in turn, attempting to find out what they can do, what they can't, and how they can be applied to various types of communication.

Credits will be given for regular attendance, an oral presentation, and either

- (a) an end-of-term written test;
- (b) a written paper (15 pages), which will have to be handed in by March 31, 2010;
- (c) a summary of and reflections on the oral presentation.

A reader will be made available; introductory reading: Johnstone, Barbara. 2002. *Discourse Analysis*. Oxford: Blackwell. [BSP = SEG 3810/25]

An EWS site will be set up for this class; please check the system under "Peters" for "Understanding Utterances". Prospective participants should register as soon as they've received confirmation via our electronic registration system..

<b>154112</b>	<b>Syntax (2 HS)</b>			
	<b>Di 08:30 – 10:00</b>	<b>3.208</b>	<b>Jansing</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	<b>BA LA:</b> BfP: 503, 702, 703 BvP: 503; BrP: 503 <b>MA LA</b>			
	<b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach:</sub> 5a		B.A. <sub>ALK:</sub>
	Gy/Ge: 8a, b	SP <sub>2.Fach:</sub> 4b		B.A. <sub>AS:</sub> 8, 9
	BK: 8a, b			M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub> 11, 12, 13		
	<b>LA: alte LPO (1994/2000)</b> A1, 2, 3, 4, 5			

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

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

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

<b>154113</b>	<b>Metaphor in Cognitive Linguistics (2 HS)</b>			
	<b>Mo 16:15 – 17:45</b>	<b>3.112</b>	<b>Tendahl</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	<b>BA LA</b> BfP: 503, 702, 703 BvP: 503; BrP: 503 <b>MA LA</b> 1201, 1202, 1203			
	<b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach:</sub> 5a		B.A. <sub>ALK:</sub>
	Gy/Ge: 8a, b	SP <sub>2.Fach:</sub> 4b		B.A. <sub>AS:</sub> 8, 9
	BK: 8a, b			M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub> 11, 12, 13		
	<b>LA: alte LPO (1994/2000):</b> A1, 2, 3, 4, 5			

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

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

A cursory look at the below mentioned books may help you to decide whether you may possibly have enough interest to participate in this theory-laden seminar. A full reading list will be distributed in the first seminar session.

Details concerning dates, room numbers and possible preparatory reading requirements will be announced on the IAA Wiki by the end of this summer term – please make sure to check the announcements regularly and only enrol for this class if you are willing and able to accept non-standard seminar dates and times.

In order to get the credits for this class, participants will have to attend regularly, give a presentation, and either sit a written end-of-term test or hand in a written paper.

Lee, David. 2001. *Cognitive Linguistics: An Introduction*. Oxford: Oxford University Press. [BSP = SBC 30]

Kövecses, Zoltán. 2002. *Metaphor: A Practical Introduction*. Oxford: Oxford University Press. [BSP = SBH 10/63]



## Masterstudiengänge Lehramt

154110	Cognitive Semantics (2 HS)			
	Di 14:15 – 15:45	3.206	Peters	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach:</sub> 5a		B.A.-ALK:
	Gy/Ge: 8a, b	SP <sub>2.Fach:</sub> 4b		B.A.-AS: 8, 9
	BK: 8a, b			M.A.-ALK:
	LA: alte LPO (1994/2000): A1, 2, 3			M.A.-AS: 11, 12, 13

In this class, we will focus on what we call the meaning of words and "word-like expressions" like idioms. We will consider how dictionaries deal with the description of meaning, and investigate what the theoretical foundations of such descriptions might be. This is likely to raise the question of where a linguistic account of word meaning must draw the line: is it necessary to define a "linguistic meaning", which would leave aside the "encyclopaedic" dimension of what we associate with a word, or whether meaning can be regarded as "encyclopaedic", thereby allowing us to include many cultural aspects which have an influence on our understanding of a word. Furthermore, we will look at higher level lexical categories like word or semantic fields, and this will lead us to a survey of Prototype Theory.

The overall framework which we will discuss is Cognitive Semantics, which, as we will find, is a cover term for a number of different, but largely complementary approaches to the description and analysis of word meaning.

Credits will be given for regular attendance, an oral presentation, and either

- (a) an end-of-term written test;
- (b) a written paper (15 pages), which will have to be handed in by March 31, 2010;
- (c) a summary of and reflections on the oral presentation.

Students doing their Master will be offered the opportunity to work on projects related to the topic of the seminar.

An EWS site will be set up for this class; please check the system under "Peters" for "Cognitive Semantics". Prospective participants should register as soon as they've received confirmation via our electronic registration system. A reader will be made available.

The main textual basis (also recommended for preparatory reading) will be the chapters on Cognitive Semantics in:

Evans, V. & M. Green. 2006. *Cognitive Linguistics. An Introduction*. Edinburgh: Edinburgh University Press.

154111	Understanding Utterances (2 HS)			
	Do 10:15 – 11:45	3.206	Peters	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach:</sub> 5a		B.A.-ALK:
	Gy/Ge: 8a, b	SP <sub>2.Fach:</sub> 4b		B.A.-AS: 8, 9
	BK: 8a, b			M.A.-ALK:
	LA: alte LPO (1994/2000): A1, 2, 3, 4, 5			M.A.-AS: 11, 12, 13

"The buffet is open." - "C'm on, outside!" - "Excuse me, have you got the time?" - "I would not recommend this course of action." - "Look, why not have lunch together on Friday?" - "The seagulls follow the sardine trawler." - "This ship is sinking fast, I'm afraid."

We may be able to come up with at least a "surface" understanding for each of the utterances given above,

but can we be sure that this is what the speaker meant? Some of the utterances require rather specific

processes of interpretation on the side of the hearer. On the other hand, we have to consider why the

speaker chose to express his or her meaning in this form, and not in any other. In short: while producing and

understanding utterances is extremely normal for every one of us, it is not exactly easy to explain what is

happening in either of these activities; and then, of course, there are those cases where misunderstand - or

are misunderstood. ("You just don't understand!") Why does communication founder, occasionally? Some-

times everything depends on the meaning of a single word: "It would be a pleasure if we could have TEA

together tomorrow, at our place." Now, when exactly should I arrive at my host's house for having TEA with

him?

All these considerations have led to a sequence of explanatory models: Speech Act Theory (Austin, Searle); Pragmatics (Grice), Relevance Theory (Sperber & Wilson), and Cognitive Linguistics. Consequently, we will take a look at each of these models in turn, attempting to find out what they can do, what they can't, and how they can be applied to various types of communication.

Credits will be given for regular attendance, an oral presentation, and either

- (a) an end-of-term written test;
- (b) a written paper (15 pages), which will have to be handed in by March 31, 2010;
- (c) a summary of and reflections on the oral presentation.

A reader will be made available; introductory reading: Johnstone, Barbara. 2002. *Discourse Analysis*. Oxford: Blackwell. [BSP = SEG 3810/25]

An EWS site will be set up for this class; please check the system under "Peters" for "Understanding Utterances". Prospective participants should register as soon as they've received confirmation via our electronic registration system..

154113	Metaphor in Cognitive Linguistics (2 HS)			
	Mo 16:15 – 17:45	3.112	Tendahl	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA BfP: 503, 702, 703			
	BvP: 503; BrP: 503			
	MA LA 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a		B.A.-ALK:
	Gy/Ge: 8a, b	SP <sub>2.Fach</sub> : 4b		B.A.-AS: 8, 9
BK: 8a, b		M.A.-ALK:		
			M.A.-AS: 11, 12, 13	
	LA: alte LPO (1994/2000): A1, 2, 3, 4, 5			

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

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

A cursory look at the below mentioned books may help you to decide whether you may possibly have enough interest to participate in this theory-laden seminar. A full reading list will be distributed in the first seminar session.

Details concerning dates, room numbers and possible preparatory reading requirements will be announced on the IAA Wiki by the end of this summer term – please make sure to check the announcements regularly and only enrol for this class if you are willing and able to accept non-standard seminar dates and times.

In order to get the credits for this class, participants will have to attend regularly, give a presentation, and either sit a written end-of-term test or hand in a written paper.

Lee, David. 2001. *Cognitive Linguistics: An Introduction*. Oxford: Oxford University Press. [BSP = SBC 30]  
 Kövecses, Zoltán. 2002. *Metaphor: A Practical Introduction*. Oxford: Oxford University Press. [BSP = SBH 10/63]

## Sprachpraxis

### 1. STUDIENPHASE

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

#### Integrated Foundation Courses (IFC)

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

<b>154401</b>	<b>IFC I (4 Ü)</b>		
	Mo 16:15 – 17:45 Fr 14:15 – 15:45	R. 3.208 R. 3.205	Hamblock
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e,2c	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub>
			M.A. <sub>AS:</sub>
	<b>LA: alte LPO (1994/2000):</b>		

<b>154402</b>	<b>IFC II (4 Ü)</b>		
	Di 16:15 – 17:45 Mi 16:15 – 17:45	R. 3.208 R. UH 331	Jones
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e,2c	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub>
			M.A. <sub>AS:</sub>
	<b>LA: alte LPO (1994/2000):</b>		

<b>154403</b>	<b>IFC III (4 Ü)</b>		
	Di 14:15 – 15:45 Mi 14:15 – 15:45	R. 3.112 R. 3.205	Jones
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e,2c	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub>
			M.A. <sub>AS:</sub>
	<b>LA: alte LPO (1994/2000):</b>		

<b>154404</b>	<b>IFC IV (4 Ü)</b>		
	Mi 10:15 – 11:45 Fr 10:15 – 11:45	R. 3.205 R. 3.205	Parker
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e,2c	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub>
			M.A. <sub>AS:</sub>
	<b>LA: alte LPO (1994/2000):</b>		

<b>154405</b>	<b>IFC V (4 Ü)</b>		
	Mo 12:15 – 13:45 Do 16:15 – 17:45	R. 3.206 R. 3.206	Holst
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1,Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2,Fach:</sub> 1e,2c	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub> M.A. <sub>AS:</sub>
<b>LA: alte LPO (1994/2000):</b>			

<b>154406</b>	<b>IFC VI (4 Ü)</b>		
	Di 16:15 – 17:45 Fr 12:15 – 13:45	R. 3.207 R. 3.207	Parker
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1,Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2,Fach:</sub> 1e,2c	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub> M.A. <sub>AS:</sub>
<b>LA: alte LPO (1994/2000):</b>			

### Written and Oral Communications Courses (WOC)

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

<b>154407</b>	<b>WOC: Drama (2 Ü)</b>		
	Fr 12:15 – 13:45	R. 3.206	Bell
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1,Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2,Fach:</sub> 1e,2c,3b	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub> M.A. <sub>AS:</sub>
<b>LA: alte LPO (1994/2000):</b>			

<b>154408</b>	<b>WOC: Short Stories (2 Ü)</b>		
	Fr 16:00 – 17:30	R. 3.208	Bell
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1,Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2,Fach:</sub> 1e,2c,3b	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub> M.A. <sub>AS:</sub>
<b>LA: alte LPO (1994/2000):</b>			

<b>154409</b>	<b>WOC: British Literature (2 Ü)</b>		
	Mo 14:15 – 15:45	R. 3.206	Holst
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1,Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2,Fach:</sub> 1e,2c,3b	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub> M.A. <sub>AS:</sub>
<b>LA: alte LPO (1994/2000):</b>			

<b>154410</b>	<b>WOC: Current Issues (2 Ü)</b>		
	Di 12:15 – 13:45	R.	Parker
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e,2c,3b	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154411</b>	<b>WOC: Comedy Classics (2 Ü)</b>		
	Mi 12:15 – 13:45	R. 3.207	Parker
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> 1b
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e,2c,3b	B.A. <sub>AS:</sub>
	BK: 3a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000):</b>		

## 1./2. STUDIENPHASE

### Auslandsaufenthalt

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

### Project Design and Evaluation

<b>154412</b>	<b>Project Design and Evaluation: Teaching Practice in England (1 Ü)</b>		
			Cass
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 5d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154413</b>	<b>Project Design and Evaluation: Ireland/Scotland/USA (1 Ü)</b>		
			Holst
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 5d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000):</b>		

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

<b>154414</b>	<b>Project Design and Evaluation: Australian/New Zealand/USA (1 Ü)</b>		
			Bell
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 5d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154424</b>	<b>Project Design and Evaluation: UK (1 Ü)</b>		
			<b>Parker</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 403</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 5d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
BK: 5c		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000):</b>		

## 2. STUDIENPHASE

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

### Academic Writing

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. Access to these classes will be regulated through the EWS intranet platform.

<b>154415</b>	<b>Academic Writing I: American Literature (2 Ü)</b>		
	<b>Do 12:15 – 13:45</b>	<b>R. 3.206</b>	<b>Holst</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 7b
BK: 8b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub> 1502	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154416</b>	<b>Academic Writing II: British Literature (2 Ü)</b>		
	<b>Di 12:15 – 13:45</b>	<b>R. 3.206</b>	<b>Holst</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 7b
BK: 8b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub> 1502	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154417</b>	<b>Academic Writing III: The Gothic (2 Ü)</b>		
	<b>Do 12:15 – 13:45</b>	<b>R. 3.207</b>	<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 7b
BK: 8b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub> 1502	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154418</b>	<b>Academic Writing IV: Literature into Film (2 Ü)</b>		
	<b>Mi 16:15 – 17:45</b>	<b>R. 3.205</b>	<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 7b
BK: 8b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub> 1502	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154419</b>	<b>Academic Writing V: Slayer Studies (2 Ü)</b>		
	<b>Fr 14:15 – 15:45</b>	<b>R. 3.206</b>	<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 7b
BK: 8b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub> 1502	
	<b>LA: alte LPO (1994/2000):</b>		

## Translation

For students studying under the 2003 or BML regulations, this course will provide practice in translation and give you the opportunity to gain the credit points for translation required in the respective HS module. These classes will run parallel: it would not, therefore, be sensible to attend more than one. Students attending any of these classes will be expected to prepare texts in advance of each session and to hand in work for marking. Students who require credit points are required to have two translation assignments accepted (i.e. with pass grades) in the course of the term to gain the points for this course.

Highly recommended background reading:

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

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

<b>154420</b>	<b>Translation German/English I (2 Ü)</b>		
	<b>Di 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Cass</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1001</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 11a
BK: 8b		M.A. <sub>ALK:</sub> 7b	
		M.A. <sub>AS:</sub> 1501	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154421</b>	<b>Translation German/English II (2 Ü)</b>		
	<b>Di 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>Cass</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA 1001</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 11a
BK: 8b		M.A. <sub>ALK:</sub> 7b	
		M.A. <sub>AS:</sub> 1501	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154422</b>	<b>Translation German/English III (2 Ü)</b>		
	<b>Do 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Cass</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA MA LA 1001</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 11a
	BK: 8b		M.A. <sub>ALK:</sub> 7b
		M.A. <sub>AS:</sub> 1501	
	<b>LA: alte LPO (1994/2000):</b>		

<b>154423</b>	<b>Translation German/English IV (2 Ü)</b>		
	<b>Di 12:15 – 13:45</b>	<b>R. 3.208</b>	<b>Cass</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA MA LA 1001</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach:</sub> 5d	B.A. <sub>ALK:</sub>
	Gy/Ge: 8b	SP <sub>2.Fach:</sub> 3b	B.A. <sub>AS:</sub> 11a
	BK: 8b		M.A. <sub>ALK:</sub> 7b
		M.A. <sub>AS:</sub> 1501	
	<b>LA: alte LPO (1994/2000):</b>		

## Englische Fachdidaktik

### 1. STUDIENPHASE

<b>154301</b>	<b>Introduction to English as a Second Language – Gruppe A (2V/PS)</b>		
	<b>Do 16:00 – 17:30</b>	<b>R. 3.206</b>	<b>Papenberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 303 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2c	SP <sub>1.Fach:</sub> 2c	B.A. <sub>ALK:</sub>
	Gy/Ge: 2c	SP <sub>2.Fach:</sub> 2b	B.A. <sub>AS:</sub>
	BK: 2c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

<b>154302</b>	<b>Introduction to English as a Second Language – Gruppe B (2V/PS)</b>		
	<b>Do 08:30 – 10:00</b>	<b>R. 3.208</b>	<b>Nold</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 303 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2c	SP <sub>1.Fach:</sub> 2c	B.A. <sub>ALK:</sub>
	Gy/Ge: 2c	SP <sub>2.Fach:</sub> 2b	B.A. <sub>AS:</sub>
	BK: 2c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

In dieser Veranstaltung wird ein Überblick gegeben über

- Fremdsprachendidaktik als fächerübergreifende angewandte Wissenschaft
- Bezugswissenschaften der Fremdsprachendidaktik
- Didaktische Modelle
- Unterrichtsbezug: Kommunikation, Sprachvarianten, Kontext, Form; Unterrichtssprache Englisch
- Unterrichtsbezug: Literatur, Landeskunde, Cultural Studies
- Unterrichtsbezug: Spracherwerb, Lernen, Gedächtnis
- Fremdsprachenlernen auf verschiedenen Stufen, Alter der Lerner
- Lernerorientierung, Prozessorientierung
- Methodische Ansätze
- Fertigkeiten
- Rolle der Grammatik
- Wortschatzlernen
- jüngste Ergebnisse fachdidaktischer Forschung

Most of the presentations in the lecture hall will be in English.

Es wird erwartet, dass Sie regelmäßig teilnehmen, über fünf Aufsätze Ihrer Wahl aus fachdidaktischen Zeitschriften



schriftliche Aufzeichnungen anfertigen, um sie zusammen mit Ihrer Abschlussklausur einzureichen, und regelmäßig am Tutorium teilnehmen. Im Verlauf des Semesters sind im Rahmen des Tutoriums Übungsaufgaben zur Vorbereitung auf die Klausur zu erledigen. In der abschließenden Klausur wird von Ihnen erwartet, dass Sie die Themen der Veranstaltung auf neue Fragestellungen hin anwenden können. Literaturempfehlungen:

Timm, J.-P.. 1998. Englisch lernen und lehren. Berlin: Cornelsen.

Gehring, Wolfgang. 2004, 2.Aufl.. Englische Fachdidaktik – Eine Einführung. Berlin: ESVerlag.

Brown, H.D. 1993, 3rd ed. Principles of Language Learning and Teaching. Englewood Cliffs: Prentice Hall.

Hüllen, Werner. 2005. Kleine Geschichte des Fremdsprachenlernens. Berlin: ESVerlag.

Roche, Jörg. 2005. Fremdsprachenerwerb, Fremdsprachendidaktik. Tübingen, Basel: Francke.

Müller-Hartmann, Andreas & Marita Schocker-von Dufurth. 2004. Introduction to English Language Teaching. Stuttgart: Klett.

Stuttgart: Klett.

Auf eine größere Anzahl von Aufsätzen wird in der Veranstaltung hingewiesen, um Sie zum Selbststudium anzuregen.

Für den Zugang zu Materialien ist eine zusätzliche Anmeldung auf der EWS2-Plattform erforderlich.

## 2. STUDIENPHASE

154303	Developing Oral EFL Competences (2 HS)		
	Mi 16:15 – 17:45	R. 3.206	Nold
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601,603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a, 4b	SP <sub>1.Fach</sub> : 4a,4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 5a, 5b		M.A. <sub>ALK</sub> :
			M.A. <sub>AS</sub> :
	LA: alte LPO (1994/2000)		

Speaking is one of the competences that plays a central role in almost all the learning and teaching situations in an EFL classroom. It will be the focal point of this class. Its topics will include components involved in speaking from a linguistic perspective, from the perspective of EFL learning arrangements more specifically, and from the perspective of language assessment. It will also direct the attention to situations of language use that are favourable to developing this competence at different competence levels. This is to say, this class will also get you involved in experiential situations – simulations - where we will try out Lerngespräche based on literary texts, practice situations with a focus on speaking, tasks that centre around meaningful speaking activities, improvisations etc.

Requirements:

Active participation including reading assignments, having an active role in classroom activities.

In addition, you will have lots of opportunities for critical papers and for planning your final test, if necessary.

A reader will be provided in the copy shop. Extracts from the DESI publications, from books on speech intentions, language progression, oral practice, and from S.Luoma, Assessing Speaking, Cambridge: CUP 2005 will be included. It will also provide you with short literary texts for teaching at SEK I.

154304	Developing Written EFL Competences (2 HS)		
	Mi 10:15 – 11:45	R. 3.208	Nold
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a,4b	SP <sub>1.Fach</sub> : 4a,4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 4d,5a,5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 4d,5a,5b		M.A. <sub>ALK</sub> :
			M.A. <sub>AS</sub> :
	LA: alte LPO (1994/2000)		

Writing is a competence that needs looking at from different perspectives: the perspective of the EFL learner and the teacher as facilitator, the teacher as someone who has to assess processes and written products. Furthermore, creative writing is an issue. This is to say, we will also try out suggestions that will involve the experience of creative writing based on authentic texts.

Requirements:

Active participation including reading assignments, having an active role in classroom activities.

In addition, you will have lots of opportunities for critical papers and for planning your final test, if necessary.

A reader will be provided in the copy shop. It will include extracts from DESI publications, and from books such as S.C. Weigle, *Assessing Writing*, Cambridge: CUP 2005; B. Kroll, *Second Language Writing*, Cambridge: CUP 1994, and recent publications taken from German periodicals.

<b>154305</b>	<b>English in Primary School (2 HS)</b>		
	<b>Do 16:15 – 17:45</b>	<b>R. 3.208</b>	<b>Nold</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601, 602, 603		
	<b>MA LA:</b> 1101, 1102		
	<b>LPO 2003</b>		
	GHR: 4a, 4b	SP <sub>1.Fach:</sub> 4a, 4b	B.A. <sub>ALK:</sub>
	Gy/Ge: 5a, 5b	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
BK: 5a, 5b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

The theory and practice of learning and teaching English in the primary school will be the focal point of this class. We will look at controversial issues such as the role of a language progression, the focus on language competences, the role of language awareness raising and intercultural competence, the use of authentic texts, the question of assessment.

We will not only discuss research findings and talk about them. We will also try out teaching concepts in simulations. So tgis class will also give you insights that result from experiential situations.

Requirements:

Active participation including reading assignments, having an active role in classroom activities.

In addition, you will have lots of opportunities for critical papers and for planning your final test, if necessary.

A reader will be provided in the copy shop. It will include extracts from various publications, both German and English: E.g., W.Bleyhl, Fremdsprachen in der Grundschule, Schroedel:Hannover 2000, D.Mindt & N. Schlüter, Englisch in den Klassen 3 und 4, Cornelsen: Berlin 2003, and ...

<b>154306</b>	<b>Examenskolloquium (2 HS)</b>		
	<b>Mi 18:00 – 18:45</b>	<b>R. 3.207</b>	<b>Nold</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> relevant		
	<b>MA LA:</b> relevant		
	<b>LPO 2003</b>		
	GHR: relevant	SP <sub>1.Fach:</sub> relevant	B.A. <sub>ALK:</sub>
	Gy/Ge: relevant	SP <sub>2.Fach:</sub> relevant	B.A. <sub>AS:</sub>
BK: relevant		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000) relevant</b>			

In this class you can prepare your exam in Fachdiadktik by getting involved in a simulation of the oral exam and /or by writing answers to exam questions. So your individual needs will be taken care of.

<b>154307</b>	<b>Teaching Drama and Using Drama Techniques in EFL Teaching (2 HS)</b>		
	<b>Blockseminar, 8.-13.02.2010</b>	<b>tba</b>	<b>Kane</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601, 602, 603		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2d, 4a, 4b	SP <sub>1.Fach:</sub> 2d, 4a, 4b	B.A. <sub>ALK:</sub>
	Gy/Ge: 2d, 4d, 5a, 5b	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
BK: 2d, 4d, 5a, 5b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

This seminar will explore the potential of drama in the language learning process. In acting out drama, language becomes part of a unified, meaningful social interaction, and so drama-style activities are an ideal way of satisfying the frequently expressed demand for a task-based learning which also promotes emotional involvement. We will be looking at both the teaching of literary drama (with particular attention to Shakespeare) and at the use of such staples as role play. Students should read *The Merchant of Venice* and *Macbeth*. As secondary literature, I would recommend Alan Maley and Alan Duff *Drama Techniques in Language Learning*, Roland Petersohn *Teaching Shakespeare*, and Rex Gibson *Teaching Shakespeare*. Students will be expected to take an active part in proceedings. Please register for the ews website at least two months before the seminar starts so that we can arrange some preparatory meetings. These will also be announced on the Department's wiki. Participation in these preliminary meeting is a *sine qua non* for participation in the compact phase.

<b>154308</b>	<b>Language Acquisition in the Bilingual Classroom (2 HS)</b>		
	<b>Do 08:30 – 10:00</b>	<b>R. 3.205</b>	<b>Jansing</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 2d, 4a	SP <sub>1.Fach:</sub> 4a	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d, 5a	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub> 1, 15
BK: 2d, 4d, 5a, 8a		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

This course offers an overview of theories and models of language acquisition that have shaped the discussion of language teaching approaches in the bilingual classroom. Topics will include the parameters of bilingual education, models of bilingual proficiency, innatist, cognitive, and socio-cultural perspectives on language acquisition, the relevance of the L1 in bilingual instruction, and language awareness.

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

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

**Dieses Seminar kann auch für den bilingualen Zusatzstudiengang belegt werden.**

Nähere Informationen zum Zusatzstudiengang unter [www.ews.uni-dortmund.de/bll](http://www.ews.uni-dortmund.de/bll).

<b>154309</b>	<b>Teaching English Literature (2 HS)</b>		
	<b>Di 16:00 – 17:30</b>	<b>UH 331</b>	<b>Timpe</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601, 602, 603		
	<b>MA LA:</b> 1101, 1102, 1103		
	<b>LPO 2003</b>		
	GHR: 4a, 4b	SP <sub>1.Fach:</sub> 4a, 4b	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d, 5a, 5b	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub> 1, 15
BK: 4d, 5a, 5b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

In this seminar, we will deal with questions concerning the planning and organization of teaching literature, task-specific strategies as well as methods and activities one can use in the classroom to teach literary texts. What is literature? How do I decide what to teach? How do I get the students to talk about literature? And how does the shape of a text change the shape of my teaching? will be some of the guiding questions of this seminar.

In order to deal with these questions, this class will be accompanied by the Engelbert Thaler's Teaching English Literature. In addition, we will have a closer look at texts and models by Bredella, Caspari, Jarfe, and others as well as the curricula for English (from elementary school to upper secondary school). Students are asked to present one literary text in the seminar. Collecting all of the different texts, a portfolio of the material deal with in class will be created which students will receive electronically at the end of the term to use for future teaching.

The exact requirements for this course will be announced in our first session. Reading material will be made available through the EWS-Workspace for this course. The course will start in the second week of the semester and is limited to 30 participants.

Recommended for purchase: Thaler, Engelbert. 2008. *Teaching English Literature*. Schöningh: Paderborn.

<b>154310</b>	<b>Teaching Grammar in Secondary School EFL Classrooms (2 HS)</b>		
	<b>Fr 14:15 – 15:45</b>	<b>3.207</b>	<b>Kurtz</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 4a	SP <sub>1.Fach:</sub> 4a	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d, 5a	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
BK: 4d,5a		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

This seminar focuses on teaching grammar in a communicative/ holistic EFL classroom environment. The following aspects will be given special attention: linguistic approaches to grammar (overview), the history of grammar teaching in German EFL classrooms, the role of grammar instruction today, teaching and learning strategies, techniques, procedures, materials, error treatment, assessment and testing. Course languages are English (predominantly) and German (where appropriate and necessary; e.g. when bilingual methodological options are discussed).

Mandatory readings (prior to the class)

Larsen-Freeman, Diane (1997). *Grammar and Its Teaching: Challenging the Myths*. [<http://lsc.ph-karlsruhe.de>; Forum Fremdsprachendidaktik; Grammatik]

Wolfgang Butzkamm (2002). *Psycholinguistik des Fremdsprachenunterrichts*. 3. Auflage. Kapitel VI („Mit oder ohne Grammatik?“). Tübingen: Francke.

<b>154311</b>	<b>Let's Talk Culture – Teaching Intercultural Communication (2 HS)</b>		
	<b>Di 08:30 – 10:00</b>	<b>3.206</b>	<b>Timpe</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601,602		
	<b>MA LA:</b> 1101, 1102, 1103		
	<b>LPO 2003</b>		
	GHR: 2d,4a,4b	SP <sub>1.Fach:</sub> 4a,4b	B.A. <sub>ALK:</sub>
	Gy/Ge: 2d,5a,5b	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
BK: 2d,5a,5b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

From elementary schools to upper secondary level, intercultural communicative competence is one of the main goals in ESL teaching. But what exactly is intercultural communicative competence? How can this goal be achieved in the ESL classroom? Questions such as these will be dealt with in the course of this class. We will have a close look at texts by Bennett, Byram, Hu, and others, discuss different models and approaches, and actively try out different methods which can also be used in the ESL classroom.

The requirements for this course will be discussed in the first session. A reader will be made available in the Copyshop at the beginning of the winter term. For further questions, feel free to contact me via [veronika.timpe@udo.edu](mailto:veronika.timpe@udo.edu).

<b>154312</b>	<b>Methodological Options in EFL Classroom Research (2 HS)</b>		
	<b>Blockseminar 8./15./16./22./23. Februar 2010</b>	<b>UH 331</b>	<b>Rossa</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601, 603		
	<b>MA LA:</b> 1101, 1102		
	<b>LPO 2003</b>		
	GHR: 2d, 4a	SP <sub>1.Fach:</sub> 2d,4a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2d,4d,5a	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
BK: 2d,4d,5a		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

This seminar deals with research in language teaching and learning processes in the second (or foreign) language classroom.

Classroom research aims at describing developmental stages in language acquisition and at identifying variables that supposedly support successful language acquisition.

These variables are commonly studied by focusing on teachers, learners or the interaction between them.

We will learn about various approaches to classroom research and the methodological implications of distinct research paradigms and discuss current research findings on language learning in the classroom.

In order to aid our critical understanding of research reports we will also discover the fundamental elements of research design, data elicitation and analysis.

Due to the compact structure of this course participants are expected to work intensively, individually and cooperatively. By the end of the course you will be in a position to collect and analyse research reports on your specific area of interest within classroom research and discuss your findings in the light of your own evolving theories of language learning in the classroom.

Recommended Reading:

Chaudron, C. (1988). Second language classroom: Research on teaching and learning. Cambridge: Cambridge University Press.

Bailey, K. M. & Nunan, D. (eds.) (1996). Voices from the Language Classroom: Qualitative Research in Second Language Education. Cambridge: Cambridge University Press.

Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: Cambridge University Press.

**Nunan, D. & Bailey, K. M. (2008). Exploring Second Language Classroom Research - A Comprehensive Guide. Boston: Heinle.**

Requirements for credits TBA in class.

<b>154313</b>	<b>Content and Language Integrated Language Teaching (2 HS)</b>		
	<b>Fr 12:15 – 13:45</b>	<b>3.205</b>	<b>Trampus</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601, 602		
	<b>MA LA:</b> 1101, 1102		
	<b>LPO 2003</b>		
	GHR: 4a	SP <sub>1.Fach:</sub> 4a	B.A. <sub>ALK:</sub>
	Gy/Ge: 5a	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
BK: 5a		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

This Content-Based Language Teaching course introduces students to bilingual instruction which has been developed in many European countries. The course covers key issues in bilingualism, bilingual education, and bilingual CLIL programmes in Europe.

A wide range of subjects will be covered during the course (history, geography, political science, biology, art, mathematics etc). However, special attention will be paid to practical aspects of teaching business content in English, such as meetings, presentations, negotiations, case studies, and applying for a job in English. Participants will be required to do a mini presentation covering either one of the theoretical issues of bilingualism or the specifics of teaching a particular subject, actively participate in class, fulfil homework assignments, and pass a written end-of-term test. A reader will be made available by the beginning of the semester.

## MASTERSTUDIENGÄNGE LEHRAMT

154303 Developing Oral EFL Competences (2 HS)			
	Mi 16:15 – 17:45	R. 3.206	Nold
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601,603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a, 4b	SP <sub>1.Fach</sub> : 4a,4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 5a, 5b		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000)</b>			

Speaking is one of the competences that plays a central role in almost all the learning and teaching situations in an EFL classroom. It will be the focal point of this class. Its topics will include components involved in speaking from a linguistic perspective, from the perspective of EFL learning arrangements more specifically, and from the perspective of language assessment. It will also direct the attention to situations of language use that are favourable to developing this competence at different competence levels. This is to say, this class will also get you involved in experiential situations – simulations - where we will try out Lerngespräche based on literary texts, practice situations with a focus on speaking, tasks that centre around meaningful speaking activities, improvisations etc.

Requirements:

Active participation including reading assignments, having an active role in classroom activities.

In addition, you will have lots of opportunities for critical papers and for planning your final test, if necessary.

A reader will be provided in the copy shop. Extracts from the DESI publications, from books on speech intentions, language progression, oral practice, and from S.Luoma, Assessing Speaking, Cambridge:CUP 2005 will be included. It will also provide you with short literary texts for teaching at SEK I.

154304 Developing Written EFL Competences (2 HS)			
	Mi 10:15 – 11:45	R. 3.208	Nold
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a,4b	SP <sub>1.Fach</sub> : 4a,4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 4d,5a,5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 4d,5a,5b		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000)</b>			

Writing is a competence that needs looking at from different perspectives: the perspective of the EFL learner and the teacher as facilitator, the teacher as someone who has to assess processes and written products. Furthermore, creative writing is an issue. This is to say, we will also try out suggestions that will involve the experience of creative writing based on authentic texts.

Requirements:

Active participation including reading assignments, having an active role in classroom activities.

In addition, you will have lots of opportunities for critical papers and for planning your final test, if necessary.

A reader will be provided in the copy shop. It will include extracts from DESI publications, and from books such as S.C.Weigle, Assessing Writing, Cambridge:CUP 2005; B. Kroll, Second Language Writing, Cambridge:CUP 1994, and recent publications taken from German periodicals.

154305 English in Primary School (2 HS)			
	Do 16:15 – 17:45	R. 3.208	Nold
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a, 4b	SP <sub>1.Fach</sub> : 4a, 4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 5a, 5b		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000)</b>			

The theory and practice of learning and teaching English in the primary school will be the focal point of this class. We will look at controversial issues such as the role of a language progression, the focus on language

competences, the role of language awareness raising and intercultural competence, the use of authentic texts, the question of assessment.

We will not only discuss research findings and talk about them. We will also try out teaching concepts in simulations. So this class will also give you insights that result from experiential situations.

Requirements:

Active participation including reading assignments, having an active role in classroom activities.

In addition, you will have lots of opportunities for critical papers and for planning your final test, if necessary.

A reader will be provided in the copy shop. It will include extracts from various publications, both German and English: E.g., W.Bleyhl, *Fremdsprachen in der Grundschule*, Schroedel:Hannover 2000, D.Mindt & N. Schlüter, *Englisch in den Klassen 3 und 4*, Cornelsen: Berlin 2003, and ...

154307	Teaching Drama and Using Drama Techniques in EFL Teaching (2 HS)		
	Blockseminar, 8.-13.02.2010	tba	Kane
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603		
	MA LA: 1102		
	LPO 2003		
	GHR: 4a, 4b	SP <sub>1.Fach</sub> : 4a, 4b	B.A.-ALK:
	Gy/Ge: 4d, 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A.-AS: 1, 15
BK: 4d,5a,5b		M.A.-ALK:	
		M.A.-AS:	
LA: alte LPO (1994/2000)			

This seminar will explore the potential of drama in the language learning process. In acting out drama, language becomes part of a unified, meaningful social interaction, and so drama-style activities are an ideal way of satisfying the frequently expressed demand for a task-based learning which also promotes emotional involvement. We will be looking at both the teaching of literary drama (with particular attention to Shakespeare) and at the use of such staples as role play. Students should read *The Merchant of Venice* and *Macbeth*. As secondary literature, I would recommend Alan Maley and Alan Duff *Drama Techniques in Language Learning*, Roland Petersohn *Teaching Shakespeare*, and Rex Gibson *Teaching Shakespeare*. Students will be expected to take an active part in proceedings. Please register for the eWS website at least two months before the seminar starts so that we can arrange some preparatory meetings. These will also be announced on the Department's wiki. Participation in these preliminary meeting is a *sine qua non* for participation in the compact phase.

154310	Teaching Grammar in Secondary School EFL Classrooms (2 HS)		
	Fr 14:15 – 15:45	3.207	Kurtz
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA		
	LPO 2003		
	GHR: 4a	SP <sub>1.Fach</sub> : 4a	B.A.-ALK:
	Gy/Ge: 4d, 5a	SP <sub>2.Fach</sub> : 3a	B.A.-AS:
BK: 4d,5a		M.A.-ALK:	
		M.A.-AS:	
LA: alte LPO (1994/2000)			

This seminar focuses on teaching grammar in a communicative/ holistic EFL classroom environment. The following aspects will be given special attention: linguistic approaches to grammar (overview), the history of grammar teaching in German EFL classrooms, the role of grammar instruction today, teaching and learning strategies, techniques, procedures, materials, error treatment, assessment and testing. Course languages are English (predominantly) and German (where appropriate and necessary; e.g. when bilingual methodological options are discussed).

Mandatory readings (prior to the class)

Larsen-Freeman, Diane (1997). *Grammar and Its Teaching: Challenging the Myths*. [<http://ltsc.ph-karlsruhe.de>; Forum Fremdsprachendidaktik; Grammatik]

Wolfgang Butzkamm (2002). *Psycholinguistik des Fremdsprachenunterrichts*. 3. Auflage. Kapitel VI („Mit oder ohne Grammatik?“). Tübingen: Francke.

<b>154312</b>	<b>Methodological Options in EFL Classroom Research (2 HS)</b>		
	<b>Blockseminar</b> <b>8./15./16./22./23.</b> <b>Februar 2010</b>	<b>UH 331</b>	<b>Rossa</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b> 601, 603		
	<b>MA LA:</b> 1101, 1102		
	<b>LPO 2003</b>		
	GHR: 2d, 4a	SP <sub>1.Fach:</sub> 2d, 4a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2d, 4d, 5a	SP <sub>2.Fach:</sub> 3a	B.A. <sub>AS:</sub>
	BK: 2d, 4d, 5a		M.A. <sub>ALK:</sub>
<b>LA: alte LPO (1994/2000)</b>			M.A. <sub>AS:</sub>

This seminar deals with research in language teaching and learning processes in the second (or foreign) language classroom.

Classroom research aims at describing developmental stages in language acquisition and at identifying variables that supposedly support successful language acquisition.

These variables are commonly studied by focusing on teachers, learners or the interaction between them.

We will learn about various approaches to classroom research and the methodological implications of distinct research paradigms and discuss current research findings on language learning in the classroom.

In order to aid our critical understanding of research reports we will also discover the fundamental elements of research design, data elicitation and analysis.

Due to the compact structure of this course participants are expected to work intensively, individually and cooperatively. By the end of the course you will be in a position to collect and analyse research reports on your specific area of interest within classroom research and discuss your findings in the light of your own evolving theories of language learning in the classroom.

Recommended Reading:

Chaudron, C. (1988). Second language classroom: Research on teaching and learning. Cambridge: Cambridge University Press.

Bailey, K. M. & Nunan, D. (eds.) (1996). Voices from the Language Classroom: Qualitative Research in Second Language Education. Cambridge: Cambridge University Press.

Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: Cambridge University Press.

Nunan, D. & Bailey, K. M. (2008). Exploring Second Language Classroom Research - A Comprehensive Guide. Boston: Heinle.

Requirements for credits TBA in class.

### Theorie-Praxis-Modul

<b>154314</b>	<b>Planung, Gestaltung und Reflexion von Englischunterricht (2 HS)</b>		
		<b>3.207</b>	<b>N.N.</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: Studienanteil	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge: Studienanteil	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: Studienanteil		M.A. <sub>ALK:</sub>
<b>LA: alte LPO (1994/2000)</b>			M.A. <sub>AS:</sub>

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

<b>154315</b>	<b>TPM für Master Modul 1103 (2 HS)</b>		
	<b>Fr, 14:15 – 15:45</b>	<b>tba</b>	<b>Bücker</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA:</b>		
	<b>MA LA: 1103</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach</sub> :	B.A. <sub>ALK</sub> :
	Gy/Ge:	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> :
BK:		M.A. <sub>ALK</sub> :	
		M.A. <sub>AS</sub> :	
	<b>LA: alte LPO (1994/2000)</b>		

In dieser Veranstaltung wird auf das fachspezifische Schulpraktikum vorbereitet. Dabei geht es insbesondere um forschendes Lernen, d.h. im Praktikum sollen Sie imstande sein, eine Forschungsfrage als Lehrperson zu stellen, die Sie durch Sammeln von geeigneten Beobachtungsdaten zu beantworten versuchen. Die Veranstaltung dient dazu, Sie auf diese Situation vorzubereiten. Ein weiterer Schwerpunkt bildet das Planen von Unterrichtsreihen und -stunden sowie die Auseinandersetzung mit fachdidaktischen Konzepten. Die Seminaranforderungen werden in der ersten Sitzung bekannt gegeben.

#### Zusatzstudiengang 'Bilinguales Lernen und Lehren'

<b>154308</b>	<b>Language Acquisition in the Bilingual Classroom (2 HS)</b>		
	<b>Do 08:30 – 10:00</b>	<b>R. 3.205</b>	<b>Jansing</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 601</b>		
	<b>MA LA: 1101, 1102</b>		
	<b>LPO 2003</b>		
	GHR: 2d, 4a	SP <sub>1.Fach</sub> : 4a	B.A. <sub>ALK</sub> :
	Gy/Ge: 4d, 5a	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
BK: 2d, 4d, 5a, 8a		M.A. <sub>ALK</sub> :	
		M.A. <sub>AS</sub> :	
	<b>LA: alte LPO (1994/2000)</b>		

This course offers an overview of theories and models of language acquisition that have shaped the discussion of language teaching approaches in the bilingual classroom. Topics will include the parameters of bilingual education, models of bilingual proficiency, innatist, cognitive, and socio-cultural perspectives on language acquisition, the relevance of the L1 in bilingual instruction, and language awareness.

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

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

Nähere Informationen zum Zusatzstudiengang unter [www.ews.uni-dortmund.de/bll](http://www.ews.uni-dortmund.de/bll).

<b>154313</b>	<b>Content and Language Integrated Language Teaching (2 HS)</b>		
	<b>Fr 12:15 – 13:45</b>	<b>3.205</b>	<b>Trampus</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 602</b>		
	<b>MA LA: 1101, 1102</b>		
	<b>LPO 2003</b>		
	GHR: 4a	SP <sub>1.Fach</sub> : 4a	B.A. <sub>ALK</sub> :
	Gy/Ge: 5a	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
BK: 5a		M.A. <sub>ALK</sub> :	
		M.A. <sub>AS</sub> :	
	<b>LA: alte LPO (1994/2000)</b>		

This Content-Based Language Teaching course introduces students to bilingual instruction which has been developed in many European countries. The course covers key issues in bilingualism, bilingual education, and bilingual CLIL programmes in Europe.

A wide range of subjects will be covered during the course (history, geography, political science, biology, art, mathematics etc). However, special attention will be paid to practical aspects of teaching business content in English, such as meetings, presentations, negotiations, case studies, and applying for a job in English.

Participants will be required to do a mini presentation covering either one of the theoretical issues of bilingualism or the specifics of teaching a particular subject, actively participate in class, fulfil homework assignments, and pass a written end-of-term test. A reader will be made available by the beginning of the semester.



## Britische Literaturwissenschaft

### 1. STUDIENPHASE

<b>154201</b>	<b>Introduction to British Literary Studies, Gruppe A (2 V/S)</b>		
	Fr 10:15 – 11:45	R. 3.208	Osterried
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 101</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1a	SP <sub>1.Fach:</sub> 1a	B.A. <sub>ALK:</sub> 1a, 14a
	Gy/Ge: 1a	SP <sub>2.Fach:</sub> 1a	B.A. <sub>AS:</sub>
	BK: 1a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

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

A number of sessions will be class discussions making the students familiar with theoretical knowledge necessary to adopt a more academic and critical attitude towards literary texts. Moreover, students will discover essential differences between German, British and American conventions of essay-writing. Some exercises for improving one's idiomatic style will help to give the participants' English a more "English" ring.

The remaining lessons will be structured like academic conferences with students delivering a talk on a topic of their choice in the works from the reading list below. Their talks will be followed by a question time, and a final discussion on the works is intended to amplify the students' understanding and awareness.

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

#### Reading list (primary literature)

#### **William Shakespeare, Romeo and Juliet (1597)**

#### **William Shakespeare, The Merchant of Venice (1600)**

Sir Philip Sidney, Desire (1591?)

William Blake, The Tiger (1994)

Lord Byron, When We Two Parted (1803)

William Wordsworth, The Daffodils (1807)

S.T. Coleridge, Kubla Khan (1816)

Percy B. Shelley, Ozymandias (1818)

Percy B. Shelley, Mutability (1824)

#### **Oscar Wilde, The Picture of Dorian Gray (1890)**

Wilfred Owen, Anthem for Doomed Youth (1917)

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

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

Virginia Woolf, The New Dress (1924/ 1973)

James Joyce, Eveline (1914)

#### **John Braine, Room at the Top (1957)**

Harold Pinter, Last to go (1960)

Harold Pinter, Request Stop (1960)

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

BML: oral presentation, a paper of theses, concluding essay or: successful passing of a written test (Klausur) on Friday, 15 January 2010

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

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

Please note that the course starts in the second week of the semester on Friday, 23 October 2009. We shall agree on an extra-session to make up for this delay.

<b>154214</b>	<b>Introduction to British Literary Studies, Gruppe D (2 V/S)</b>		
	Di 08:30 – 10:00	R. 3.112	Osterried
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 101</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1a	SP <sub>1.Fach:</sub> 1a	B.A. <sub>ALK:</sub> 1a, 14a
	Gy/Ge: 1a	SP <sub>2.Fach:</sub> 1a	B.A. <sub>AS:</sub>
	BK: 1a		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

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

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

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

**Reading list (primary literature)**

**William Shakespeare, Romeo and Juliet (1597)**  
**William Shakespeare, The Merchant of Venice (1600)**

Sir Philip Sidney, *Desire* (1591?)  
 William Blake, *The Tiger* (1994)  
 Lord Byron, *When We Two Parted* (1803)  
 William Wordsworth, *The Daffodils* (1807)  
 S.T. Coleridge, *Kubla Khan* (1816)  
 Percy B. Shelley, *Ozymandias* (1818)  
 Percy B. Shelley, *Mutability* (1824)

**Oscar Wilde, The Picture of Dorian Gray (1890)**  
 Wilfred Owen, *Anthem for Doomed Youth* (1917)  
 William Butler Yeats, *An Irishman Foresees His Death* (1917)  
 Virginia Woolf, *How Should One Read a Book?* (1925/ 1932)  
 Virginia Woolf, *The New Dress* (1924/ 1973)  
 James Joyce, *Eveline* (1914)

**John Braine, Room at the Top (1957)**  
 Harold Pinter, *Last to go* (1960)  
 Harold Pinter, *Request Stop* (1960)

To get credit for the course regular and active participation are essential. The other tasks are:  
 BML: oral presentation, a paper of theses, concluding essay or: successful passing of a written test (Klausur) on Tuesday, 12 January 2010.  
 B.A. students (Angewandte Sprachwissenschaften, Angewandte Literatur- und Kulturwissenschaften): oral presentation, a paper of theses, concluding essay. SP: additionally, a successful passing of the written test (Klausur).  
 students of journalism (Bachelor): successful passing of the written test (Klausur).

Please note that the course starts in the second week of the semester on Friday, 23 October 2009. We shall agree on an extra-session to make up for this delay.

154204 Scottish Literature and Culture			
	Mi 12:15 – 13:45	3.208	Bell
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2a, 15b
	Gy/Ge: 1e	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> :
	BK: 1e		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000) B</b>			

This course will introduce students to the rich history and vibrant current state of Scottish literature. A variety of texts will be studied: films, short stories, poetry and novels. The novels to be studied are Alan Warner's *Morvern Callar* (ISBN 978-0099586111) and James Kelman's *How Late it Was, How Late* (ISBN 978-0749398835). A reader will be available with the other texts to be studied.

154205 Religion and literature in Britain: social and cultural contexts			
	Fr 14-16	R.3.307	Kane
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2b, 15a
	Gy/Ge: 1e	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> :
	BK: 1e		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000) B3</b>			

In line with Marx's dictum that religion is "the heart of a heartless world," this seminar sees religious discourse and its literary transformations as attempts to construct cultural meanings and practices which resist economic and social pressures. The seminar will examine the extent to which such constructs are enduring features of the British cultural landscape. For instance, the texts chosen will illustrate how consistently over longer time spans British writers deal with theological themes such as theodicy and the justification for human suffering. We will also note that many of the texts taken from different periods are also imbued with a specifically British form of mysticism. Interestingly, it emerges that many writers who take an anti-religious

stance are nonetheless working within the tradition of religious writing. The importance of the topic is undeniable, given the significance of religion in public and intellectual life until very recently.

Texts to be discussed include the following:

Chaucer *The Man of Law's Tale*, Milton *Paradise Lost, Book II*, Donne *Holy Sonnets*, Pope *An Essay on Man*, Blake *Songs of Innocence and Experience*, *The Marriage of Heaven and Hell*, Shelley *Adonais*, Wordsworth *Tintern Abbey*, Tennyson *In Memoriam*, *Ulysses*, Eliot *Four Quartets*, and Greene *Brighton Rock*.

Students will be expected read the texts and to give presentations or develop projects. They should sign up for the associated ews site, which is now available on-line.

<b>154206</b>	<b>Joyce's <i>Dubliners</i> (2 PS)</b>		
	<b>Fr 14:00 – 15:30 (s.t.)</b>	<b>3.208</b>	<b>Osterried</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 103 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2a-d; 3a-c; 15a,b
	Gy/Ge: 1e, 4b	SP <sub>2.Fach</sub> : -	B.A. <sub>AS</sub> : -
	BK: 1e, 4b		M.A. <sub>ALK</sub> : -
			M.A. <sub>AS</sub> : -
	<b>LA: alte LPO (1994/2000):-</b>		

Virginia Woolf was among the first critics to claim that James Joyce's prose was the epitome of modern writing because of his stream-of-consciousness technique and his focus on the human psyche. Doubtless the best example is his outstanding novel *Ulysses* (1922). However, it is not only in this novel that the Irish writer succeeded in immortalising the life of Dublin. In his much acclaimed collection of short stories, *Dubliners* (1914), Joyce did not only introduce his critical view of early-20<sup>th</sup>-century Irish culture, but also anticipated the subtle narrative techniques of his later novels. Moreover, Ruth J. Kilchenmann (1967) credits him with having introduced "the first real short stories [ever written on the Isles] [...] whose influence on modernity [remains unparalleled]."

In the seminar we will read and interpret exemplary short stories with a special focus on generic conventions, the stream-of-consciousness technique, and the representation of Irish life and culture.

A Reader will be made available at the beginning of term both on the internet and in the Copyshop.

The various work forms and requirements for successfully completing the course according to the respective examination regulations are: term paper ('Hausarbeit'), take-home exam, 'active participation' (report plus essay). The details will be explained in the first session.

Please note that the course starts in the second week of the semester on Friday, 23 October 2009. We shall agree on an extra-session to make up for this delay.

<b>154207</b>	<b>The Life and Works of G.K. Chesterton (2 PS)</b>		
	<b>Mo 16:15 – 17:45</b>	<b>R. 3.206</b>	<b>Holst</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 103 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2b, 15a
	Gy/Ge: 1e	SP <sub>2.Fach</sub> : -	B.A. <sub>AS</sub> : -
	BK: 1e		M.A. <sub>ALK</sub> : -
			M.A. <sub>AS</sub> : -
	<b>LA: alte LPO (1994/2000) B3</b>		

Gilbert Keith Chesterton (1874-1936) is regarded as one of the most influential writers and greatest Christian thinkers of the 20th century. Chesterton was a devout Catholic and inspired other Christian writers, especially C.S. Lewis and J.R.R. Tolkien. Consequently, these three authors became the most important Catholic writers of that era. Chesterton's works range from essays on journalism and philosophy to poetry, fantasy and detective fiction. While many European authors of his time were either agnostics or atheists, Chesterton never hesitated to defend Christianity using his unmistakable style that is marked by paradox, humour and wit. His writing has been praised by numerous authors as a major influence and continues to be as timely and as timeless today as when it was first published.

The students of English literature in this seminar will strengthen their skills at analysing works dealing with G.K. Chesterton by using literary terminology as well as by identifying underlying theoretical assumptions of the different critical approaches found in the secondary literature. A written final exam will be administered at the end of the semester.

<b>154505</b>	<b>Are You Scared Yet? – British Horror (2 Ü)</b>		
	<b>Di 12:15 – 13:45</b>	<b>UH 331</b>	<b>Lenz</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 103</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> 2a, 2b, 2c, 15a
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a
BK: 1e, 4b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000) B3, E1</b>			

"I recognize terror as the finest emotion and so I will try to terrorize the reader. But if I find that I cannot terrify, I will try to horrify, and if I find that I cannot horrify, I'll go for the gross-out."  
(Stephen King *Danse Macabre*)

Horror presents its readers and viewers with the opportunity to confront one's own fears and experience the guilty pleasure of indulging in other people's fears. But it is not only that. As Stephen King points out, there are more than just "scary stories". In fact, there is a broad variety of texts that make our skin crawl and our spines chill.

In the course of this seminar, we will deal with a great variety of texts and topics. Starting with one of the most popular horror stories of all time, Bram Stoker's *Dracula*, we will work our way through time and culture and come across the great diversity that is horror. Is there a difference between scary stories written by male or female authors? Can horror addressing children really be considered terrifying? Just as we will discuss "scary movies", we will look at funny or even camp horror. Maybe there is even a development that leads away from "grossing-out" audiences and reinforces very basic scares that will no longer seem fictitious (who has ever seen zombies walk the earth?) but very close to home ...  
Do you dare the scare?

Please be aware that there will be additional screenings after the seminar (Tuesdays, 14-16h) and that some of the movies we will watch are rated "R" (FSK 18)!

Students should buy the following copies: Bram Stoker: *Dracula* (Norton Critical Edition; ISBN: 978-0393970128) and Clive Barker: *The Hellbound Heart* (ISBN: 978-0061452888). Please start reading the novels as soon as possible!

A reader will be made available at the beginning of the semester at the copyshop below the "Sonnendeck".

<b>154506</b>	<b>The Emerald Isle: Irish Literature and Culture (2 PS)</b>		
	<b>Do 14:15 – 15:45</b>	<b>R. 3.205</b>	<b>Piskurek</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 103</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> 2a, 2b, 2c, 15a, 15b
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a
BK: 1e, 4b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000): B3, E1</b>			

Ireland booms. Given the recent recession in the wake of the financial crisis, this may sound like wishful thinking to the Irish economy; considering a nearly worldwide obsession with all things Irish, the statement is still true. Artificial Irish Pubs sprout everywhere, Irish Folk is considered one of the last resorts of authentic music, and millions of tourists visit the island every year in search of a romanticised rural past. This was not always the case: not so long ago, Ireland was Europe's 'poorhouse', and the country's history is one of constant political and religious conflicts.

Maybe it is because of this often troubled history and the complex Anglo-British relations that Irish Literature and Culture have developed into one of the richest and rewarding fields of study.

In this course we will deal with Irish novels, short stories, drama, poetry, films and music of various kinds. Texts to be read will include works by Jonathan Swift, James Joyce, William Butler Yeats, Brian Friel and Seamus Deane.

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

<b>154507</b>	<b>It was easier to write about the past ...</b>		
	<b>Fr 10:15 – 11:45</b>	<b>R. 3.206</b>	<b>Paasche</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 103</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> 2a, 2b, 2c, 15a
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a
BK: 1e, 4b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

... because the past created ready-made stories. There was a very clear line of demarcation between good and evil, you see? Black was good; white was bad. Your conflict was there. There were no gray areas.... We no longer have that. In this new situation, black is not necessarily good. There are many black culprits; there

are many good white people. We have become normal. It's very painful to become normal. Zakes Mda (quoted in Swarns)

After the end of *apartheid* South African writers are faced with the challenge of writing within a reality where the primary topics – apartheid and racial tension – have gone. The legacy of colonialism and apartheid lingers on as South Africans seek a new national, hybrid identity. But the challenges are radically different.

In this **Proseminar** we will explore how three South African writers of the post-apartheid era deal with the past and with the contradictions of their society which has few of the characteristics envisioned during the heady years of the anti-apartheid struggle.

Required Texts:

Nadine Gordimer: **None to Accompany Me**

Zakes Mda: **The Heart of Redness**

K.Sello Duiker: **Thirteen Cents**

## 2. Studienphase

154208	Shakespeare and His Age (2 V) – Group A		
	Mo 12.15 – 13.45	R. 3.208	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach</sub> : -	B.A. <sub>AS</sub> : -
	BK: 6a,b		M.A. <sub>ALK</sub> : 10d
			M.A. <sub>AS</sub> : -
<b>LA: alte LPO (1994/2000):</b> B2, E1 wahlweise-obligatorisch			

154209	Shakespeare and His Age (2 V) – Group B		
	Di 12.15 – 13.45	R. 3.208	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach</sub> : -	B.A. <sub>AS</sub> : -
	BK: 6a,b		M.A. <sub>ALK</sub> : 10d
			M.A. <sub>AS</sub> : -
<b>LA: alte LPO (1994/2000):</b> B2, E1 wahlweise-obligatorisch			

The lecture presents a survey of the

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

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

*Romeo and Juliet*

*A Midsummer Night's Dream*

*The Tempest*

Recommended editions for purchase: Bantam Classics editions ed. by David Bevington or The Worlds Classics editions.

The course includes video presentations of filmed stagings. A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course).

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

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

- v ‚Hausarbeit'/term paper
- v ‚aktive Teilnahme' („Referat und Ausarbeitung)
- v ‚Klausur'/written test

These affairs will be dealt with in the very first session, so be here in time!

<b>154210</b>	<b>Conceptions and constructions of childhood in 19<sup>th</sup>-century literature (2 HS) – Group A</b>		
	<b>Mi 12.15 – 13.45</b>	<b>R. 3.206</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 801, 802, 803</b>		
	<b>MA LA 1301, 1302</b>		
	<i>LPO 2003</i>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5 a	B.A. <sub>ALK</sub> : 6a-d, 17a-d
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : --	B.A. <sub>AS</sub> : --
	BK: 6a, b		M.A. <sub>ALK</sub> : 10a-d
		M.A. <sub>AS</sub> : --	
<b>LA: alte LPO (1994/2000): B 3 wahlweise-obligatorisch</b>			

<b>154211</b>	<b>Conceptions and constructions of childhood in 19<sup>th</sup>-century literature (2 HS) – Group B</b>		
	<b>Do 12.15 – 13.45</b>	<b>R. 3.205</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 801, 802, 803</b>		
	<b>MA LA 1301, 1302</b>		
	<i>LPO 2003</i>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5 a	B.A. <sub>ALK</sub> : 6a-d, 17a-d
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : --	B.A. <sub>AS</sub> : --
	BK: 6a, b		M.A. <sub>ALK</sub> : 10a-d
		M.A. <sub>AS</sub> : --	
<b>LA: alte LPO (1994/2000): B 3 wahlweise-obligatorisch</b>			

In the course participants are encouraged to look at historically changing notions of the child and of childhood as reflected in literature and explore the relationship between myth and reality. The focus is on the interlink between image of the child, conception of childhood, mode of expression/genre in the texts studied. A theoretical underpinning is offered at the beginning of the seminar. During the course participants will gain insights into different (re-)constructions of childhood in various discourses such as philosophy, politics, religion, education, pedagogics, medicine, psychology, psychoanalysis, the arts, and literature. They will grasp the fundamental role of public and private education which also includes the role of reading (instruction vs. amusement). Furthermore, the course aims at creating an awareness of the socio-cultural and historio-political factors shaping our today's notions of children, childhood, and suitable reading for children. In detail aspects like identity, gender, femininity and masculinity, female agency etc. are studied. Participants are invited to do individual and group work on a number of stimulating 19<sup>th</sup>-century texts relevant for our thematic concerns here.

**A selection of the primary texts to be discussed:**

Jane Austen:	<i>Mansfield Park</i> (1814) [C 5020; JaG 1275; SEL A 9-2/1]
Charles Dickens:	<i>Oliver Twist</i> (1837-38) [C 25722; C 12287-5; C 25603; SEL D 6/1; SEL D 6/65; Ja G 135]
	<i>The Old Curiosity Shop</i> (1841) [C 25721; C 25606; SEL D 6/1-old; SEL D 6/64; C 12287-8]
	<i>Dombey and Son</i> (1847-8) [C 25718; C 25597; C 12287-7; SEL D 6/1 – dealin; SEL D 6/21]
	<i>David Copperfield</i> (1849/50) [C 25622; C 25598/Nachdr.; SEL D 6/1- person; SEL D 6/25; C 25705; C 12287-2; Ja G 138; ]
	<i>Hard Times</i> (1854) [C 25728; C 25705; C 25593; C 12287-17; SEL D 6/15; SEL D 6/1 – hard]
Charlotte Bronte:	<i>Jane Eyre</i> (1847) [SEL B 23/47]
	<i>Villette</i> (1853) [JcF 16163]
	<i>The Professor</i> (1857) [JcF 16168]
Anne Bronte :	<i>Agnes Grey</i> (1847) [JcF 16393 ; SEL B 22/10]
Emily Bronte:	<i>Wuthering Heights</i> (1847) [SEL B 24/91; JaG 142]
Elizabeth Gaskell:	<i>Mary Barton</i> (1848) [SEL G 3/50]
Thomas Hughes:	<i>Tom Brown's Schooldays</i> (1857) [JaG 1146; SEL H 43/90; JaG 578]
George Eliot:	<i>Silas Marner</i> (1861) [JaG 1142; JaG 983; SEL E 1/81]
	<i>The Mill on the Floss</i> (1860) [SEL E 1/12; JaG 982; SEL E 1/58; SEL E 1/1]

**A 'Reader'** will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course).

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

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

- v ,Hausarbeit'/term paper
- v 'aktive Teilnahme' (,Referat und Ausarbeitung)
- v ,Klausur'/written test
- v British literature and culture project

These affairs will be dealt with in the very first session, so be here in time!

154212	New Wave – James Graham Ballard, Brian Aldiss, Thomas M. Disch (2 HS)			
	Mo 10:15 – 11:45	R. 3.205	Schlensag	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Literatur-/Kulturwissenschaften	
	BML (WS 05/06 ff.):501, 801, 802			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach:</sub> 5c		B.A. <sub>ALK:</sub> 6a,b,c,d; 17a,b,c,d
	Gy/Ge: 6a, 6b	SP <sub>2.Fach:</sub> 4b		B.A. <sub>AS:</sub> --
	BK:6a, 6 b			M.A. <sub>ALK:</sub> 10a,b,c,d
			M.A. <sub>AS:</sub> --	
	<b>LA: alte LPO (1994/2000): E1, B3</b>			

Literary genres are difficult to define and their exact periodization is easier said than done, too. Hence, it is an intricate problem to pin down the beginning of science fiction literature. For a long time consensus among critics was, however, that science fiction is not a literary genre of high reputation when compared to other literatures. In British literature the beginning of science fiction as a serious form of writing can be identified quite accurately: In 1964 Michael Moorcock became the new editor for the periodical "New Worlds" and announced the birth of the "New Wave". "New Worlds" perished in 1971 but in the seven years of its existence the editor and a collective of writers dedicated themselves to promote and employ literary techniques that changed the face of more traditional science fiction writing. The movement borrowed literary devices from writers such as James Joyce or William S. Burroughs; they adopted techniques from the fine arts – especially Surrealism and Pop-Art and last but not least they incorporated parodies or pastiches from older writers conveyed, more often than not, with brooding irony. They created a literature full of experiments that had a deliberate social awareness and dealt with politics and life-styles of the present projected into a future setting.

154509	Sea Voyage Narratives (2 HS)			
	Mo 14:15 – 15:45	R. 3.208	Kramer	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA 501, 801, 802			
	MA LA			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach:</sub> 5c		B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b		B.A. <sub>AS:</sub> ---
			M.A. <sub>ALK:</sub> 10a, 10d	
			M.A. <sub>AS:</sub> ---	
	<b>LA: alte LPO (1994/2000) B3, E1</b>			

This course will focus on British and American sea voyage narratives from the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries.

Enthusiasts could start looking at the following anthologies:

- John Coote, ed., THE FABER BOOK OF THE SEA, London 1989.
- John Coote, ed., THE FABER BOOK OF TALES OF THE SEA, London 1991.
- Jonathan Raban, ed., THE OXFORD BOOK OF THE SEA, Oxford 1991.
- Tony Tanner, ed., THE OXFORD BOOK OF SEA STORIES, Oxford 1994.
- Peter Neill, ed., AMERICAN SEA WRITING. A LITERARY ANTHOLOGY, New York 2000.

**A course reader will be available in September.**

154510	Hanif Kureishi (2 HS)			
	Di 10:15 – 11:45	R. 3.208	Kramer	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA 501, 801, 802			
	MA LA			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach:</sub> 5c		B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b		B.A. <sub>AS:</sub> ---
			M.A. <sub>ALK:</sub> 10a, 10d	
			M.A. <sub>AS:</sub> ---	
	<b>LA: alte LPO (1994/2000) B3, E1</b>			

Playwright, screenwriter, novelist and film-maker Hanif Kureishi is one of the most interesting artists in contemporary Britain. In this course I should like to deal with a selection of his films and books:

Films: My Beautiful Laundrette, Sam and Rosie Get Laid, London Kills Me, Intimacy and My Son the Fanatic  
Books: The Buddha of Suburbia, The Black Album, Something to Tell You  
Short Story Collections: Love in a Blue Time, Midnight All Day

Enthusiasts should start reading any of the books and watching the films mentioned above.

<b>154511</b>	<b>The Moment of Terror (2 HS)</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Kramer</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 501, 801, 802</b>		
	<b>MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> ---
BK: 6b		M.A. <sub>ALK:</sub> 10a, 10d	
		M.A. <sub>AS:</sub> ---	
	<b>LA: alte LPO (1994/2000) E 1</b>		

In this course the focus will be on the ways in which terror and terrorism have been aesthetically represented and politically negotiated in novels. The core texts will be

- Joseph Conrad, *The Secret Agent* (1907)
- Doris Lessing, *The Good Terrorist* (1985)
- Ian McEwan, *Saturday* (2005)
- Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

In addition to these texts (which will have to be read by all) other texts/films could (and should) be worked on by groups who then report their findings to the plenary.

Those who want to acquire some background information could do worse than look at

- Charles Townshend, *Terrorism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2002.
- Malise Ruthven, *Fundamentalism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2007.

This course will be taught in conjunction with a course at Passau University (taught by my friend and colleague Bernd Lenz). Our plan is to organize a weekend-long meeting of the two seminars (some time in January 2010, somewhere between Passau and Dortmund) during which the students can represent and discuss their findings.

<b>154213</b>	<b>Examenskolloquium (1 K) für LPO 03 und BML</b>		
	<b>Mi 10:30 – 11:15</b>	<b>R. 3.207</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> -
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> --
BK:		M.A. <sub>ALK:</sub> -	
		M.A. <sub>AS:</sub> -	
	<b>LA: alte LPO (1994/2000): -</b>		
<b>Anmeldung:</b>	<b>Electronic Course Registration</b>		

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

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

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

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

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

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



## MASTERSUDIENGÄNGE LEHRAMT

154208	Shakespeare and His Age (2 V) – Group A		
<b>Modulzuordnungen:</b>	<b>Mo 12.15 – 13.45</b>	<b>R. 3.208</b>	<b>Bimberg</b>
	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 801, 802 MA LA 1301, 1302</b>		
	<i>LPO 2003</i>		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach:</sub> -	B.A. <sub>AS:</sub> -
	BK: 6a,b		M.A. <sub>ALK:</sub> 10d
			M.A. <sub>AS:</sub> -
<b>LA: alte LPO (1994/2000): B2, E1 wahlweise-obligatorisch</b>			

154209	Shakespeare and His Age (2 V) – Group B		
<b>Modulzuordnungen:</b>	<b>Di 12.15 – 13.45</b>	<b>R. 3.208</b>	<b>Bimberg</b>
	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 801, 802 MA LA 1301, 1302</b>		
	<i>LPO 2003</i>		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach:</sub> -	B.A. <sub>AS:</sub> -
	BK: 6a,b		M.A. <sub>ALK:</sub> 10d
			M.A. <sub>AS:</sub> -
<b>LA: alte LPO (1994/2000): B2, E1 wahlweise-obligatorisch</b>			

The lecture presents a survey of the

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

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

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

Recommended editions for purchase: Bantam Classics editions ed. by David Bevington or The Worlds Classics editions.

The course includes video presentations of filmed stagings. A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course).

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

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

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

These affairs will be dealt with in the very first session, so be here in time!

154511	The Moment of Terror (2 HS)		
<b>Modulzuordnungen:</b>	<b>Di 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Kramer</b>
	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 501, 801, 802 MA LA 1301, 1302</b>		
	<i>LPO 2003</i>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> ---
	BK: 6b		M.A. <sub>ALK:</sub> 10a, 10d
			M.A. <sub>AS:</sub> ---
<b>LA: alte LPO (1994/2000) E 1</b>			

In this course the focus will be on the ways in which terror and terrorism have been aesthetically represented and politically negotiated in novels. The core texts will be

- Joseph Conrad, *The Secret Agent* (1907)

- Doris Lessing, *The Good Terrorist* (1985)
- Ian McEwan, *Saturday* (2005)
- Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

In addition to these texts (which will have to be read by all) other texts/films could (and should) be worked on by groups who then report their findings to the plenary.

Those who want to acquire some background information could do worse than look at

- Charles Townshend, *Terrorism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2002.
- Malise Ruthven, *Fundamentalism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2007.

This course will be taught in conjunction with a course at Passau University (taught by my friend and colleague Bernd Lenz). Our plan is to organize a weekend-long meeting of the two seminars (some time in January 2010, somewhere between Passau and Dortmund) during which the students can represent and discuss their findings.

## Britische Kulturwissenschaft

### 1. STUDIENPHASE

154501	English-speaking Cultures of the World - Group A (2 PS)		
	Mo 08:30 – 10:00	R. 3.208	Schlesing
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP <sub>1.Fach:</sub> 1b	B.A. <sub>ALK:</sub>
	Gy/Ge: 1b	SP <sub>2.Fach:</sub> 1b	B.A. <sub>AS:</sub> 5a
BK: 1b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	LA: alte LPO (1994/2000): E1		

154502	English-speaking Cultures of the World - Group B (2 PS)		
	Di 10:15 – 11:45	R. 3.207	Schlesing
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP <sub>1.Fach:</sub> 1b	B.A. <sub>ALK:</sub>
	Gy/Ge: 1b	SP <sub>2.Fach:</sub> 1b	B.A. <sub>AS:</sub> 5a
BK: 1b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	LA: alte LPO (1994/2000): E1		

154503	English-speaking Cultures of the World - Group C (2 PS)		
	Mi 10:15 – 11:45	R. 3.206	Piskurek
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP <sub>1.Fach:</sub> 1b	B.A. <sub>ALK:</sub>
	Gy/Ge: 1b	SP <sub>2.Fach:</sub> 1b	B.A. <sub>AS:</sub> 5a
BK: 1b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	LA: alte LPO (1994/2000): E1		

154504	English-speaking Cultures of the World - Group D (2 PS)		
	Do 10:15 – 11:45	R. 3.207	Hologa
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP <sub>1.Fach:</sub> 1b	B.A. <sub>ALK:</sub>
	Gy/Ge: 1b	SP <sub>2.Fach:</sub> 1b	B.A. <sub>AS:</sub> 5a
BK: 1b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
	LA: alte LPO (1994/2000): E1		

This is a course for beginners who want to be introduced to English-speaking cultures of the world. The focus

will be on the Caribbean, African and Asian countries as well as Australia and New Zealand. A reader will be provided at the beginning of term.

Credits for this class will be awarded on the basis of regular attendance, participation and successful passing of the written test.

<b>154204</b>	<b>Scottish Literature and Culture</b>		
	<b>Mi 12:15 – 13:45</b>	<b>3.208</b>	<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 103 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2a, 15b
	Gy/Ge: 1e	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> :
	BK: 1e		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
	<b>LA: alte LPO (1994/2000) B</b>		

This course will introduce students to the rich history and vibrant current state of Scottish literature. A variety of texts will be studied: films, short stories, poetry and novels. The novels to be studied are Alan Warner's *Morvern Callar* (ISBN 978-0099586111) and James Kelman's *How Late it Was, How Late* (ISBN 978-0749398835). A reader will be available with the other texts to be studied.

<b>154205</b>	<b>Religion and literature in Britain: social and cultural contexts</b>		
	<b>Fr 14-16</b>	<b>R.3.307</b>	<b>Kane</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA: 103 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2b, 15a
	Gy/Ge: 1e	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> :
	BK: 1e		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
	<b>LA: alte LPO (1994/2000) B3</b>		

In line with Marx's dictum that religion is "the heart of a heartless world," this seminar sees religious discourse and its literary transformations as attempts to construct cultural meanings and practices which resist economic and social pressures. The seminar will examine the extent to which such constructs are enduring features of the British cultural landscape. For instance, the texts chosen will illustrate how consistently over longer time spans British writers deal with theological themes such as theodicy and the justification for human suffering. We will also note that many of the texts taken from different periods are also imbued with a specifically British form of mysticism. Interestingly, it emerges that many writers who take an anti-religious stance are nonetheless working within the tradition of religious writing. The importance of the topic is undeniable, given the significance of religion in public and intellectual life until very recently.

Texts to be discussed include the following:

Chaucer *The Man of Law's Tale*, Milton *Paradise Lost, Book II*, Donne *Holy Sonnets*, Pope *An Essay on Man*, Blake *Songs of Innocence and Experience, The Marriage of Heaven and Hell*, Shelley *Adonais*, Wordsworth *Tintern Abbey*, Tennyson *In Memoriam, Ulysses*, Eliot *Four Quartets*, and Greene *Brighton Rock*.

Students will be expected read the texts and to give presentations or develop projects. They should sign up for the associated ewu site, which is now available on-line.

<b>154206</b>	<b>Joyce's Dubliners (2 PS)</b>		
	<b>Fr 14:00 – 15:30 (s.t.)</b>	<b>3.208</b>	<b>Osterried</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 103 MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2a-d; 3a-c; 15a,b
	Gy/Ge: 1e, 4b	SP <sub>2.Fach</sub> : -	B.A. <sub>AS</sub> : -
	BK: 1e, 4b		M.A. <sub>ALK</sub> : -
		M.A. <sub>AS</sub> : -	
	<b>LA: alte LPO (1994/2000):-</b>		
<b>Anmeldung:</b>	<b>Electronic Course Registration</b>		

Virginia Woolf was among the first critics to claim that James Joyce's prose was the epitome of modern writing because of his stream-of-consciousness technique and his focus on the human psyche. Doubtless the best example is his outstanding novel *Ulysses* (1922). However, it is not only in this novel that the Irish writer succeeded in immortalising the life of Dublin. In his much acclaimed collection of short stories, *Dubliners* (1914), Joyce did not only introduce his critical view of early-20<sup>th</sup>-century Irish culture, but also anticipated the subtle narrative techniques of his later novels. Moreover, Ruth J. Kilchenmann (1967) credits him with having introduced "the first real short stories [ever written on the Isles] [...] whose influence on modernity [remains unparalleled]."

In the seminar we will read and interpret exemplary short stories with a special focus on generic conventions, the stream-of-consciousness technique, and the representation of Irish life and culture.

A Reader will be made available at the beginning of term both on the internet and in the Copyshop.

The various work forms and requirements for successfully completing the course according to the respective examination regulations are: term paper ('Hausarbeit'), take-home exam, 'active participation' (report plus essay). The details will be explained in the first session.

Please note that the course starts in the second week of the semester on Friday, 23 October 2009. We shall agree on an extra-session to make up for this delay.

154505	Are You Scared Yet? – British Horror (2 Ü)		
	Di 12:15 – 13:45	UH 331	Lenz
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2a, 2b, 2c, 15a
	Gy/Ge: 1e, 4b	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> : 5a
	BK: 1e, 4b		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000) B3, E1</b>			

"I recognize terror as the finest emotion and so I will try to terrorize the reader. But if I find that I cannot terrify, I will try to horrify, and if I find that I cannot horrify, I'll go for the gross-out."  
(Stephen King *Danse Macabre*)

Horror presents its readers and viewers with the opportunity to confront one's own fears and experience the guilty pleasure of indulging in other people's fears. But it is not only that. As Stephen King points out, there are more than just "scary stories". In fact, there is a broad variety of texts that make our skin crawl and our spines chill.

In the course of this seminar, we will deal with a great variety of texts and topics. Starting with one of the most popular horror stories of all time, Bram Stoker's *Dracula*, we will work our way through time and culture and come across the great diversity that is horror. Is there a difference between scary stories written by male or female authors? Can horror addressing children really be considered terrifying? Just as we will discuss "scary movies", we will look at funny or even camp horror. Maybe there is even a development that leads away from "grossing-out" audiences and reinforces very basic scares that will no longer seem fictitious (who has ever seen zombies walk the earth?) but very close to home ...  
Do you dare the scare?

Please be aware that there will be additional screenings after the seminar (Tuesdays, 14-16h) and that some of the movies we will watch are rated "R" (FSK 18)!

Students should buy the following copies: Bram Stoker: *Dracula* (Norton Critical Edition; ISBN: 978-0393970128) and Clive Barker: *The Hellbound Heart* (ISBN: 978-0061452888). Please start reading the novels as soon as possible!

A reader will be made available at the beginning of the semester at the copyshop below the "Sonnendeck".

154506	The Emerald Isle: Irish Literature and Culture (2 PS)		
	Do 14:15 – 15:45	R. 3.205	Piskurek
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : 2a, 2b, 2c, 15a, 15b
	Gy/Ge: 1e, 4b	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> : 5a
	BK: 1e, 4b		M.A. <sub>ALK</sub> :
		M.A. <sub>AS</sub> :	
<b>LA: alte LPO (1994/2000): B3, E1</b>			

Ireland booms. Given the recent recession in the wake of the financial crisis, this may sound like wishful thinking to the Irish economy; considering a nearly worldwide obsession with all things Irish, the statement is still true. Artificial Irish Pubs sprout everywhere, Irish Folk is considered one of the last resorts of authentic music, and millions of tourists visit the island every year in search of a romanticised rural past. This was not always the case: not so long ago, Ireland was Europe's 'poorhouse', and the country's history is one of constant political and religious conflicts.

Maybe it is because of this often troubled history and the complex Anglo-British relations that Irish Literature and Culture have developed into one of the richest and rewarding fields of study.

In this course we will deal with Irish novels, short stories, drama, poetry, films and music of various kinds. Texts to be read will include works by Jonathan Swift, James Joyce, William Butler Yeats, Brian Friel and Seamus Deane.

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

<b>154507</b>	<b>It was easier to write about the past ...</b>		
	<b>Fr 10:15 – 11:45</b>	<b>R. 3.206</b>	<b>Paasche</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 103</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> 2a, 2b, 2c, 15a
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a
BK: 1e, 4b		M.A. <sub>ALK:</sub>	
		M.A. <sub>AS:</sub>	
<b>LA: alte LPO (1994/2000)</b>			

... because the past created ready-made stories. There was a very clear line of demarcation between good and evil, you see? Black was good; white was bad. Your conflict was there. There were no gray areas.... We no longer have that. In this new situation, black is not necessarily good. There are many black culprits; there are many good white people. We have become normal. It's very painful to become normal. Zakes Mda (quoted in Swans)

After the end of *apartheid* South African writers are faced with the challenge of writing within a reality where the primary topics – apartheid and racial tension – have gone. The legacy of colonialism and apartheid lingers on as South Africans seek a new national, hybrid identity. But the challenges are radically different.

In this *Proseminar* we will explore how three South African writers of the post-apartheid era deal with the past and with the contradictions of their society which has few of the characteristics envisioned during the heady years of the anti-apartheid struggle.

Required Texts:

Nadine Gordimer: *None to Accompany Me*

Zakes Mda: *The Heart of Redness*

K.Sello Duiker: *Thirteen Cents*

## 2. STUDIENPHASE

<b>154208</b>	<b>Shakespeare and His Age (2 V) – Group A</b>		
	<b>Mo 12.15 – 13.45</b>	<b>R. 3.208</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 801, 802</b>		
	<b>MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach:</sub> -	B.A. <sub>AS:</sub> -
BK: 6a,b		M.A. <sub>ALK:</sub> 10d	
		M.A. <sub>AS:</sub> -	
<b>LA: alte LPO (1994/2000): B2, E1 wahlweise-obligatorisch</b>			

<b>154209</b>	<b>Shakespeare and His Age (2 V) – Group B</b>		
	<b>Di 12.15 – 13.45</b>	<b>R. 3.208</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 801, 802</b>		
	<b>MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach:</sub> -	B.A. <sub>AS:</sub> -
BK: 6a,b		M.A. <sub>ALK:</sub> 10d	
		M.A. <sub>AS:</sub> -	
<b>LA: alte LPO (1994/2000): B2, E1 wahlweise-obligatorisch</b>			

The lecture presents a survey of the

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

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

*Romeo and Juliet*

*A Midsummer Night's Dream*

*The Tempest*

Recommended editions for purchase: Bantam Classics editions ed. by David Bevington or The Worlds Classics editions.

The course includes video presentations of filmed stagings. A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course).

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

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

- v ,Hausarbeit'/term paper
- v 'aktive Teilnahme' („Referat und Ausarbeitung)
- v ,Klausur'/written test

These affairs will be dealt with in the very first session, so be here in time!

154210	Conceptions and constructions of childhood in 19 <sup>th</sup> -century literature (2 HS) – Group A			
	Mi 12.15 – 13.45	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA 801, 802, 803 MA LA 1301, 1302			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5 a		B.A. <sub>ALK</sub> : 6a-d, 17a-d
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : --		B.A. <sub>AS</sub> : --
	BK: 6a, b			M.A. <sub>ALK</sub> : 10a-d
				M.A. <sub>AS</sub> : --
LA: alte LPO (1994/2000): B 3 wahlweise-obligatorisch				

154211	Conceptions and constructions of childhood in 19 <sup>th</sup> -century literature (2 HS) – Group B			
	Do 12.15 – 13.45	R. 3.205	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA 801, 802, 803 MA LA 1301, 1302			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5 a		B.A. <sub>ALK</sub> : 6a-d, 17a-d
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : --		B.A. <sub>AS</sub> : --
	BK: 6a, b			M.A. <sub>ALK</sub> : 10a-d
				M.A. <sub>AS</sub> : --
LA: alte LPO (1994/2000): B 3 wahlweise-obligatorisch				

In the course participants are encouraged to look at historically changing notions of the child and of childhood as reflected in literature and explore the relationship between myth and reality. The focus is on the interlink between image of the child, conception of childhood, mode of expression/genre in the texts studied. A theoretical underpinning is offered at the beginning of the seminar. During the course participants will gain insights into different (re-)constructions of childhood in various discourses such as philosophy, politics, religion, education, pedagogics, medicine, psychology, psychoanalysis, the arts, and literature. They will grasp the fundamental role of public and private education which also includes the role of reading (instruction vs. amusement). Furthermore, the course aims at creating an awareness of the socio-cultural and historio-political factors shaping our today's notions of children, childhood, and suitable reading for children. In detail aspects like identity, gender, femininity and masculinity, female agency etc. are studied. Participants are invited to do individual and group work on a number of stimulating 19<sup>th</sup>-century texts relevant for our thematic concerns here.

**A selection of the primary texts to be discussed:**

- Jane Austen: *Mansfield Park* (1814)  
[C 5020; JaG 1275; SEL A 9-2/1]
- Charles Dickens: *Oliver Twist* (1837-38)  
[C 25722; C 12287-5; C 25603; SEL D 6/1; SEL D 6/65; Ja G 135]
- The Old Curiosity Shop* (1841)  
[C 25721; C 25606; SEL D 6/1-old; SEL D 6/64; C 12287-8]
- Dombey and Son* (1847-8)  
[C 25718; C 25597; C 12287-7; SEL D 6/1 – dealin; SEL D 6/21]
- David Copperfield* (1849/50)  
[C 25622; C 25598/Nachdr.; SEL D 6/1- person; SEL D 6/25; C 25705; C 12287-2; Ja G 138; ]
- Hard Times* (1854)  
[C 25728; C 25705; C 25593; C 12287-17; SEL D 6/15; SEL D 6/1 – hard]
- Charlotte Bronte: *Jane Eyre* (1847)  
[SEL B 23/47]
- Villette* (1853)  
[JcF 16163]
- The Professor* (1857)  
[JcF 16168]
- Anne Bronte : *Agnes Grey* (1847)

Emily Bronte:	[JCF 16393 ; SEL B 22/10] <i>Wuthering Heights</i> (1847)
Elizabeth Gaskell:	[SEL B 24/91; JaG 142] <i>Mary Barton</i> (1848)
Thomas Hughes:	[SEL G 3/50] <i>Tom Brown's Schooldays</i> (1857)
George Eliot:	[JaG 1146; SEL H 43/90; JaG 578] <i>Silas Marner</i> (1861)
	[JaG 1142; JaG 983; SEL E 1/81] <i>The Mill on the Floss</i> (1860)
	[SEL E 1/12; JaG 982; SEL E 1/58; SEL E 1/1]

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course).

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

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

- v ,Hausarbeit'/term paper
- v 'aktive Teilnahme' (,Referat und Ausarbeitung)
- v ,Klausur'/written test
- v British literature and culture project

These affairs will be dealt with in the very first session, so be here in time!

<b>154212</b>	<b>New Wave – James Graham Ballard, Brian Aldiss, Thomas M. Disch (2 HS)</b>			
	<b>Mo 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Schlensag</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Literatur-/Kulturwissenschaften</b>	
	BML (WS 05/06 ff.):501, 801, 802			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach:</sub> 5c		B.A. <sub>ALK:</sub> 6a,b,c,d; 17a,b,c,d
	Gy/Ge: 6a, 6b	SP <sub>2.Fach:</sub> 4b		B.A. <sub>AS:</sub> --
	BK:6a, 6 b			M.A. <sub>ALK:</sub> 10a,b,c,d
				M.A. <sub>AS:</sub> --
	<b>LA: alte LPO (1994/2000): E1, B3</b>			

Literary genres are difficult to define and their exact periodization is easier said than done, too. Hence, it is an intricate problem to pin down the beginning of science fiction literature. For a long time consensus among critics was, however, that science fiction is not a literary genre of high reputation when compared to other literatures. In British literature the beginning of science fiction as a serious form of writing can be identified quite accurately: In 1964 Michael Moorcock became the new editor for the periodical "New Worlds" and announced the birth of the "New Wave". "New Worlds" perished in 1971 but in the seven years of its existence the editor and a collective of writers dedicated themselves to promote and employ literary techniques that changed the face of more traditional science fiction writing. The movement borrowed literary devices from writers such as James Joyce or William S. Burroughs; they adopted techniques from the fine arts – especially Surrealism and Pop-Art and last but not least they incorporated parodies or pastiches from older writers conveyed, more often than not, with brooding irony. They created a literature full of experiments that had a deliberate social awareness and dealt with politics and life-styles of the present projected into a future setting.

<b>154508</b>	<b>British Cultural Studies Projects</b>			
	<b>Mo 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>Kramer</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	BA LA 803			
	MA LA 1303			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>		B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge:	SP <sub>2.Fach:</sub>		B.A. <sub>AS:</sub> ---
	BK:			M.A. <sub>ALK:</sub> 10a, 10d
		M.A. <sub>AS:</sub> ---		
	<b>LA: alte LPO (1994/2000) E 1</b>			

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

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

<b>154509</b>	<b>Sea Voyage Narratives</b>		
	<b>Mo 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Kramer</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 501, 801, 802</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> ---
BK: 6b		M.A. <sub>ALK:</sub> 10a, 10d	
		M.A. <sub>AS:</sub> ---	
	<b>LA: alte LPO (1994/2000) B3, E1</b>		

This course will focus on British and American sea voyage narratives from the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries. Enthusiasts could start looking at the following anthologies:

- John Coote, ed., *THE FABER BOOK OF THE SEA*, London 1989.
- John Coote, ed., *THE FABER BOOK OF TALES OF THE SEA*, London 1991.
- Jonathan Raban, ed., *THE OXFORD BOOK OF THE SEA*, Oxford 1991.
- Tony Tanner, ed., *THE OXFORD BOOK OF SEA STORIES*, Oxford 1994.
- Peter Neill, ed., *AMERICAN SEA WRITING. A LITERARY ANTHOLOGY*, New York 2000.

A course reader will be available in September.

<b>154510</b>	<b>Hanif Kureishi</b>		
	<b>Di 10:15 – 11:45</b>	<b>R. 3.208</b>	<b>Kramer</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 501, 801, 802</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> ---
BK: 6b		M.A. <sub>ALK:</sub> 10a, 10d	
		M.A. <sub>AS:</sub> ---	
	<b>LA: alte LPO (1994/2000) B3, E1</b>		

Playwright, screenwriter, novelist and film-maker Hanif Kureishi is one of the most interesting artists in contemporary Britain. In this course I should like to deal with a selection of his films and books:

Films: *My Beautiful Laundrette*, *Sam and Rosie Get Laid*, *London Kills Me*, *Intimacy* and *My Son the Fanatic*  
 Books: *The Buddha of Suburbia*, *The Black Album*, *Something to Tell You*  
 Short Story Collections: *Love in a Blue Time*, *Midnight All Day*

Enthusiasts should start reading any of the books and watching the films mentioned above.

<b>154511</b>	<b>The Moment of Terror</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Kramer</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 501, 801, 802</b>		
	<b>MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge: 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> ---
BK: 6b		M.A. <sub>ALK:</sub> 10a, 10d	
		M.A. <sub>AS:</sub> ---	
	<b>LA: alte LPO (1994/2000) E 1</b>		

In this course the focus will be on the ways in which terror and terrorism have been aesthetically represented and politically negotiated in novels. The core texts will be

- Joseph Conrad, *The Secret Agent* (1907)
- Doris Lessing, *The Good Terrorist* (1985)
- Ian McEwan, *Saturday* (2005)
- Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

In addition to these texts (which will have to be read by all) other texts/films could (and should) be worked on by groups who then report their findings to the plenary.

Those who want to acquire some background information could do worse than look at

- Charles Townshend, *Terrorism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2002.
- Malise Ruthven, *Fundamentalism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2007.

This course will be taught in conjunction with a course at Passau University (taught by my friend and colleague Bernd Lenz). Our plan is to organize a weekend-long meeting of the two seminars (some time in January 2010, somewhere between Passau and Dortmund) during which the students can represent and discuss their findings.



<b>154512</b>	<b>Shop till you Drop: Consumer Culture (2HS)</b>			
	<b>Di 12:15 – 13:45</b>	<b>R. 3.207</b>	<b>Schlesnag</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Literatur- /Kulturwissenschaften</b>	
	BML (WS 05/06 ff.):501, 801, 802, 803			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c		B.A. <sub>ALK</sub> : 6a,b,c,d; 17a,b,c,d
	Gy/Ge: 6b	SP <sub>2.Fach</sub> : 4b		B.A. <sub>AS</sub> : --
	BK:6 b			M.A. <sub>ALK</sub> : 10a,b,c,d
		M.A. <sub>AS</sub> : --		
	<b>LA: alte LPO (1994/2000): E1</b>			

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

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

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

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

Assignments for students include:

LPO 1994: 'aktive Teilnahme': Referat und Ausarbeitung; credit A: oral presentation and 'Hausarbeit'

LPO 2003: 'Hausarbeit'

BML: 'Hausarbeit' or written test ('Klausur')

B.A. students Angewandte Sprach- und Literaturwissenschaften: 'aktive Teilnahme': Referat und Ausarbeitung; SP: 'Hausarbeit'

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

Students of journalism (Master): Written Test/'Klausur' or 'Hausarbeit'

<b>154513</b>	<b>We are the world, we are the children. We are the ones who make a brighter day.</b>			
	<b>Fr 12:15 – 13:45</b>	<b>R. 3.208</b>	<b>Paasche</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	BA LA: 501, 801, 802			
	MA LA			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c		B.A. <sub>ALK</sub> : 6a, 17a
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> : 4b		B.A. <sub>AS</sub> :
		M.A. <sub>ALK</sub> : 10a, 10d		
		M.A. <sub>AS</sub> :		
	<b>LA: alte LPO (1994/2000) B5, E1</b>			

Around the world, millions of children are the unheard voices of war. And the horrors they witness today will inform the adults they become tomorrow. Will they grow up to be the next leaders, teachers, freedom fighters or terrorists? The Nigerian Jesuit Priest Uwem Akpan gives a voice to children in five African countries. Ishmael Beah – abducted into the horrors of Sierra Leone's civil war – reveals the life and mind of a child abducted into the horrors of warfare.

Every 14 seconds a child-headed household is formed – a home where a child who has watched the parents die of AIDS now cares for the brothers and sisters. By 2010, there will be 25,000,000 AIDS orphans in Africa. Left alone, they will be uneducated, disenfranchised, and unwanted: ripe candidates for radicalization and exploitation by dictators and terrorists.

In this **Hauptseminar** we will listen to the voices of the children of war and AIDS and accompany them into the world in which they grow up.

Required Texts:

Uwem Akpan: **Say you're one of them**

Ishmael Beah: **A Long Way Gone: Memoirs of a Boy Soldier**

Dianne Lang: **Saving Mandela's Children: The true story of South Africa's unwanted children.**

## MASTERSUDIENGÄNGE LEHRAMT

154208	Shakespeare and His Age (2 V) – Group A		
	Mo 12.15 – 13.45	R. 3.208	Bimberg
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach:</sub> -	B.A. <sub>AS:</sub> -
	BK: 6a,b		M.A. <sub>ALK:</sub> 10d
			M.A. <sub>AS:</sub> -
<b>LA: alte LPO (1994/2000):</b> B2, E1 wahlweise-obligatorisch			

154209	Shakespeare and His Age (2 V) – Group B		
	Di 12.15 – 13.45	R. 3.208	Bimberg
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> 17c
	Gy/Ge: 6a, b	SP <sub>2.Fach:</sub> -	B.A. <sub>AS:</sub> -
	BK: 6a,b		M.A. <sub>ALK:</sub> 10d
			M.A. <sub>AS:</sub> -
<b>LA: alte LPO (1994/2000):</b> B2, E1 wahlweise-obligatorisch			

The lecture presents a survey of the

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

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

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

Recommended editions for purchase: Bantam Classics editions ed. by David Bevington or The Worlds Classics editions.

The course includes video presentations of filmed stagings. A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course).

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

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

- v ,Hausarbeit'/term paper
- v 'aktive Teilnahme' (,Referat und Ausarbeitung)
- v ,Klausur'/written test

These affairs will be dealt with in the very first session, so be here in time!

154508	British Cultural Studies Projects		
	Mo 12:15 – 13:45	R. 3.205	Kramer
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 803 MA LA 1303		
	LPO 2003		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> 6a, 17a
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> ---
	BK:		M.A. <sub>ALK:</sub> 10a, 10d
			M.A. <sub>AS:</sub> ---
<b>LA: alte LPO (1994/2000)</b> E 1			

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

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

<b>154511</b>	<b>The Moment of Terror</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Kramer</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BA LA 501, 801, 802 MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1,Fach</sub> : 5c	B.A. <sub>ALK</sub> : 6a, 17a
	Gy/Ge: 6b	SP <sub>2,Fach</sub> : 4b	B.A. <sub>AS</sub> : ---
	BK: 6b		M.A. <sub>ALK</sub> : 10a, 10d
		M.A. <sub>AS</sub> : ---	
	<b>LA: alte LPO (1994/2000) E 1</b>		

In this course the focus will be on the ways in which terror and terrorism have been aesthetically represented and politically negotiated in novels. The core texts will be

- Joseph Conrad, *The Secret Agent* (1907)
- Doris Lessing, *The Good Terrorist* (1985)
- Ian McEwan, *Saturday* (2005)
- Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

In addition to these texts (which will have to be read by all) other texts/films could (and should) be worked on by groups who then report their findings to the plenary.

Those who want to acquire some background information could do worse than look at

- Charles Townshend, *Terrorism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2002.
- Malise Ruthven, *Fundamentalism. A Very Short Introduction*, Oxford – New York: Oxford University Press, 2007.

This course will be taught in conjunction with a course at Passau University (taught by my friend and colleague Bernd Lenz). Our plan is to organize a weekend-long meeting of the two seminars (some time in January 2010, somewhere between Passau and Dortmund) during which the students can represent and discuss their findings.

## Amerikanistik

### 1. STUDIENPHASE

<b>154601</b>	<b>Einführung in die Angewandten Literatur- und Kulturwissenschaften (Teil A) (2 PS)</b>		
	<b>Do 10:15 – 11:45</b>	<b>3.208</b>	<b>Nitzsche</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>•BML (WS 2005/06 ff.):</b>		
	<b>•LPO 2003</b>		B.A. <sub>ALK</sub> : 1a, 14a
	GHR:	SP <sub>1,Fach</sub> :	B.A. <sub>AS</sub> :
	Gy/Ge:	SP <sub>2,Fach</sub> :	M.A. <sub>ALK</sub> :
	BK:		M.A. <sub>AS</sub> :
	<b>•LPO 1994/2000:</b>		

This course is mandatory for all beginning students in the "Angewandte Literatur- und Kulturwissenschaften" program. Together with the equally mandatory parallel course offered by Ute Gerhardt of the Institut für Deutsche Sprache und Literatur, it offers a comprehensive introduction to the program, its various subfields as well as methodologies. Detailed information will be provided at the beginning of the semester.

<b>154602</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe A (2 PS)</b>		
	<b>Fr 10:15 – 11:45</b>	<b>0.406</b>	<b>Theis</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>•BML (WS 2005/06 ff.): 201</b>		
	<b>•LPO 2003</b>		B.A. <sub>ALK</sub> :
	GHR: 1d	SP <sub>1,Fach</sub> : 1d	B.A. <sub>AS</sub> : 5a, 16b (=TG5)
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d	M.A. <sub>ALK</sub> :
	BK: 1d		M.A. <sub>AS</sub> :
	<b>•LPO 1994/2000: B4, E2</b>		

<b>154603</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe B (2 PS)</b>		
	Do 08:30 – 10:00	0.406	Ogihara
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	•BML (WS 2005/06 ff.): 201		
	•LPO 2003		B.A.ALK:
	GHR: 1d	SP <sub>1,Fach</sub> : 1d	B.A.AS: 5a, 16b (=TG5)
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
	•LPO 1994/2000: B4, E2		

<b>154604</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe C (2 PS)</b>		
	Mo 08:30 – 10:00	0.406	Ogihara
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	•BML (WS 2005/06 ff.): 201		
	•LPO 2003		B.A.ALK:
	GHR: 1d	SP <sub>1,Fach</sub> : 1d	B.A.AS: 5a, 16b (=TG5)
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
	•LPO 1994/2000: B4, E2		

<b>154605</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe D (2 PS)</b>		
	Di 10:15 – 11:45	0.406	Klemm
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	•BML (WS 2005/06 ff.): 201		
	•LPO 2003		B.A.ALK:
	GHR: 1d	SP <sub>1,Fach</sub> : 1d	B.A.AS: 5a, 16b (=TG5)
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
	•LPO 1994/2000: B4, E2		

<b>154606</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe E (2 PS)</b>		
	Do 10:15 – 11:45	0.406	Klemm
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	•BML (WS 2005/06 ff.): 201		
	•LPO 2003		B.A.ALK:
	GHR: 1d	SP <sub>1,Fach</sub> : 1d	B.A.AS: 5a, 16b (=TG5)
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
	•LPO 1994/2000: B4, E2		

<b>154607</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe F (2 PS)</b>		
	Mi 16:00 – 17:30	0.420	Schwarz
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	•BML (WS 2005/06 ff.): 201		
	•LPO 2003		B.A.ALK:
	GHR: 1d	SP <sub>1,Fach</sub> : 1d	B.A.AS: 5a, 16b (=TG5)
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
	•LPO 1994/2000: B4, E2		

This course offers an introduction to basic issues and methods of American Studies. Many of the texts we will read are part of the *Heath Anthology of American Literature, 5<sup>th</sup> edition*. The remaining texts will be made available in a reader. Groups A–G offer identical contents.

<b>154608</b>	<b>Introduction to American Literary and Cultural Studies – Gruppe G (2 PS)</b>			
	<b>ENTFÄLLT!!!!</b>			
<b>Modulzuordnungen:</b>	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	• <b>BML (WS 2005/06 ff.):</b> 201			
	• <b>LPO 2003</b>			
	GHR: 1d	SP <sub>1,Fach</sub> : 1d		B.A. <sub>ALK</sub> :
	Gy/Ge: 1d	SP <sub>2,Fach</sub> : 1d		B.A. <sub>AS</sub> : 5a, 16b (=TG5)
BK: 1d		M.A. <sub>ALK</sub> :		
	• <b>LPO 1994/2000:</b> B4, E2		M.A. <sub>AS</sub> :	

**DIESE VERANSTALTUNG ENTFÄLLT!**

<b>154609</b>	<b>Presidential Elections 2008: U.S. Political Culture and the New Media (2 PS)</b>			
	<b>Di 08:30 – 10:00</b>	<b>0.406</b>	<b>Makeyeva</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	• <b>BML (WS 2005/06 ff.):</b> 203			
	• <b>LPO 2003</b>			
	GHR: 1f	SP <sub>1,Fach</sub> : 1f		B.A. <sub>ALK</sub> : 1c,2c, 4a,14c, 16a
	Gy/Ge: 1f	SP <sub>2,Fach</sub> :		B.A. <sub>AS</sub> : 5a, 16b (TG5)
BK: 1f		M.A. <sub>ALK</sub> :		
	• <b>LPO 1994/2000:</b> B4, E2		M.A. <sub>AS</sub> :	

The United States presidential election of 2008 was under meticulous national and international attention—it was “unique” in many respects. This course intends to join the contemporary discussions about controversies around the [frequently conflicting] relationships between the mainstream media and political blogs covering 2008 presidential elections in the U.S.A. What kind of contribution to political public awareness was made by the American political blogosphere covering presidential election 2008? How did the political bloggers address such issues as race, gender and age of the presidential candidates? The course does not intend to overestimate blogosphere’s power to control the political discussions over those delivered via traditional news media. It rather conforms to the notion that at this point of history the relationships between blogosphere and the mainstream media is very tight, and it is inevitably becoming more and more reciprocal.

<b>154610</b>	<b>So Much Depends on Fragmentation: American Modernism and Visual Culture (2 PS)</b>			
	<b>Fr 12:15 – 13:45</b>	<b>0.420</b>	<b>Nitzsche</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>	
	• <b>BML (WS 2005/06 ff.):</b> 203			
	• <b>LPO 2003</b>			
	GHR: 1f,	SP <sub>1,Fach</sub> : 1f		B.A. <sub>ALK</sub> : 1c, 2abc, 3ab, 14c, 15a,
	Gy/Ge: 1f, 4c	SP <sub>2,Fach</sub> :		B.A. <sub>AS</sub> : 5a, 16b (TG5)
BK: 1f, 4c		M.A. <sub>ALK</sub> :		
	• <b>LPO 1994/2000:</b> B4, E2		M.A. <sub>AS</sub> :	

Modernism, the cultural epoch in the first part of the 20th century, is marked by the shift from a predominantly verbal to a predominantly visual culture. First of all, Modernism started in the US as a visual phenomenon with the *International Exhibition of Modern Art* (1913) displaying works by European artists. Secondly, photography succeeds as a widely accepted documentary medium. The Roosevelt administration, for instance, authorized a group of photographers (Dorothea Lange, Walker Evans, etc.) to capture the consequences of the Great Depression. In 1936, *LIFE* relaunched as the first magazine equally combining photography and journalism. Thirdly, film entered American popular culture with the opening of numerous nickelodeons since 1905. Thus, it increasingly diversified into a variety of different genres, for example, Classical Hollywood Cinema or experimental cinema. The growing significance of visuality in Modernism has finally an influence on literature – and vice versa.

The seminar, therefore, aims at exploring how visual innovations influence not only each other, but also how they negotiate existing literary traditions (narrative perspective, plot development, mis-en-scène/setting, etc.). After discussing the contested terms Modernism and Visual Culture, students will identify and analyze main discourses of Modernism like fragmentation and alienation in a variety of literary and visual artefacts, such as film, photography, art and literature.

Credit Requirements: Discussion led as part of an expert group, research paper (10-12 pages), and active participation. *This course is particularly recommended for students of the Angewandte Studiengänge.*

<b>154611</b>	<b>North to the Future: Constructing Alaska as an American Frontier (2 PS)</b>		
	<b>Fr 14:15 – 15:45</b>	<b>0.420</b>	<b>Feier</b>
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<i>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</i>
	• <b>BML (WS 2005/06 ff.):</b> 203		
	• <b>LPO 2003</b>		B.A. <sub>ALK</sub> : 1c, 2abc, 14c, 15a,
	GHR: 1f,	SP <sub>1.Fach</sub> : 1f	B.A. <sub>AS</sub> : 5a, 16b (TG5)
	Gy/Ge: 1f, 4c	SP <sub>2.Fach</sub> :	M.A. <sub>ALK</sub> :
BK: 1f, 4c		M.A. <sub>AS</sub> :	
	• <b>LPO 1994/2000:</b> B4, E2		

"Alaska has long been a magnet for dreamers and misfits, people who think the unsullied enormity of the Last Frontier will patch all the holes in their lives." This quote from Jon Krakauer's *Into the Wild* summarizes the mythic place the 49<sup>th</sup> state has occupied in the American imagination for over a century. Once considered a frozen wasteland, the northernmost state has experienced gold rush frenzy, geopolitical importance, an oil boom, and environmental controversies. Throughout its miscellaneous phases, the state's slogan as Last Frontier has persevered. What constitutes the longstanding appeal of Alaska's frontier image? We will try to answer this question by discussing the construction of the state's identity. An analysis of texts by Jack London, John Muir, and John McPhee, among others, as well as audio-visual material, such as the TV show *Northern Exposure*, will elucidate the main elements that have resulted in the continuation of Alaska's frontier myth in 21<sup>st</sup>-century America.

<b>154612</b>	<b>Fassbinder and American Melodrama (2 PS)</b>		
	<b>Do 12:15 – 13:45</b>	<b>0.406</b>	<b>Lockaby</b>
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<i>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</i>
	• <b>BML (WS 2005/06 ff.):</b> 203		
	• <b>LPO 2003</b>		B.A. <sub>ALK</sub> : 1c, 2abc, 3ab, 4a, 14c, 15a,
	GHR: 1f	SP <sub>1.Fach</sub> : 1f	B.A. <sub>AS</sub> : 5a, 16b (TG5)
	Gy/Ge: 1f, 4c	SP <sub>2.Fach</sub> :	M.A. <sub>ALK</sub> :
BK: 1f, 4c		M.A. <sub>AS</sub> :	
	• <b>LPO 1994/2000:</b> B4, E2		

Rainer Werner Fassbinder, one of the most challenging and controversial film directors in post-war Germany, was profoundly influenced by what is often considered a repressive, even reactionary genre, the melodrama. In this course, we will explore the development of the American melodrama, beginning with its roots on the 19th century stage, and touching on early film examples (Griffith, Pabst) before looking at the "classical" melodramas of the mid 20th century (Sirk, Vidor) and their influence on Fassbinder's work (*\*Ali: Angst essen Seele auf*, *Petra von Kant*, *Faustrecht der Freiheit*, etc.). In addition to tracing the development of the genre, we will also be looking at the ways in which critical reception of the melodrama shifted over the course of the 20th century and how the marxist and feminist readings of the 60s and 70s in conjunction with Fassbinder's own radicalization of the genre can help us rethink its ideological underpinnings. Film screenings will be held bi-weekly.

*Matt Lockaby is our exchange lecturer from the University of Virginia. This course is particularly recommended for students of the Angewandte Studiengänge.*

<b>154613</b>	<b>From the Bronx to Berlin: History, impact and transatlantic migration of Hip Hop Culture (2 PS)</b>		
	<b>Di 14:15 – 15:45</b>	<b>0.406</b>	<b>Wozniak</b>
Modulzuordnungen:	<b>LEHRAMTSSTUDIENGÄNGE:</b>		<i>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</i>
	• <b>BML (WS 2005/06 ff.):</b> 203		
	• <b>LPO 2003</b>		B.A. <sub>ALK</sub> : 1c, 2abc, 3ab, 4a,, 14c, 15a, 16a
	GHR: 1f	SP <sub>1.Fach</sub> : 1f	B.A. <sub>AS</sub> : 5a, 16b (TG5)
	Gy/Ge: 1f, 4c	SP <sub>2.Fach</sub> :	M.A. <sub>ALK</sub> :
BK: 1f, 4c		M.A. <sub>AS</sub> :	
	• <b>LPO 1994/2000:</b> B4, E2		

Hip Hop is a musical genre that has become a worldwide phenomenon. This course will discuss the origins and impact of Hip Hop. During the 1970's Hip Hop emerged from the Bronx as a form of self-expression speaking up about social, racial and political conditions. It has since transformed into a global phenomenon stretching far beyond the Bronx. During this course we will investigate the conditions from which Hip Hop emerged, examine the messages and images conveyed through its artistic expression, its spread into commercial consumer culture, the controversy surrounding self-expression and what occurs when hip-hop transcends from its American origins to its development in Germany.

Readings for this course will draw primarily from the following texts: Murry Forman & Mark Anthony Neal: *That's the Joint! The Hip Hop Studies Reader*, George Nelson: *Hip Hop America*, Sascha Verlan & Hannes Loh: *25 Jahre Hip Hop in Deutschland*; Forman, Murray and Mark Anthony Neal eds. 2004. *That's the Joint! The Hip-Hop Studies Reader*. ISBN: 0415969190; George, Nelson. 2005. *Hip Hop America*. ISBN: 0143035150; Verlan, Sascha and Hannes Loh. 2006. *25 Jahre Hip Hop in Deutschland*. ISBN: 3854452616  
*Amber Wozniak is our exchange lecturer from the University of Iowa.*

<b>154614</b>	<b>The Family Reconsidered: Families in 21<sup>st</sup> – Century US Literature (2PS)</b>		
	<b>Do 14:15 – 15:45</b>	<b>0.406</b>	<b>Theis</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 203</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> 1c, 2c, 3ab, 14c, 15 a
	Gy/Ge: 1f	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a, 16b (TG5)
	BK: 1f		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

In the US the image of the family as a social institution that serves as the hotbed for middle class values is challenged by an increasing awareness of contemporary society's multi-cultural diversity. Alternative notions of family as a social institution have emerged that call for a new understanding of the cultural and social importance of the family in modern-day US society. In this course, we will discuss the question of how 21<sup>st</sup> century literature deals with different views on the state and status of the family in society. To what extent do they challenge traditional notions of the family and opt for more diversity?

Please read Edwidge Danticat's *Brother, I'm Dying* (ISBN 978-1-4000-3430-7) Part I (p. 123) by the beginning of the semester. A syllabus and additional reading material will be provided in the first session.

<b>154615</b>	<b>"We Didn't Start the Fire" – A Cultural Studies Approach to Billy Joel (2 PS)</b>		
	<b>Mo 16:00 – 17:30</b>	<b>0.406</b>	<b>Eßmann</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 203</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> 1c, 2c, 3ab, 4a, 14c, 15 a, 16a
	Gy/Ge: 1f	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a, 16b (TG5)
	BK: 1f		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

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 20<sup>th</sup> 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?

<b>154616</b>	<b>Living in a Vibrant World: Mobility &amp; Cultural Change: A Project Seminar (2 PS)</b>		
	<b>Do 16:00 – 17:30</b>	<b>0.420</b>	<b>Eßmann</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 203</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> 1c, 2abc, 3ab, 4a, 14c, 15a, 16a
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a, 16b (TG5)
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

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

This 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.*

<b>154617</b>	<b>The Emergence of Modernism: American Fiction at the Beginning of the 20th Century (2 PS)</b>		
	<b>Mo 10:15 – 11:45</b>	<b>3.206</b>	<b>Dunkel</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 203</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> 1c, 2abc, 3ab, 14c, 15 a
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> 5a, 16b (TG5)
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

In the latter half of the 19<sup>th</sup> century, an ostensibly ordered world was increasingly deprived of its cohesiveness. Unconventional thinkers such as Marx, Darwin, Nietzsche, Saussure, and Freud queried widely held

beliefs, raised new questions, and often provided inconvenient answers. By the beginning of the 20<sup>th</sup> century, fiction showed a similar tendency to question and overthrow conventions, which resulted in a great variety of literary genres often subsumed under the term "modernism" – "the tradition of the new" (Rosenburg). In this course we will investigate the emergence of modernism in the United States. We will compare realist writings from the late 19<sup>th</sup> century with the works of some of the first American modernists such as Gertrude Stein, T. S. Eliot, and Sherwood Anderson. In order to increase our understanding of the period, we will explore works of fiction that deal with important social changes leading to the rise of modernism in the United States. Among the writers we will read are Edith Wharton, F. Scott Fitzgerald, and Nella Larsen.

<b>154618</b>	<b>Intensivseminar American Studies: Creative Spaces 2010 – A Metropolis in the Making? (2 PS)</b>		
	<b>Mi 18:00 – 19:30</b>	<b>0.406</b>	<b>Grünzweig/Martin/Nitzsche/Sattler</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.):</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
		M.A. <sub>AS:</sub>	
	<b>LA: alte LPO (1994/2000)</b>		

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

## 2. STUDIENPHASE

<b>154619</b>	<b>From the Headless Horseman to Godzilla: Monsters in American Culture and Media (2 HS)</b>		
	<b>Mi 10:15 – 11:45</b>	<b>0.406</b>	<b>Laemmerhirt</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 901, 902 MA LA: 1401, 1402</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7b, 17abc, 18b
	Gy/Ge: 6cd, 7cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7c, 10a
	BK: 6cd, 7cd		M.A. <sub>ALK:</sub> 10 abc, 11b, 12a
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

The word "monster" is linguistically connected to the word "demonstrate": to reveal, to show. This link is remindful of the fact that monsters function as meaningful signs. In former times, monstrosity was often seen as a portent or representation of evil. Hence, people whose physical features or behavior deviated from the norm were frequently seen as monsters and excluded from society. Starting from classic Gothic texts we will look at different representations of the monstrous and discuss the impact of changing technology for the depiction of monsters, which were (and still are) exploited in the media for commercial interests by playing on the public's fear and fascination with the supposedly abnormal.

This class will explore the creation, development, and multiple reiterations of the monstrous in American culture through both classic and contemporary works in literature, film, and art. We will investigate how visions of the uncanny, the horrible and the supernatural are created and what they reveal about anxieties existing in American society. Furthermore, we will compare traditional concepts of the abnormal with contemporary ideas of monsters in order to see how the idea of monsters has changed over time.

The films we will view and discuss in detail include: *Frankenstein* (dir. James Whale, 1931), *Freaks* (dir. Tod Browning, 1932), *Godzilla* (dir. Honda Inoshiro, 1954), *Godzilla* (dir. Roland Emmerich, 1998), *Sleepy Hollow* (dir. Tim Burton, 1999), *Monsters Inc.* (dir. Peter Docter, 2001), *Monster* (dir. Patty Jenkins, 2003), *Cloverfield* (dir. Matt Reeves, 2007).

The requirements are regular course attendance, active participation and the punctual fulfillment of written assignments. Students will be encouraged to do their own research and present their findings. All texts will be included in a reader which will be available at the copyshop.

<b>154620</b>	<b>Disasters in Literature and Film (2 HS)</b>		
	<b>Mo 14:15 – 15:45</b>	<b>0.406</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 901, 902 MA LA: 1401, 1402</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7b, 8a, 9a, 17abc, 18b, 19a
	Gy/Ge: 6cd, 7cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 6cd, 7cd		M.A. <sub>ALK:</sub> 10abcd, 11b, 12a, 13a
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

In this seminar, we will discuss texts from the 19th century until today: poetry, essays, novels, and movies which deal with disasters. We will search for definitions and systematize aesthetic practices that help to name the unnameable – accidents, pain, loss, death. Be prepared to read many theoretical texts; there will



be a reader. Additional film sessions on Monday nights are compulsory. *This course is particularly recommended for students of the Angewandte Studiengänge.*

<b>154621</b>	<b>The White Board in Media and Cultural Studies (2 HS)</b>		
	<b>Di 16:15 – 17:45</b>	<b>0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 902, 903 MA LA: 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6ab, 7ab, 9a, 17abc, 18ab
	Gy/Ge: 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7c, 10a
	BK: 7d		M.A. <sub>ALK:</sub> 10abd, 11ab, 13a M.A. <sub>AS:</sub> TG5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

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

<b>154622</b>	<b>Computer Games (2 HS)</b>		
	<b>Di 18:00 – 19:30</b>	<b>0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 902, 903 MA LA: 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6ab, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7d		M.A. <sub>ALK:</sub> d, 11ab, 13a M.A. <sub>AS:</sub> :TG5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

In this seminar, we will read and discuss computer game theory (there will be a reader). This theory will be made use of in a project. Every student will analyze a computer game and contribute to an extensive group presentation making use of the white board. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

<b>154623</b>	<b>The Sound of Music: Functions of the Aural in Media of the 19th and 20th Century (2 HS)</b>		
	<b>Do 10:15 – 11:45</b>	<b>0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 901, 902, 903 MA LA: 1401, 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 6d, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 6d, 7d		M.A. <sub>ALK:</sub> 10abcd, 11ab, 13a M.A. <sub>AS:</sub> TG 5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

In this seminar, we will discuss theories of soundscapes and sound practices in different media, from literature to world expositions, film and computer games. Be prepared to read many theoretical texts (there will be a reader). This is a project seminar. Every student will contribute to an extensive group presentation making use of the white board. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group. Additional film sessions on Monday nights are compulsory.

<b>154624</b>	<b>From Starbucks to Star Trek: American Studies and Popular Culture (2 HS)</b>		
	<b>Di 16:00 – 17:30</b>	<b>0.406</b>	<b>Pfeiler</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 902, 903 MA LA: 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7cd		M.A. <sub>ALK:</sub> 10abcd, 11ab, 12a, 13a M.A. <sub>AS:</sub> TG5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

<b>154625</b>	<b>From Starbucks to Star Trek: American Studies and Popular Culture (2 HS)</b>		
	<b>Di 12:15 – 13:45</b>	<b>0.406</b>	<b>Pfeiler</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.):</b> 502, 902, 903 <b>MA LA:</b> 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
BK: 7cd		M.A. <sub>ALK:</sub> 10abcd, 11ab, 12a, 13a	
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

In this seminar you will actively participate in group projects and learn how to critically engage with American popular culture from an American Studies point of view.

Based on concrete examples from comics, television, music, literature, cinema and the Internet, we will focus on topics that are at the core of American Studies, such as religion, race and class relations, gay and lesbian discourses, narrating the self and the nation, digital media and technology. We will also explore how American literature is dealt with in (and as) popular culture and, conversely, how popular culture is dealt with in American literature. Source materials include but are not limited to songs by Bob Dylan, *The Cosby Show*, *The Ellen DeGeneres Show*, Bluewater Comics featuring Barack Obama and Sarah Palin, *Star Trek*, *Starbucks*, *The Simpsons*, and MTV.COM.

A reader will be made available in the first week of the semester. Additional screenings! 154624 and 154625 are identical in content. *This course is particularly recommended for students of the Angewandte Studiengänge.*

<b>154626</b>	<b>Fathers to a Lost Generation? American Expatriates at the 'Fin de Siècle' – Group A (2 HS)</b> <b>Beginn 30.10.2009</b>		
	<b>Fr 08:30 – 10:00</b>	<b>0.406</b>	<b>Erdogdu</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.):</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7b, 8a, 9a, 17abc, 18b, 19a
	Gy/Ge: /cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7bc, 10a, 17b
BK: /cd		M.A. <sub>ALK:</sub> 10abcd, 11ab, 12a,	
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000): B4, E2</b>		

<b>154627</b>	<b>Fathers to a Lost Generation? American Expatriates at the 'Fin de Siècle' – Group B (2 HS)</b> <b>Beginn 30.10.2009</b>		
	<b>Fr 12:15 – 13:45</b>	<b>0.406</b>	<b>Erdogdu</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.):</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7b, 8a, 9a, 17abc, 18b, 19a
	Gy/Ge: /cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7bc, 10a, 17b
BK: /cd		M.A. <sub>ALK:</sub> 10abcd, 11ab, 12a,	
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000): B4, E2</b>		

This class will explore the influence of American expatriate authors at the "Fin de Siècle" on later American expatriate writing. In a first step we will read texts by authors such as Henry James, Mark Twain, and William Dean Howells in order to explore the "production" of their literary identities as Americans in Europe. What are both the American and the European specific historical, political, and social contexts that these manifestations emanate from? In a second step we will then investigate the influences of these manifestations of identity on the group of writers that has become known as the Lost Generation, such as Ernest Hemingway, Gertrude Stein, and F. Scott Fitzgerald. In the class will also cover a broad variety of critical literature. In addition to reading and discussing texts that serve as a general introduction to the broader topic of American expatriate literature and American literature at the "Fin de Siècle" we will engage with a series of articles that specifically address the primary literature at hand. In doing so, we will pay close attention to analyzing the ideological and/or theoretical presuppositions that constitute the basis of their criticism. Groups A and B are identical in content.

<b>154628</b>	<b>A New Mode of Relating: The Obama Presidency (2 HS)</b>		
	<b>Blockseminar</b> <b>07.12. – 13.12.2009</b>	<b>0.406</b>	<b>Cotroneo</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 902, 903 MA LA: 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6ab, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7d		M.A. <sub>ALK:</sub> 10abd, 11ab, 12a, M.A. <sub>AS:</sub> TG5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

If there is anything that is at the center of the Obama story and the young Obama presidency, it is his "mode of relating". None of the usual labels such as "liberal" seem to fit. Political commentators are increasingly applying the term "pragmatic" to capture his essential mode of relating. There is no doubt that this is one component but it is far too limiting. If we can characterize the Clinton and Bush Presidencies as shaped by the dynamics of entitlement, what mode of relating is shaping the Obama Presidency? In what is it rooted? What are its characteristics? What does it mean for relationships to America and the World?

In this course, we will examine and analyze key speeches and writings of President Obama that address the main themes of his presidency e.g. the inauguration speech, speeches on race, the economy, the Middle East, the defense of his appointment to the Supreme Court. We will balance these with a broad spectrum of political commentaries that have sought to define his mode of relating. To help us understand important relational themes and ideas, we will apply a contextual theory of relationships that views culture as a network of relationships and focuses on themes such as loyalty, reciprocal fairness, entitlement and trust.

A Reader and/or web links will be made available to registered participants. *This course is particularly recommended for students of the Angewandte Studiengänge.*

<b>154629</b>	<b>Oberseminar Amerikanistik (2 OS; zugangsbeschränkt)</b>		
	<b>Mi 14:15 – 15:45</b>	<b>0.406</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.):</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub> M.A. <sub>AS:</sub>
<b>LA: alte LPO (1994/2000) B4, E2</b>			

Dieses zugangsbeschränkte Seminar dient zur Besprechung von Forschungsarbeiten von Dissertant/innen und Habilitand/innen.

## MASTERSTUDIENGÄNGE LEHRAMT

<b>154621</b>	<b>The White Board in Media and Cultural Studies (2 HS)</b>		
	<b>Di 16:15 – 17:45</b>	<b>0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 902, 903 MA LA: 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6ab, 7ab, 9a, 17abc, 18ab
	Gy/Ge: 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7c, 10a
	BK: 7d		M.A. <sub>ALK:</sub> 10abd, 11ab, 13a M.A. <sub>AS:</sub> TG5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

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

<b>154622</b>	<b>Computer Games (2 HS)</b>		
	<b>Di 18:00 – 19:30</b>	<b>0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		<b>Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften</b>
	<b>BML (WS 05/06 ff.): 502, 902, 903 MA LA: 1402, 1403</b>		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6ab, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7d		M.A. <sub>ALK:</sub> d, 11ab, 13a M.A. <sub>AS:</sub> :TG5
<b>LA: alte LPO (1994/2000) B4, E2</b>			

In this seminar, we will read and discuss computer game theory (there will be a reader).

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

154624 From Starbucks to Star Trek: American Studies and Popular Culture (2 HS)			
	Di 16:00 – 17:30	0.406	Pfeiler
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<b>BML (WS 05/06 ff.):</b> 502, 902, 903 <b>MA LA:</b> 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7cd		M.A. <sub>ALK:</sub> 10abcd, 11ab, 12a, 13a
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

154625 From Starbucks to Star Trek: American Studies and Popular Culture (2 HS)			
	Di 12:15 – 13:45	0.406	Pfeiler
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<b>BML (WS 05/06 ff.):</b> 502, 902, 903 <b>MA LA:</b> 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7cd	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7cd		M.A. <sub>ALK:</sub> 10abcd, 11ab, 12a, 13a
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

In this seminar you will actively participate in group projects and learn how to critically engage with American popular culture from an American Studies point of view.

Based on concrete examples from comics, television, music, literature, cinema and the Internet, we will focus on topics that are at the core of American Studies, such as religion, race and class relations, gay and lesbian discourses, narrating the self and the nation, digital media and technology. We will also explore how American literature is dealt with in (and as) popular culture and, conversely, how popular culture is dealt with in American literature. Source materials include but are not limited to songs by Bob Dylan, *The Cosby Show*, *The Ellen DeGeneres Show*, Bluewater Comics featuring Barack Obama and Sarah Palin, *Star Trek*, *Starbucks*, *The Simpsons*, and MTV.COM.

A reader will be made available in the first week of the semester. Additional screenings! 154624 and 154625 are identical in content. *This course is particularly recommended for students of the Angewandte Studiengänge.*

154628 A New Mode of Relating: The Obama Presidency (2 HS)			
	Blockseminar 07.12. – 13.12.2009	0.406	Cotroneo
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<b>BML (WS 05/06 ff.):</b> 502, 902, 903 <b>MA LA:</b> 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> 6ab, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> 7abc, 10a, 17b
	BK: 7d		M.A. <sub>ALK:</sub> 10abd, 11ab, 12a,
		M.A. <sub>AS:</sub> TG5	
	<b>LA: alte LPO (1994/2000) B4, E2</b>		

If there is anything that is at the center of the Obama story and the young Obama presidency, it is his "mode of relating". None of the usual labels such as "liberal" seem to fit. Political commentators are increasingly applying the term "pragmatic" to capture his essential mode of relating. There is no doubt that this is one component but it is far too limiting. If we can characterize the Clinton and Bush Presidencies as shaped by the dynamics of entitlement, what mode of relating is shaping the Obama Presidency? In what is it rooted? What are its characteristics? What does it mean for relationships to America and the World?

In this course, we will examine and analyze key speeches and writings of President Obama that address the main themes of his presidency e.g. the inauguration speech, speeches on race, the economy, the Middle East, the defense of his appointment to the Supreme Court. We will balance these with a broad spectrum of political commentaries that have sought to define his mode of relating. To help us understand important relational themes and ideas, we will apply a contextual theory of relationships that views culture as a network of relationships and focuses on themes such as loyalty, reciprocal fairness, entitlement and trust.

A Reader and/or web links will be made available to registered participants. *This course is particularly recommended for students of the Angewandte Studiengänge.*