

Course registration for all courses (except where otherwise noted in the KVV) in the Institut für Anglistik und Amerikanistik will now take place online. For more details and updates on the course registration procedure, please consult the wiki:
http://www.iaawiki.tu-dortmund.de/index.php?title=Course_Registration.

Institut für Anglistik und Amerikanistik

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

Wintersemester 2010/11

**Die Einführungsveranstaltung für alle Erstsemester findet am 04.10.2010
 in der Emil-Figge-Straße 50, HS 1 um 14.00 Uhr (Campus Nord) statt.**

**Die Lehrveranstaltungen beginnen am 11.10.2010 und finden, wenn nicht
 anders angegeben,
 in der Emil-Figge-Straße 50 statt.**

**Bitte auch auf aktuelle Änderungen achten die unter
www.iaawiki/tu-dortmund.de eingesehen werden können!**

Englische Sprachwissenschaft

1. Studienphase

154101	Introduction to Linguistics - Kurs A – (2 Ü)		
	Do 14:15 – 15:45	3.208	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP _{1.Fach} : 2a	B.A.-ALK:
	Gy/Ge: 2a	SP _{2.Fach} : 2a	B.A.-AS: PO09: Kern: 1c; Komp.: 1b
	BK: 2a		M.A.-ALK:
		M.A.-AS:	
LA: alte LPO (1994/2000)			

154102	Introduction to Linguistics - Kurs B – (2 Ü)		
	Di 10:15 – 11:45	3.206	Dornbusch
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 301		
	MA LA		
	LPO 2003		B.A.-ALK: B.A.-AS: PO09: Kern: 1c; Komp.: 1b M.A.-ALK: M.A.-AS:
	GHR: 2a	SP _{1.Fach} : 2a	
	Gy/Ge: 2a	SP _{2.Fach} : 2a	
	BK: 2a		
LA: alte LPO (1994/2000)			

154103	Introduction to Linguistics - Kurs C – (2 Ü)		
	Mi 16:15 – 17:45	3.206	Reinertz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP _{1.Fach} : 2a	B.A.-ALK:

	Gy/Ge: 2a	SP _{2.Fach} : 2a	B.A. _{AS} : PO09: Kern: 1c; Komp.: 1b
	BK: 2a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

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

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

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

Credits will be awarded on the basis of:

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

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

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

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

154104	English Semantics (2 PS)		
	Di 10:15 – 11:45	3.208	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach:} 2b	B.A. _{ALK:}
	Gy/Ge: 2b	SP _{2.Fach:} 2b	B.A. _{AS:} PO03: 1d, 3a, 15c, 16c PO09: Kern: 1c, 3a; Komp.: 1b, 2c
	BK: 2b		M.A. _{ALK:}
			M.A. _{AS:}
	LA: alte LPO (1994/2000): A1, 2		

"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, building on knowledge you have acquired in the Introduction to Linguistics. Successful completion of the Introduction to Linguistics is therefore a requirement for attending this seminar.

The course requirements include regular and active participation, fulfilment of homework assignments, and a written final exam.

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

Required reading:

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

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

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

154105	English Syntax (2 PS)		
	Mi 12:15 – 13:45	3.205	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach:} 2b	B.A. _{ALK:}
	Gy/Ge: 2b	SP _{2.Fach:} 2b	B.A. _{AS:} PO03: 1d, 3a, 15c, 16c PO09: Kern: 1c, 3a; Komp.: 1b, 2c
	BK: 2b		M.A. _{ALK:}
		M.A. _{AS:}	
	LA: alte LPO (1994/2000): A1, 2		

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.

154106 entfällt!!!

154107	English Pragmatics (2 PS)		
	Fr 16:15 – 17:45	3.208	Bauernfeind
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} : 2b	B.A. _{AS} : PO03: 1d, 3a, 15c, 16c PO09: Kern: 1c, 3a; Komp.: 1b, 2c
	BK: 2b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000): A1, 2			

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

The texts to be read for the sessions will be made available in form of an eReader which you will find on the respective EWS site.

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

2. STUDIENPHASE

154108	Historical Dimensions of the English Language – Kurs A (2 S)		
	Do 14:15 – 15:45	3.206	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 701		
	MA LA		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} :
	Gy/Ge: 4a	SP _{2.Fach} :	B.A. _{AS} : PO03: 1d, 3a, 15c, 16c PO09: Kern: 1c, 3a; Komp.: 1b, 2c
	BK: 4a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000): A 1, 2, 4, 5		

154109	Historical Dimensions of the English Language – Kurs B (2 S)		
	Mi 16:15 – 17:45	3.205	Deck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 701		
	MA LA		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} :
	Gy/Ge: 4a	SP _{2.Fach} :	B.A. _{AS} : PO03: 1d, 3a, 15c, 16c PO09: Kern: 1c, 3a; Komp.: 1b, 2c
	BK: 4a		M.A. _{ALK} :
		M.A. _{AS} :	
	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	English in America (2 HS)		
	Di 14:15 – 15:45	3.208	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703, BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach:} 5a	B.A. _{ALK:}
	Gy/Ge: 8a, b	SP _{2.Fach:} 4b	B.A. _{AS:} PO03: 8, 9 PO09: Kern: 7bc; Komp.: 4abc
	BK: 8a, b		M.A. _{ALK:}
			M.A. _{AS:} PO03: 11, 12, 13 PO09: 1ab, 2a
	LA: alte LPO (1994/2000): A1, 2, 3		

American English has been much maligned as an inferior variety of English – inferior, of course, to British English. On the other hand, patriots like Noah Webster called for an "independent language" soon after political independence had been achieved. In the 20th century, there was a heated (for linguistics) discussion about whether there was an American language, or just a dialect of English.

What is universally agreed upon, however, is that the variety of English spoken in the United States possesses a considerable number of distinct linguistic features which set it apart from other varieties of English. These features appear in pronunciation, grammar, and vocabulary, and they have often achieved the status of stereotypes..

However, a closer look at the linguistic landscape of the U.S. will tell us that there is also variation within, e.g. between the Southern dialects, New England, the Midwest, and the variety used by the African-American population.

And then there is the topic of how and why American English exerts so much influence in the world today. This part of the seminar will let us focus on the functions of AE in popular culture, like literature, film, and music.

A reader will be made available.

Introductory reading in: Kortmann, Bernd ed. 2004. *A handbook of varieties of English*. Berlin: Mouton De Gruyter.

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

154111	Language Contact (2 HS)		
	Do 10:15 – 11:45	3.206	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{ALK} :
	BK: 8a, b		B.A. _{AS} : PO03: 7c, 8, 9 PO09: Kern: 6b, 7bc, 8c; Komp.: 4abc
			M.A. _{ALK} :
			M.A. _{AS} : PO03: 11, 12, 13, 14 PO09: 1ab, 2a
LA: alte LPO (1994/2000): A1, 2, 3, 4, 5			

When two languages meet, they do so by necessity through speakers. The topics which we will discuss in this class are situated on different levels.

1. What happens if one speaker acquires two different languages as a child?
2. What are the societal implications of bilingualism?
3. What is the role of language contact in language change?
4. How did language contact contribute to the rise of pidgins and creoles?

A reader will be made available.

Textbook (recommended for purchase):

Matras, Yaron. 2009. *Language Contact*. Cambridge: Cambridge University Press.

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

154112	Words on a string? Studies in Syntax (2 HS)		
	Di 8:30 – 10:00	3.208	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO03: 8 PO09: Kern: 7bc; Komp.: 4ab
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11,12a, 13a PO09: 1ab
LA: alte LPO (1994/2000) A1, 2, 3			

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*? Does it make a difference whether *I gave the book to Susan* or whether *I gave Susan the book*? 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. The seminar will be supported by an EWS-Workspace (<http://ews.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at barbara.jansing@tu-dortmund.de.

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

154113	Cognitive Linguistics (2 HS)		
	Mo 16:15 – 17:45	0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO03: 8, 9 PO09: Kern: 7bc; Komp.: 4abc
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11,12, 13 PO09: 1ab, 2a
LA: alte LPO (1994/2000) A1, 2, 3			

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

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

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

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

The exact requirements for credits will be discussed in our first meeting. I will not ask you to lead an entire session, but there will be assignments (exercises / oral statements etc.) and short papers you will have to complete in order to get credits.

The seminar will be supported by an EWS-Workspace (<http://ews.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at daniel.buecker@tu-dortmund.de.

154111	Language Contact (2 HS)		
	Do 10:15 – 11:45	3.206	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO03: 7c, 8, 9 PO09: Kern: 6b, 7bc, 8c; Komp.: 4abc
	BK: 8a, b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11, 12, 13, 14 PO09: 1ab, 2a
	LA: alte LPO (1994/2000): A1, 2, 3, 4, 5		

When two languages meet, they do so by necessity through speakers. The topics which we will discuss in this class are situated on different levels.

1. What happens if one speaker acquires two different languages as a child?
2. What are the societal implications of bilingualism?
3. What is the role of language contact in language change?
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154112	Words on a string? Studies in Syntax (2 HS)		
	Di 8:30 – 10:00	3.208	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO03: 8 PO09: Kern: 7bc; Komp.: 4ab
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11,12a, 13a PO09: 1ab
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Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO03: 8, 9 PO09: Kern: 7bc; Komp.: 4abc
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11,12, 13 PO09: 1ab, 2a
	LA: alte LPO (1994/2000) A1, 2, 3		

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

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

- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;
- grammar is conceptualization, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subjects 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.

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154114	Linguistics Project: Design and Evaluation (2 K)		
	nach	Vereinbarung	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1203		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000)			

This module is intended for planning, advising and discussing linguistic projects in the M.Ed. (module 12). Projects ought to be affiliated to a Hauptseminar in linguistics which has been previously attended. Consultation times may be arranged individually.

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.

154401	IFC I (4 Ü)		
	Mi 10:15 – 11:45 Fr 10:15 – 11:45	R. 3.208 R. 3.205	Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401		
	MA LA		
	LPO 2003		B.A. _{ALK} : B.A. _{AS} : M.A. _{ALK} : M.A. _{AS} :
	GHR: 3a	SP _{1,Fach} : 3a	
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	
	BK: 3a		
	LA: alte LPO (1994/2000):		

154402	IFC II (4 Ü)		
	Di 16:15 – 17:45 Fr 12:15 – 13:45	R. 3.208 R. 3.205	Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401		
	MA LA		
	LPO 2003		B.A. _{ALK} : B.A. _{AS} : M.A. _{ALK} : M.A. _{AS} :
	GHR: 3a	SP _{1,Fach} : 3a	
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	
	BK: 3a		
LA: alte LPO (1994/2000):			

154403	IFC III (4 Ü)		
	Di 16:15 – 17:45 Mi 16:15 – 17:45	R. 3.207 R. 3.207	Jones
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401		
	MA LA		
	LPO 2003		B.A. _{ALK} : B.A. _{AS} : M.A. _{ALK} : M.A. _{AS} :
	GHR: 3a	SP _{1,Fach} : 3a	
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	
	BK: 3a		
LA: alte LPO (1994/2000):			

154404	IFC IV (4 Ü)		
	Di 10:15 – 11:45 Do10:15 – 11:45	R. 3.205 R. 3.205	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401		
	MA LA		
	LPO 2003		B.A. _{ALK} : B.A. _{AS} : M.A. _{ALK} : M.A. _{AS} :
	GHR: 3a	SP _{1,Fach} : 3a	
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	
	BK: 3a		
	LA: alte LPO (1994/2000):		

154405	IFC V (4 Ü)		
	Mo 12:15 – 13:45 Do 16:15 – 17:45	R. 3.205 R. 3.205	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} :
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	B.A. _{AS} :
	BK: 3a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000):		

154406	IFC VI (4 Ü)		
	Mo 14:15 – 15:45 Do 14:15 – 15:45	R. 3.207 R. 3.207	Mulder
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} :
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	B.A. _{AS} :
	BK: 3a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000):		

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”.

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

154408	WOC: Drama (2 Ü)		
	Mi 16:15 – 17:45	R. 3.237	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach:} 3a	B.A. _{ALK:} PO09: Kern: 1d; Komp.: 1c
	Gy/Ge: 3a	SP _{2,Fach:} 1e,2c,3b	B.A. _{AS:} PO09: Kern: 1b; Komp: 1a
	BK: 3a		M.A. _{ALK:}
			M.A. _{AS:}
	LA: alte LPO (1994/2000):		

154409	WOC: Literature (2 Ü)		
	Mo 14:15 – 15:45	R. 3.205	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach:} 3a	B.A. _{ALK:} PO09: Kern: 1d; Komp.: 1c
	Gy/Ge: 3a	SP _{2,Fach:} 1e,2c,3b	B.A. _{AS:} PO09: Kern: 1b; Komp: 1a
	BK: 3a		M.A. _{ALK:}
			M.A. _{AS:}
	LA: alte LPO (1994/2000):		

154410	WOC: Cultural Studies (2 Ü)		
	Di 12:15 – 13:45	R. 3.205	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402		
	MA LA		
	LPO 2003		B.A. _{ALK} : PO09: Kern: 1d; Komp.: 1c B.A. _{AS} : PO09: Kern: 1b; Komp.: 1a M.A. _{ALK} : M.A. _{AS} :
	GHR: 3a	SP _{1,Fach} : 3a	
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	
	BK: 3a		
LA: alte LPO (1994/2000):			

1./2. STUDIENPHASE

Auslandsaufenthalt

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

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

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

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

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

154414	Project Design and Evaluation: UK/USA (1 Ü)		
			Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 403		
	MA LA		
	LPO 2003		

GHR: 4d	SP _{1.Fach} : 4d	B.A. _{ALK} :
Gy/Ge: 5d	SP _{2.Fach} :	B.A. _{AS} :
BK: 5c		M.A. _{ALK} :
		M.A. _{AS} :
LA: alte LPO (1994/2000):		

2. STUDIENPHASE

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

Academic Writing

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.

154415	Academic Writing I: American Literature (2 Ü)		
	Do 12:15 – 13:45	R. 3.207	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO03: 11b PO09: 1a
			M.A. _{AS} : PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

154416	Academic Writing II: Slayer Studies (2 Ü)		
	Do 12:15 – 13:45	R. 3.208	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO03: 11b PO09: 1a
			M.A. _{AS} : PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

154417	Academic Writing III: Film Adaptation (2 Ü)		
	Do 14:15 – 15:45	R. 3.205	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO03: 11b PO09: 1a
			M.A. _{AS} : PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

154418	Academic Writing IV: The Gothic (2 Ü)		
	Fr 12:15 – 13:45	R. 3.208	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A.-ALK: PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A.-AS: PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A.-ALK: PO03: 11b PO09: 1a
			M.A.-AS: PO03: 12a, 13a, 14a PO09: 2b
	LA: alte LPO (1994/2000):		

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:	<i>Translation Skills German-English</i>
Emily Purser & Linda Paul:	Hueber <i>Translation: Übersetzung</i>
Richard Humphrey:	Cornelsen <i>Grundkurs Übersetzen Deutsch-Englisch</i>
Richard Humphrey:	Klett <i>Aufbaukurs Übersetzen Deutsch-Englisch</i>
	Klett

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

154419	Translation German/English I (2 Ü)		
	Di 12:15 – 13:45	R. 3.208	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO03: 11b PO09: 1a
			M.A. _{AS} : PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

154420	Translation German/English II (2 Ü)		
	Do 12:15 – 13:45	R. 3.206	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A.-ALK: PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A.-AS: PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A.-ALK: PO03: 11b PO09: 1a
			M.A.-AS: PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

154421	Translation German/English III (2 Ü)		
	Di 14:15 – 15:45	R. 3.205	Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO03: 11b PO09: Ia
			M.A. _{AS} : PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

154422	Translation German/English IV (2 Ü)		
	Mi 12:15 – 13:45	R. 3.237	Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO03: 7b, 18b PO09: Kern: 8b; Komp.: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO03: 7b, 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO03: 11b PO09: Ia
			M.A. _{AS} : PO03: 12a, 13a, 14a PO09: 2b
LA: alte LPO (1994/2000):			

Englische Fachdidaktik

1. STUDIENPHASE

154301	Introduction to English as a Second/Foreign Language – Gruppe A (2 V/PS)		
	Do 16:00 – 17:30	R. 3.208	Papenberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 303		
	MA LA		
	LPO 2003		
	GHR: 2c	SP _{1.Fach} : 2c	B.A.-ALK:
	Gy/Ge: 2c	SP _{2.Fach} : 2b	B.A.-AS:
	BK: 2c		M.A.-ALK:
			M.A.-AS:
LA: alte LPO (1994/2000)			

Fragen gerne an stefan.papenberg@uni-dortmund.de.

154302	Introduction to English as a Second/Foreign Language – Gruppe B (2 V/PS)		
	Di 16:00 – 17:30	R. 3.206	Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 303		
	MA LA:		
	LPO 2003		B.A. _{ALK} : B.A. _{AS} : M.A. _{ALK} : M.A. _{AS} :
	GHR: 2c	SP _{1.Fach} : 2c	
	Gy/Ge: 2c	SP _{2.Fach} : 2b	
	BK: 2c		
LA: alte LPO (1994/2000)			

In dieser Veranstaltung wird ein Überblick gegeben über

- Fremdsprachendidaktik als fächerübergreifende angewandte Wissenschaft
 - Bezugswissenschaften der Fremdsprachendidaktik
 - Didaktikmodelle und Geschichte der Unterrichtsmethoden im Fremdsprachenunterricht
 - Lernpsychologische Annahmen und Modelle und deren Einfluss auf den Englischunterricht
 - Unterrichtsbezug: Kommunikation, Unterrichtssprache Englisch, Literatur, Landeskunde, Cultural Studies, Spracherwerbsprozesse und kognitive Filter, Lernen, Gedächtnis
 - Fremdsprachenlernen auf verschiedenen Stufen, Alter der Lerner, zentrale Hypothesen der Spracherwerbsforschung
 - Lernerorientierung, Prozessorientierung
 - Fertigkeiten, Levelt's Model of Speech Production and Reception, Common European Framework
 - Wortschatzlernen, mental lexicon
 - jüngste Ergebnisse fachdidaktischer Forschung (DESI-Studie)
- Most of the presentations in the lecture hall will be in English.

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

Literaturempfehlung zur eigenständigen Bearbeitung der Themen:

Reader mit Folien und Texten (im CopyShop erhältlich)

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

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

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

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

Für den Zugang zu Materialien ist zusätzlich eine Anmeldung im EWS erforderlich.

Fragen gerne an veronika.timpe@uni-dortmund.de.

2. STUDIENPHASE

154303 entfällt

154304	English for Special Purposes and CLIL: A Comparative Approach (HS)		
	Mo 14:15 – 15.45	R. 3.206	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601,602, 603		
	MA LA		
	LPO 2003		B.A.-ALK: B.A.-AS: PO03: 7c, 9a, 18abc PO09: Kern: 6b, 8c: Komp.: 4abc
	GHR: 4a, 4b	SP _{1.Fach:} 4a, 4b	
	Gy/Ge: 4d, 5a, 5b	SP _{2.Fach:} 3a	

	BK: 4d, 5a, 5b		M.A.ALK:
			M.A.AS: PO03: 11a, 12a, 13a, 14b PO09: 2ab, 3ab
	LA: alte LPO (1994/2000)		

Are English for Special Purposes and CLIL (Content and Language Integrated Learning) close neighbours or perhaps even identical twins? On close inspection differences in emphasis do emerge, but the potential for cross-fertilisation is apparent. English for Special Purposes focuses on teaching the semantic and syntactic characteristics of the Englishes used in different subject areas and usually assumes that learners have prior knowledge of the subject, whereas as CLIL focuses on the synergies purportedly created by teaching new knowledge through the medium of a second language. This seminar aims to compare and contrast both approaches and to show how they can complement each other. It will place special emphasis on discussing recent textbooks used in teaching English for Special Purposes and on examining how the teaching ideas contained in them could be used in teaching CLIL. We will cover a wide range of subjects and students will be expected to get to grips with subject areas they are not necessarily familiar with and to microteach two different subjects using textbooks provided. Subjects include marketing, law, engineering, medicine, theology and aviation. This seminar is suitable for students following the Bilingual Studies Course, but also for other students interested in learning more about this field and about developments in modern textbooks. Recent books in the area include: Do Coyle et al. *CLIL: Content and Language Integrated Learning*, Cambridge, 2010, Peeter Mehisto et al. *Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education*, Macmillan, 2009, and Sheelagh Deller and Christine Price *Teaching Other Subjects Through English (CLIL)* (Resource Books for Teachers), Oxford, 2007. A website on ews will be available in due course. Enrolment will be via the normal electronic procedure.

154305	The Psychology of the Second Language Learner		
	Mo 12:15 -13.45	R. 3.208	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603		
	MA LA		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 4d, 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} : PO03: 7c, 9a, 18ab PO09: Kern: 6b, 8c; Komp.: 4abc
	BK: 2d, 4d, 5a, 5b		M.A. _{ALK} :
		M.A. _{AS} : PO03: 11a, 12a, 13a, 14b PO09: 2ab, 3ab	
LA: alte LPO (1994/2000)			

Understanding the mindset of the second language learner should clearly be close to the top of the language teacher's agenda. This seminar suggests some possible routes to achieving this goal. We will be looking at the impact of individual differences such as motivation, cognitive styles, anxiety, self-esteem, willingness to communicate, gender, and age on language learning. In addition, we will be investigating the way psychological proclivities impact on group processes, including group dynamics and the psychology of co-operation, and at attempts to define the features of good and bad learners. Finally, we will survey some of the research methods most commonly used in the field and attempt to draw practical conclusions. Prospective students should be prepared to give a presentation. A website on ews will be available in due course. Enrolment in the class will take place via the standard electronic registration procedure. The following secondary literature should prove useful: Zoltan Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*, Psychology Press, 2006, and Jim Cummins and Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Heinemann, 2002.

154306	Developing Communicative Competences in the EFL Classroom (2 HS)		
	Di 18:00 – 19:30	R. 3.206	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 5a, 5b		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

In this class we will familiarize ourselves with the **standards of education** for English at the secondary I and II levels and we will focus on the communicative competences that are described in the standards: **Listening, listening and viewing, reading, speaking, writing, mediation** – at the pre-intermediate, intermediate and advanced levels.

In addition, we will ask ourselves how these competences can be developed and how the process of EFL teaching and learning is determined by this focus of the standards.

For this reason we will work out **prototypical examples of teaching suggestions**: How to improve listening, reading, speaking etc. The **class will have a say** in selecting topics, texts, activities for these examples of lesson/unit planning.

Moreover, we will also deal with the **criticism** that has been expressed and discuss if and possibly in what respect the focus on competences may be too narrow and restrictive and will have to be complemented by additional elements, e.g., a focus on cultural knowledge, ethical considerations, affective and social objectives.

Requirements:

Active participation including reading assignments, having an active role in classroom activities, creating your own portfolio.

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.

154307	Experiential Learning in the EFL Classroom (2 HS)		
	Fr 14:15 – 15:45	R. 3.207	Kurtz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 603		
	MA LA: 1104		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 4d, 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000)			

Experiential learning refers to communicative classroom settings which are enquiry-, discovery-, task- and/or project-oriented. It is also associated with authentic 'real-life' encounters with native speakers from all over the English-speaking world (oral or written, face-to-face or virtual, etc.). In this seminar, specific attention is given to central theoretical and practical aspects of learning English by and through experience, in comparison with more traditional 'teacher-centered' and 'form-focused' approaches.

Student learning and work in this course will itself be informed by experience-based principles, including the identification of students' needs, the development of a wide spectrum of tasks, project work, task- and project-based assessment, etc.

154308	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.207	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 4d, 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 4d, 5a, 8a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

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.

154309	Textbooks, Literature and Film: Ways of developing communicative and intercultural competences in the primary and secondary I school (2 HS)		
	Di 16.00 – 17.30	R. 3.205	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1,Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

In this class we are going to deal with textbooks, with fiction and films for EFL teaching and learning at the primary and at the secondary I school level.

We will start off with:

- the picture book *Aunt Flossie's Hats*
- the film *Shrek*
- the fantasy novel *Messenger* (by Lois Lowry)
- texts from various student textbooks (Cornelsen, Diesterweg, Klett).

The major **focus** of the class will be, on the one hand, on the analysis of textbook texts, literary texts, picture books, films from the perspective of EFL learning and teaching. On the other hand, we will try to find

out if, why, and how these "texts" can be used for students at the beginning and the intermediate stages of EFL learning. This also implies that we will have to familiarize ourselves with a number of theoretical publications on the role of texts for teaching.

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. A reader with the most important texts will be available in the copy shop.

Requirements:

Active participation including reading assignments, having an active role in classroom activities and preparing critical evaluations of the respective texts and developing units in outline.

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

154310	Teaching English Literature (2 HS)		
	Di 8:30 – 10:00	R. 3.206	Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 603 MA LA: 1101, 1104		
	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

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 level). 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 class is limited to 30 participants. Recommended for purchase: Thaler, Engelbert. 2008. *Teaching English Literature*. Schöningh: Paderborn.

154212	Teaching Literature and Culture to Advanced Students of English (2 HS)		
	Mo, 18.10.2010 16.00 – 19.30 Fr, 22.10.2010 16.00 – 19.30 Sa, 27.11.2010 09.00 – 18.00 Sa, 08.01.2011 09.00 – 18.00		Krebs
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 602, 603, 801, 802, 803 MA LA: 1102, 1104, 1301, 1302, 1303		
	LPO 2003		
	GHR: 4a, 4b, 5c	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b, 6a, 6b, 7a, 7b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000) B3, C, E1		

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

Active participation in all the sessions and the contribution of concrete ideas for teaching English literature and culture (as sketched above) are the central requirements for a successful attendance of this class.

154303	Fachdidaktisches Hauptseminar (2 HS)		
	Mi 10:15 – 11:45	R.	N.N.
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

154304	Teaching English for Special Purposes – a Text-based Approach (2 HS)		
	Mo 14:15 – 15:45	R. 3.206	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 4a, 4b	SP _{1,Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} : PO03: 7c, 9a, 18abc PO09: Kern: 6b, 8c; Komp.: 4abc
	BK: 4d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11a, 12a, 13a, 14b PO09: 2ab, 3ab
	LA: alte LPO (1994/2000)		

Are English for Special Purposes and CLIL (Content and Language Integrated Learning) close neighbours or perhaps even identical twins? On close inspection differences in emphasis do emerge, but the potential for cross-fertilisation is apparent. English for Special Purposes focuses on teaching the semantic and syntactic characteristics of the Englishes used in different subject areas and usually assumes that learners have prior knowledge of the subject, whereas as CLIL focuses on the synergies purportedly created by teaching new knowledge through the medium of a second language. This seminar aims to compare and contrast both approaches and to show how they can complement each other. It will place special emphasis on discussing recent textbooks used in teaching English for Special Purposes and on examining how the teaching ideas contained in them could be used in teaching CLIL. We will cover a wide range of subjects and students will be expected to get to grips with subject areas they are not necessarily familiar with and to microteach two different subjects using textbooks provided. Subjects include marketing, law, engineering, medicine, theology and aviation. This seminar is suitable for students following the Bilingual Studies Course, but also for other students interested in learning more about this field and about developments in modern textbooks. Recent books in the area include: Do Coyle et al. *CLIL : Content and Language Integrated Learning*, Cambridge, 2010, Peeter Mehisto et al. *Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education*, Macmillan, 2009, and Sheelagh Deller and Christine Price *Teaching Other Subjects Through English (CLIL)* (Resource Books for Teachers), Oxford, 2007. A website on ews will be available in due course. Enrolment will be via the normal electronic procedure.

154305	The Psychology of the Second Language Learner (2 HS)		
	Mo 12:15 – 13:45	R. 3.208	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1,Fach} : 2d, 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 4d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} : PO03: 7c, 9a, 18ab PO09: Kern: 6b, 8c; Komp.: 4abc
	BK: 2d, 4d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11a, 12a, 13a, 14b PO09: 2ab, 3ab
	LA: alte LPO (1994/2000)		

Understanding the mindset of the second language learner should clearly be close to the top of the language teacher's agenda. This seminar suggests some possible routes to achieving this goal. We will be looking at the impact of individual differences such as motivation, cognitive styles, anxiety, self-esteem, willingness to communicate, gender, and age on language learning. In addition, we will be investigating the way psychological proclivities impact on group processes, including group dynamics and the psychology of co-operation, and at attempts to define the features of good and bad learners. Finally, we will survey some of the research methods most commonly used in the field and attempt to draw practical conclusions. Prospective students should be prepared to give a presentation. A website on ews will be available in due course. Enrolment in the class will take place via the standard electronic registration procedure. The following secondary literature should prove useful: Zoltan Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*, Psychology Press, 2006, and Jim Cummins and Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Heinemann, 2002.

154306	Developing Communicative Competences in the EFL Classroom (2 HS)		
	Di 18:00 – 19:30	R. 3.206	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602 MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a, 4b	SP _{1,Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

In this class we will familiarize ourselves with the **standards of education** for English at the secondary I and II levels and we will focus on the communicative competences that are described in the standards: **Listening, listening and viewing, reading, speaking, writing, mediation** – at the pre-intermediate, intermediate and advanced levels.

In addition, we will ask ourselves how these competences can be developed and how the process of EFL teaching and learning is determined by this focus of the standards.

For this reason we will work out **prototypical examples of teaching suggestions**: How to improve listening, reading, speaking etc. The **class will have a say** in selecting topics, texts, activities for these examples of lesson/unit planning.

Moreover, we will also deal with the **criticism** that has been expressed and discuss if and possibly in what respect the focus on competences may be too narrow and restrictive and will have to be complemented by additional elements, e.g., a focus on cultural knowledge, ethical considerations, affective and social objectives.

Requirements:

Active participation including reading assignments, having an active role in classroom activities, creating your own portfolio.

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.

154307	Experiential Learning in the EFL Classroom (2 HS)		
	Fr 14:15 – 15:45	R. 3.207	Kurtz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 603		
	MA LA: 1104		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 4d, 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000)			

Experiential learning refers to communicative classroom settings which are enquiry-, discovery-, task- and/or project-oriented. It is also associated with authentic 'real-life' encounters with native speakers from all over the English-speaking world (oral or written, face-to-face or virtual, etc.). In this seminar, specific attention is given to central theoretical and practical aspects of learning English by and through experience, in comparison with more traditional 'teacher-centered' and 'form-focused' approaches.

Student learning and work in this course will itself be informed by experience-based principles, including the identification of students' needs, the development of a wide spectrum of tasks, project work, task- and project-based assessment, etc.

154308	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.207	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 4d, 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 4d, 5a, 8a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000)			

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/bl.

154309	Textbooks, Literature and Film: Ways of developing communicative and intercultural competences in the primary and secondary I school (2 HS)		
	Di 16.00 – 17.30	R. 3.205	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602 MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1,Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

In this class we are going to deal with textbooks, with fiction and films for EFL teaching and learning at the primary and at the secondary I school level.

We will start off with:

- the picture book *Aunt Flossie's Hats*
- the film *Shrek*
- the fantasy novel *Messenger* (by Lois Lowry)
- texts from various student textbooks (Cornelsen, Diesterweg, Klett).

The major **focus** of the class will be, on the one hand, on the analysis of textbook texts, literary texts, picture books, films from the perspective of EFL learning and teaching. On the other hand, we will try to find out if, why, and how these "texts" can be used for students at the beginning and the intermediate stages of EFL learning. This also implies that we will have to familiarize ourselves with a number of theoretical publications on the role of texts for teaching.

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.

A **reader** with the most important texts will be available in the copy shop.

Requirements:

Active participation including reading assignments, having an active role in classroom activities and preparing critical evaluations of the respective texts and developing units in outline.

In addition, you will have lots of opportunities for critical papers

154310	Teaching English Literature (2 HS)		
	Di 8:30 – 10:00	R. 3.206	Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 4a, 4b	SP _{1,Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a, 5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

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 level). Students are asked to present one literary text in the seminar. Collecting all of the different texts, a portfolio of the material dealt 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 class is limited to 30 participants. Recommended for purchase: Thaler, Engelbert. 2008. *Teaching English Literature*. Schöningh: Paderborn.

154311	Assessment in the EFL classroom (2 HS)		
	Blockseminar, Fr, 15.10.10, 16-20 (Vortreffen) Fr, 04.02.10, 16-20 Sa, 05.02.2010, 9-16 Fr,11.02.10, 16-20 Sa, 12.02.10 9-16	0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: MA LA: 1101		

	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

This seminar aims at exploring different ways of assessing (and, while we are at it, improving) language competencies. We will also look at different types of standardized assessment (e.g. *Zentralabitur*) and their consequences for EFL teaching. As we survey the relevant literature, the seminar will provide students with the opportunity to create and evaluate their own exams (both oral and written).

Course requirements will be discussed in the first session.

154312	Content and Language Integrated Learning (CLIL/BILI) (2 HS)		
	Fr 16.00 – 17.30	R. U 331	Lutzka
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1102, 1101		
	LPO 2003		
	GHR: 2d, 4a	SP _{1.Fach:} 4a	B.A. _{ALK:}
	Gy/Ge: 4d, 5a	SP _{2.Fach:} 3a	B.A. _{AS:}
	BK: 2d, 4d, 5a, 8a		M.A. _{ALK:}
		M.A. _{AS:}	
	LA: alte LPO (1994/2000)		

"Content and language integrated learning (CLIL), i.e. the teaching of different subject areas, such as geography, biology, or art in a foreign language, is one of the most promising approaches to developing intercultural communicative competence and promoting multilingualism in the European framework. It encourages a learner-centred and task-based approach to language learning."

(Müller-Hartmann & Schocker-v.-Dithfurth 2004:151)

Within the current context of European Union's language policy (every EU citizen should be able to speak at least two foreign languages in addition to her native tongue), the number of schools in Europe and especially in Germany offering CLIL or BIL (bilingualer Sachfachunterricht) is steadily increasing. CLIL combines the teaching of specialist subjects with modern language instruction, promotes intercultural learning and in times of globalization, it prepares school goers for studying and working abroad.

In the first part of this seminar we will take a closer look at different approaches to CLIL EFL classrooms at secondary school level, doing some basic analysis of competencies, lexicon and text types/formats needed for bilingual work on specific topics. In the second part of this seminar we will focus on the teaching of history in English to L1-German students in year 8 (England during the reign of Henry VIII and Elizabeth I, The Age of Discovery). The focus of the course is very firmly on developing practical ideas for the classroom. Students will be encouraged to design a lesson which they will have to try out in a CLIL EFL classroom.

This seminar predominantly aims at students studying English and a specialist subject (preferably but not necessarily history), but students studying two languages are also welcome.

A course reader will be available at the beginning of the semester.

Introductory Reading

Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters, 2006.

Caspari, Daniela et al., eds. *Bilingualer Unterricht macht Schule: Beiträge aus der Praxisforschung*. 2nd ed. Frankfurt am Main: Peter Lang, 2009.

Wildhage, Manfred and Edgar Otten, eds. *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 2003.

Credits

participation/ oral contribution/ project (designing a lesson) / school visit + self-critical reflection on the lesson itself

154313	English in the primary school (2 HS)		
	Mi 10:15 – 11:45	R. 3.206	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

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.

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., 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.

154314	Developing written competences (2 HS)		
	Mi 16:00 – 17:30	R. 3.405	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1101		
	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	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.

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.

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.

154212	Teaching Literature and Culture to Advanced Students of English (2 HS)		
	Mo, 18.10.2010 16.00 – 19.30 Fr, 22.10.2010 16.00 – 19.30 Sa, 27.11.2010 09.00 – 18.00 Sa, 08.01.2011 09.00 – 18.00	R. 3.237	Krebs
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 602, 603, 801, 802, 803 MA LA: 1102, 1104, 1301, 1302, 1303		
	LPO 2003		
	GHR: 4a, 4b, 5c	SP_{1.Fach}: 4a, 4b	B.A._{ALK}:
	Gy/Ge: 4d, 5a, 5b, 6a, 6b, 7a, 7b	SP_{2.Fach}: 3a	B.A._{AS}:
	BK: 4d, 5a, 5b		M.A._{ALK}:
			M.A._{AS}:
	LA: alte LPO (1994/2000) B3, C, E1		

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

Active participation in all the sessions and the contribution of concrete ideas for teaching English literature and culture (as sketched above) are the central requirements for a successful attendance of this class.

Theorie-Praxis-Modul

154315	TPM für Master (2 HS)		
	Mo 18:00 – 20:00	R. 0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1103		
	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

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

bildet das Planen von Unterrichtsreihen und -stunden sowie die Auseinandersetzung mit fachdidaktischen Konzepten.

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

154316	TPM II – Planung, Gestaltung und Reflexion von Englischunterricht		
	Mi 18.00 – 19.30	R. 3.206	Reinertz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1103		
	LPO 2003		
	GHR: 4a, 4b,	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 4d, 5a, 5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

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.

Zusatzstudiengang 'Bilinguales Lernen und Lehren'

154304	Teaching English for Special Purposes – a Text-based Approach (2 HS)		
	Mo 14:15 – 15:45	R. 3.206	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 4a, 4b	SP _{1.Fach} : 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 4d, 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} : PO03: 7c, 9a, 18abc PO09: Kern: 6b, 8c; Komp.: 4abc
	BK: 4d, 5a, 5b		M.A. _{ALK} :
			M.A. _{AS} : PO03: 11a, 12a, 13a, 14b PO09: 2ab, 3ab
LA: alte LPO (1994/2000)			

Are English for Special Purposes and CLIL (Content and Language Integrated Learning) close neighbours or perhaps even identical twins? On close inspection differences in emphasis do emerge, but the potential for cross-fertilisation is apparent. English for Special Purposes focuses on teaching the semantic and syntactic characteristics of the Englishes used in different subject areas and usually assumes that learners have prior knowledge of the subject, whereas as CLIL focuses on the synergies purportedly created by teaching new knowledge through the medium of a second language. This seminar aims to compare and contrast both approaches and to show how they can complement each other. It will place special emphasis on discussing recent textbooks used in teaching English for Special Purposes and on examining how the teaching ideas contained in them could be used in teaching CLIL. We will cover a wide range of subjects and students will be expected to get to grips with subject areas they are not necessarily familiar with and to microteach two different subjects using textbooks provided. Subjects include marketing, law, engineering, medicine, theology and aviation. This seminar is suitable for students following the Bilingual Studies Course, but also for other students interested in learning more about this field and about developments in modern textbooks. Recent books in the area include: Do Coyle et al. *CLIL: Content and Language Integrated Learning*, Cambridge, 2010, Peeter Mehisto et al. *Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education*, Macmillan, 2009, and Sheelagh Deller and Christine Price *Teaching Other Subjects Through English (CLIL)* (Resource Books for Teachers), Oxford, 2007. A website on ews will be available in due course. Enrolment will be via the normal electronic procedure.

154308	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.207	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a	SP _{1.Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 4d, 5a	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 2d, 4d, 5a, 8a		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

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.

154312	Content and Language Integrated Learning (CLIL/BILI) (2 HS)		
	Fr 16.00 – 17.30	R. U 331	Lutzka
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1102, 1101		
	LPO 2003		
	GHR: 2d, 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 4d, 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 4d, 5a, 8a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

"Content and language integrated learning (CLIL), i.e. the teaching of different subject areas, such as geography, biology, or art in a foreign language, is one of the most promising approaches to developing intercultural communicative competence and promoting multilingualism in the European framework. It encourages a learner-centred and task-based approach to language learning."

(Müller-Hartmann & Schocker-v.-Dithfurth 2004:151)

Within the current context of European Union's language policy (every EU citizen should be able to speak at least two foreign languages in addition to her native tongue), the number of schools in Europe and especially in Germany offering CLIL or BILI ('bilingualer Sachfachunterricht') is steadily increasing. CLIL combines the teaching of specialist subjects with modern language instruction, promotes intercultural learning and in times of globalization, it prepares school goers for studying and working abroad.

In the first part of this seminar we will take a closer look at different approaches to CLIL EFL classrooms at secondary school level, doing some basic analysis of competencies, lexicon and text types/formats needed for bilingual work on specific topics. In the second part of this seminar we will focus on the teaching of history in English to L1-German students in year 8 (England during the reign of Henry VIII and Elizabeth I, The Age of Discovery). The focus of the course is very firmly on developing practical ideas for the classroom. Students will be encouraged to design a lesson which they will have to try out in a CLIL EFL classroom.

This seminar predominantly aims at students studying English and a specialist subject (preferably but not necessarily history), but students studying two languages are also welcome.

A course reader will be available at the beginning of the semester.

Introductory Reading

Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters, 2006.

Caspari, Daniela et al., eds. *Bilingualer Unterricht macht Schule: Beiträge aus der Praxisforschung*. 2nd ed. Frankfurt am Main: Peter Lang, 2009.

Wildhage, Manfred and Edgar Otten, eds. *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 2003.

Credits

participation/ oral contribution/ project (designing a lesson) / school visit + self-critical reflection on the lesson itself

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies, Gruppe A (2 PS)		
	Do 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 101 MA LA -		
	LPO 2003		
	GHR: -	SP _{1,Fach} : -	B.A. _{ALK} : PO03: 2ab, 3ab, 15a PO09: Kern: 2ab
	Gy/Ge: -	SP _{2,Fach} : -	B.A. _{AS} : TG 5 Basis
	BK: -		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000):-		
Anmeldung:	Electronic Course Registration		

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

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

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

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

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

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

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

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

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

The longer texts are recommended for purchase.

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

Vera & Ansgar Nünning: *An Introduction to the Study of English and American Literature*. Stuttgart et al.: Ernst Klett Sprachen 2007 (2004) [ISBN 3-12-939619-5; SEA 3520/18]
Nünning, Vera und Ansgar (Hrsg.): *Methoden der literatur- und kulturwissenschaftlichen Textanalyse*. Stuttgart und Weimar: J.B. Metzler, 2010 [ISBN 978-3-476-02162-5]

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

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

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

154202	Introduction to British Literary Studies, Gruppe B (2 V/Ü)		
	FR 10:15 – 11:45	R. 3.206	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:101		
	MA LA		
	LPO 2003		
	GHR: 1a	SP _{1,Fach} : 1a	B.A.-ALK:
	Gv/Ge: 1a	SP _{2,Fach} : 1a	B.A.-AS: TG 5

	BK: 1a		M.A.-ALK:
			M.A.-AS:
	LA: alte LPO (1994/2000)		

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

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

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

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

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 (1918)

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, 14 January 2011.

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).

154203	Introduction to British Literary Studies, Gruppe C (2 PS)		
	Blockseminar 16.10. – 10-13h und 14-17h 17.10. – 10-13h und 14-17h 23.10. – 10-13h und 14-17h 24.10. – 10-13h und 14 -15.30h	R. 0.406	Schwarz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 101		
	MA LA		
	LPO 2003		
	GHR: 1a	SP _{1.Fach:} 1a	B.A. _{ALK:} PO03: 2ab, 3ab, 15a PO09: Kern: 2ab
	Gy/Ge: 1a	SP _{2.Fach:} 1a	B.A. _{AS:} TG 5 Basis
	BK: 1a		M.A. _{ALK:}
		M.A. _{AS:}	
LA: alte LPO (1994/2000)			

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

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

The **textbook** for this class will be:

Vera & Angar Nünning, *An Introduction to the Study of English and American Literature*

The **full texts** (to be read prior to the first meeting of the class) will be:

William Shakespeare, *Hamlet*

Oscar Wilde, *The Picture of Dorian Gray*

Samuel Beckett, *Waiting for Godot*

Ian McEwan, *Atonement*

There will also be a **reader** with additional material available in the Copyshop underneath the Sonnendeck.

154204	Scottish Literature and Culture		
	Mi 12:15 – 13:45	3.208	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : 2a, 15b
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. _{AS} :
	BK: 1e		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) 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. The assessment for the course will be a short class presentation and a 1500 word essay to be submitted after the end of the semester.

154205	Shakespeare on Film		
	Fr 14.15 – 15.45	R. 3.205	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO03: 1c, 2c, 14c PO09: Kern: 1c, 2c, 3c; Komp.: 1b, 2d
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

The aim of this seminar is to highlight the contribution that filmed adaptations of Shakespeare's dramas can make towards our understanding of his plays and to illustrate the strategies that the film industry and directors have followed in attempting to popularise his plays. In particular, we will be examining the impact of stars and star directors on the filmed text. The movies we will be examining include *Titus Andronicus* (dir. Julie Taymor, starring Sir Anthony Hopkins), *Julius Caesar* (dir. Joseph L. Mankiewicz, starring Marlon Brando, James Mason and Sir John Gielgud), and various adaptations of *Hamlet*, including the latest RSC version (dir. Gregory Doran, starring David Tennant and Patrick Stewart). A special feature will be a viewing of the movie *Me and Orson Welles* (dir. Richard Linklater, starring Zack Efron), which includes a reconstruction of the legendary Mercury Theatre production of *Julius Caesar*. Prospective participants should read the texts and watch the movies before the seminar. Most movies are all easily available, for instance in our Video Library. Students will be expected to make a presentation which will involve them analyzing a scene/scenes from the movie of their choice or presenting a relevant theoretical aspect of our topic. The following secondary literature will be useful: Richard Dyer and Paul McDonald, *Stars*, BFI, 1998, and Alexander Leggat, *Shakespeare's Political Drama*, Routledge, 1989. A website on ews will be available in due course and enrolment in the class will be via the standard electronic procedure.

154206	Katherine Mansfield (2 PS)		
	Fr 12:15 – 13:45	R. 3.428	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach:} 1e	B.A. _{ALK:} PO03: 1c, 2abc, 14c, 15a PO 09: Kern: 1c, 2b; Komp.: 1b
	Gy/Ge: 1e	SP _{2.Fach:}	B.A. _{AS:} TG 5 Basis
	BK: 1e		M.A. _{ALK:}
			M.A. _{AS:}
	LA: alte LPO (1994/2000)		

This seminar will introduce us to a fascinating female writer who said interesting and revolutionary things: "Risk! Risk anything! Care no more for the opinions of others, for those voices. [...] Act for yourself. Face the truth." Katherine Mansfield (1888-1923) was not content with what was already known and accepted, neither in her life nor in her writings.

Once she stated: "I want to be all that I am capable of becoming." Unfortunately, Katherine Mansfield's life was much too short to meet all her ambitions and desires. However, she has left us many great short stories that reveal her talent to identify with many people, many lives. Thus, despite the shortness of her life, she could – at least in her imagination – become all that she wanted to become, and we, her readers, can participate in what she liked so much about writing, namely that she could "impersonate so many people."

Her characters differ from each other considerably; at times, they are tall, and at other times they are small. Mansfield finds the life of adults as interesting as that of children. Hence, we shall read stories of a widely different range to find out more about those stories that many a reader will respond to right away before invariably recognising something new with every further glance.

Close reading, textual analysis, reader-response and creative-writing activities will form an integral part of the course. In addition, we shall take into account the historical and cultural context in which the stories are set, in particular questions of social class, marriage, education and up-bringing.

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.

154207	Autobiography as Protest (2 PS)		
	Fr 10:15 – 11:45	R. 3.207	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2abc, 14c, 15a PO09: Kern: 1c, 2b, 3a; Komp.: 1b, 2c B.A. _{AS} : TG 5 Basis M.A. _{ALK} : M.A. _{AS} :
	GHR: 1e	SP _{1.Fach} : 1e	
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	
	BK: 1e, 4b		
LA: alte LPO (1994/2000): B5, E1			

Autobiographies and autobiographical novels became South Africa's "most singular contribution to black literature". Yet Mphahlele tells us the autobiography and the novel are as foreign to black African traditions as concepts such as "democracy, liberty, freedom which would not have been used at all in traditional African societies". Traditionally the oral praise poem extols the virtues of another person and comments on current events, thus ensuring continuity from ancestors to descendants. Individuals do not speak of themselves. It was left to another member of the community to assess individual achievements and failures. As black African writers across Africa despaired of being heard by their white audiences, autobiographies, novels and diaries, essentially western forms of portraying reality, had to be re-defined. They became an integral part of African protest literature.

In this **Proseminar** we will find out why Mphahlele sees himself as a protest writer who attempts to transcend the limitations of mere protest. We will explore his perceptions of self and of community. In *Down Second Avenue* he relates his experiences as a child in the ghetto-like surroundings of a South-African township. We will compare his work to that of Ken Saro-Wiwa, the Ogoni Minority and Human Rights activist, judicially murdered in 1995, hanged for his political views on the majority/minority discourse in Nigerian politics and for his criticism of the international oil corporations. *A Month and a Day: A Detention Diary* tells the story of the conflict for which he lived and died.

Required Texts:

Ezekiel Mphahlele: *Down Second Avenue*

Ken Saro-Wiwa: *A Month and a Day: A Detention Diary*

154208	From Sherlock Holmes to John Rebus: The British Detective (2 PS)		
	Mo 14:15 – 15:45	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2c, 14c PO09: Kern: 1c; Komp.: 1b B.A. _{AS} : TG 5 Basis M.A. _{ALK} : M.A. _{AS} :
	GHR: 1e	SP _{1.Fach} : 1e	
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	
	BK: 1e, 4b		
LA: alte LPO (1994/2000) B3, E1			

Despite, or rather because of, its immense popularity, detective fiction often does not get as much critical attention as other genres of fiction. In this proseminar I will try to tackle this problem and prove that the genre in fact offers a lot for students of Literary and Cultural Studies.

In terms of narratology, detective fiction is one of the most interesting genres because its huge success seems to rest on an unspoken cooperation between narrator and reader: we assume that there will be a fair trail of clues and the reader himself takes a detective's role in trying to solve the puzzle alongside the fictional detective. We do not mind being misled at first, but we certainly assume that in the end order will be restored and crime and criminal will be punished. Whether this order is always being observed, remains to be seen.

Great Britain undoubtedly has one of the richest traditions of fictional detectives, not only because of Arthur Conan Doyle's larger-than-life creation Sherlock Holmes, but with characters like Miss Marple, Inspector Morse or Ian Rankin's DI John Rebus as well. Studying the development of the British detective can thus help us understand changing notions about national character or divergent attitudes towards law and order. In short, this fascinating genre helps us to understand culture from different angles.

Please note that, since we need a considerable corpus of detective fiction to become immersed in the topic, this is a *reading-intensive* seminar. However, most texts are "easy reads" and very entertaining. Among others, we will study texts by Arthur Conan Doyle, Agatha Christie, Ian Rankin, Alan Bradley and Mark Haddon. The seminar will also include two or three film screenings.

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

154209	English Literature and Culture of the Eighteenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} : PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2,Fach} : 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 6a		M.A. _{ALK} : PO03: 10abcd PO09: 1ab
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000):B 3		
Anmeldung:	Electronic Course Registration		

154210	English Literature and Culture of the Eighteenth Century, Group B (2 V)		
	Di 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2.Fach} : 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 6a		M.A. _{ALK} : PO03: 10abcd PO09: 1ab
			M.A. _{AS} : TG 5 Vertiefung
		LA: alte LPO (1994/2000):B 3	
Anmeldung:	Electronic Course Registration		

The lecture presents a survey of the most important developments in the British literary history of the eighteenth century. It relates to significant authors (such as Jonathan Swift, Alexander Pope, Samuel Johnson, Daniel Defoe, Henry Fielding, Samuel Richardson, Tobias Smollett, Laurence Sterne, Oliver Goldsmith, Richard Brinsley Sheridan and others) and their main works in the fields of poetry, fiction, drama and prose. The growing contribution of women writers to the literary marketplace will also be elucidated. Furthermore, influential literary periods and philosophical movements such as the Augustan Age, the Enlightenment or Romanticism will be discussed. The course aims at improving the participants' awareness of historical, theoretical, and aesthetic issues significant for the literature of that time and today's interpretation of it.

Participants are asked to study the following texts prior to the lecture (recommended for purchase):

Daniel Defoe: *Robinson Crusoe* (1719)
Jonathan Swift: *Gulliver's Travels* (1726)
Laurence Sterne: *A Sentimental Journey Through France and Italy* (1768)

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

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

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

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

154211	The Eighteenth-Century Novel (2 HS)		
	Mi 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802, 803 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03:6abc, 7b; 17abc PO09: Kern: 6abc; Komp.: 3abc, 4c
	Gy/Ge: 6a	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6a		M.A. _{ALK} : PO03: 10abcd, 11b PO09: 1abc, 1a
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000): B 3		
Anmeldung:	Electronic Course Registration		

Participants will explore the variety of literary modes, motifs, themes and subjects, writing styles and generic cross-overs (adventure story, moral romance, fictional memoir, travelogue, fictional accounts of voyages, spiritual autobiography, epistolary novel, picaresque novel, utopia, realistic prose fiction, historiography etc.) as embodied in exemplary specimen of the newly emerging genre of the novel.

The discussions of these works will be embedded in the context of long-standing and rich English traditions of narrating in prose and verse since the medieval period and also take the paradigmatic effects and functions of the chosen texts into consideration. Furthermore, important aspects such as the correlation of fact and fiction, the impact of the reading audience and the literary marketplace on the fiction of the eighteenth century are being studied and discussed.

The course offers students the possibility of training their theoretical knowledge and practical skills in British Literary Studies as well as the writing of academic papers by producing term papers of their own to be discussed in class, in oral presentations.

Participants are asked to **study the following texts prior to the beginning of the seminar** (recommended for purchase; the topics of the papers relate to them):

Daniel Defoe:	<i>Robinson Crusoe</i> (1719)
Daniel Defoe:	<i>A Journal of the Plague Year</i> (1722)
Daniel Defoe:	<i>Moll Flanders</i> (1722)
Jonathan Swift:	<i>Gulliver's Travels</i> (1726)
Samuel Richardson:	<i>Pamela</i> (1740)
Henry Fielding :	<i>Tom Jones</i> (1749)
Laurence Sterne:	<i>A Sentimental Journey Through France and Italy</i> (1768)

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

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

- ❖ 'Hausarbeit'/term paper
- ❖ 'aktive Teilnahme' (.Referat und Ausarbeitung')
- ❖ 'Klausur'/written test
- ❖ literary/cultural project

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

154212	Teaching Literature and Culture to Advanced Students of English (2 HS)		
	Blockseminar Mo, 18.10.2010, 16.00-19.30 Fr, 22.10.2010, 16.00-19.30 Sa, 27.11.2010, 09.00-18.00 Sa, 08.01.2011, 09.00-18.00	R. 3.237	Krebs
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 602, 603, 801, 802, 803 MA LA 1102, 1104, 1301, 1302, 1303		
	LPO 2003		
	GHR: 4ab, 5c	SP _{1.Fach} : 4ab, 5c	B.A. _{ALK} :
	Gy/Ge:4d,5ab,6ab,7ab	SP _{2.Fach} : 3a, 4b	B.A. _{AS} : ---
	BK:4d,5ab,6ab,7ab		M.A. _{ALK} :
			M.A. _{AS} : ---
	LA: alte LPO (1994/2000) B3, C, E1		

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

Active participation in all the sessions and the contribution of concrete ideas for teaching English literature and culture (as sketched above) are the central requirements for a successful attendance of this class.

154213	The images of Africa (2 HS)		
	Fr 14:15 – 15:45	R. 3.208	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO03: 6abc, 17abc PO09: Kern: 6abc, 7bc; Komp.: 3abc, 4a
	Gy/Ge: 7b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7b		M.A. _{ALK} : PO03: 10abcd, 12a PO09: 1abc, 2c, 3bc

		M.A.-AS: TG 5 Vertiefung
	LA: alte LPO (1994/2000) E 1	

Most Western perceptions of Africa are shaped by the images created by Hollywood motion pictures and by the modern media. These images are deeply rooted in racial archetypal perceptions. Yet, they determine international political decisions and justify racism and exploitation. After the end of *apartheid* in South Africa, the "buddy" movies and motion pictures which held on to the "Noble Savage" ideology misrepresented the African liberation struggle; pushed white heroes over black ones; and softened the black-consciousness philosophy. Black African cinema, especially the pioneering Francophone films, challenges these perceptions and raises questions as to the validity of media and Western motion picture representations of Africa.

In this **Hauptseminar** we will explore the images of Africa created by Hollywood: these shape the perceptions of people and of policy makers world-wide. Where relevant, we will compare these to the literary images which informed the motion picture industry. We will examine the effects of television on the motion picture industry; as well as patterns of television documentary filmmaking in "anglophone" regions. We will take a close look at approaches taken by independent African cinema productions – especially those in Nigeria and Ghana. Social-critical films – which portray Africa and its people in the time of Globalization; of increased military conflict; and of AIDS – question the motives of the "international community" in its dealings with Africa.

Required Texts:

A Course Reader

154214	Beyond the Grand Tour: British Travel Writing from the 19 th Century to the Present (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} PO03: 6abc, 17abc PO09: Kern: 6abc, 7c; Komp.: 3abc, 4a
	Gy/Ge: 6ab,7ab	SP _{2,Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung
	BK: 6ab,7ab		M.A. _{ALK:} PO03: 10abcd PO09: 1abc, 3bc
			M.A. _{AS:} TG 5 Vertiefung
LA: alte LPO (1994/2000) B3, E1			

There has been an increasing amount of interest concerning travel writing over the past years. From Antiquity to Postmodernism, from the Far East to South America: the list of publications of travelogues covering all corners of the world continues to grow. This growth is accompanied by a challenging body of work of academic studies on travel writing. In Cultural Studies theorists of gender, ethnicity and class have shed light upon questions of 'Othering' and 'Transculturation'. Historians have found that - in spite of methodological concerns - travelogues may cast light on the history of regions and regionalisms. In Literary Studies the varying degrees of fictionalization of travel writing furthered the analysis of the formal and creative properties of literature in general.

Our journey through British travel literature will start in the 18th century with the famous letters of Lady Mary Montagu, we will continue with accounts by writers from the 19th century and discuss their pilgrimage to Minor Asia as an early form of tourism and finally scrutinize the paradigm shifts within the genre by reading extracts by more contemporary writers such as Jane Morris and Bruce Chatwin.

A reader will be made available in the first week of term.
Assignments shall be discussed during our first meeting.

154215	Love-slain, Lo! Here I Die – Metaphysical Love Poetry (2 HS)		
	Di 10:15 – 11:45	R. 3.207	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1.Fach:} 5c	B.A. _{ALK:} PO03: 6ac, 17abc PO09: Kern: 6bc; 3bc
	Gy/Ge: 6ab	SP _{2.Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung
	BK: 6ab		M.A. _{ALK:} PO03: 10acd PO09: 1bc
			M.A. _{AS:} TG 5 Vertiefung
	LA: alte LPO (1994/2000) B3, E1		

Metaphysical love poetry is, in Europe, the first to move away from traditional medieval and renaissance modes of describing the relationship of the sexes. Whereas in former periods the lady was constantly, and artificially, an object of amorous admiration, the Metaphysical poets pulled her down to earth with a bang. They portrayed sexual relations more often than not as a battle and thus opened up a much richer field of psychological nearness to life. Having granted that, one must nevertheless insist on formulaic role-playing which in itself continues former themes of love poetry.

This mixture of old and new makes Metaphysical love poetry, to readers such as we, at once contemporary and distant. Methodologically we shall pursue two ways of gaining insight into these texts: Close reading and translation. Our reader will contain poems by John Donne, Andrew Marvell and Robert Herrick and some additional secondary literature.

The reader will be made available in the first week of term.

Assignments shall be discussed during the first meeting.

154216	Examenskolloquium (1 K) für LPO 03 und BML		
	Mi 10.30-11.15 Uhr	R. 3.207	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} : -
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} : --
	BK:		M.A. _{ALK} : -
		M.A. _{AS} : -	
	LA: alte LPO (1994/2000): -		
Anmeldung:	Electronic Course Registration		

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

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

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

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

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

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

154507	Poetry, Literature and Popular Culture from India: Indian English or Lost in Translation (2 HS)		
	Mo 18:00 – 19:30 Di 18:00 – 19:30 (11.10.-24.11.2010)	R. 3.112 R. 3.327	Shah
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : PO03: 6a, 8a, 17ac, 19a PO09: Kern: 6c, 7bc; Komp.: 3c, 4a
	Gy/Ge: 7b	SP _{2,Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK: 7b		M.A. _{ALK} : PO03: 10ad PO09: 1bc, 2c, 3bc
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000) B5, E1		

This course will focus on South Asian literature by Indian authors. Readings will include a mix of original English texts and texts in English translation. We will also discuss thematically related poetry and popular culture including some Indian commercial cinema. To foster a better understanding of the discussed materials and the culture(s) involved we shall also explore both, the influence of the Hindi language on "Indian-English" as encountered in the English texts, as well as what, if anything, is 'lost in translation' when dealing with texts in English translation.

Gautami Shah is senior lecturer at Rice University, Texas. She established and expanded Hindi programs at Rice University, Yale University and Duke University, where she has been nominated for the Duke University Alumni Distinguished Undergraduate Teaching Award. At Yale, her lectures were rated among the top 10 courses.

This is a "once-in-a-lifetime"-chance to learn about Hindi language and Indian culture(s)! If you like to seize this marvelous offer, please apply via email to christian.lenz@tu-dortmund.de. The corpus of texts will be made available as soon as possible.

154209	English Literature and Culture of the Eighteenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach:} 5a	B.A. _{ALK:} PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2.Fach:} 4b	B.A. _{AS:} TG5 Vertiefung
	BK: 6a		M.A. _{ALK:} PO03: 10abcd PO09: 1ab
			M.A. _{AS:} TG 5 Vertiefung
	LA: alte LPO (1994/2000):B 3		
Anmeldung:	Electronic Course Registration		

154210	English Literature and Culture of the Eighteenth Century, Group B (2 V)		
	Di 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1,Fach:} 5a	B.A. _{ALK:} PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2,Fach:} 4b	B.A. _{AS:} TG5 Vertiefung
	BK: 6a		M.A. _{ALK:} PO03: 10abcd PO09: 1ab
			M.A. _{AS:} TG 5 Vertiefung
		LA: alte LPO (1994/2000):B 3	
Anmeldung:	Electronic Course Registration		

The lecture presents a survey of the most important developments in the British literary history of the eighteenth century. It relates to significant authors (such as Jonathan Swift, Alexander Pope, Samuel Johnson, Daniel Defoe, Henry Fielding, Samuel Richardson, Tobias Smollett, Laurence Sterne, Oliver Goldsmith, Richard Brinsley Sheridan and others) and their main works in the fields of poetry, fiction, drama and prose. The growing contribution of women writers to the literary marketplace will also be elucidated. Furthermore, influential literary periods and philosophical movements such as the Augustan Age, the Enlightenment or Romanticism will be discussed. The course aims at improving the participants' awareness of historical, theoretical, and aesthetic issues significant for the literature of that time and today's interpretation of it.

Participants are asked to study the following texts prior to the lecture (recommended for purchase):

Daniel Defoe: *Robinson Crusoe* (1719)
Jonathan Swift: *Gulliver's Travels* (1726)
Laurence Sterne: *A Sentimental Journey Through France and Italy* (1768)

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

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

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

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

154214	Beyond the Grand Tour: British Travel Writing from the 19 th Century to the Present (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach:} 5c	B.A. _{ALK:} PO03: 6abc, 17abc PO09: Kern: 6abc, 7c; Komp.: 3abc, 4a
	Gy/Ge: 6ab,7ab	SP _{2.Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung
	BK: 6ab,7ab		M.A. _{ALK:} PO03: 10abcd PO09: 1abc, 3bc
			M.A. _{AS:} TG 5 Vertiefung

LA: alte LPO (1994/2000) B3, E1

There has been an increasing amount of interest concerning travel writing over the past years. From Antiquity to Postmodernism, from the Far East to South America: the list of publications of travelogues covering all corners of the world continues to grow. This growth is accompanied by a challenging body of work of academic studies on travel writing. In Cultural Studies theorists of gender, ethnicity and class have shed light upon questions of 'Othering' and 'Transculturation'. Historians have found that - in spite of methodological concerns - travelogues may cast light on the history of regions and regionalisms. In Literary Studies the varying degrees of fictionalization of travel writing furthered the analysis of the formal and creative properties of literature in general.

Our journey through British travel literature will start in the 18th century with the famous letters of Lady Mary Montagu, we will continue with accounts by writers from the 19th century and discuss their pilgrimage to Minor Asia as an early form of tourism and finally scrutinize the paradigm shifts within the genre by reading extracts by more contemporary writers such as Jane Morris and Bruce Chatwin.

A reader will be made available in the first week of term.
Assignments shall be discussed during our first meeting.

154507	Poetry, Literature and Popular Culture from India: Indian English or Lost in Translation (2 HS)		
	Mo 18:00 – 19:30 Di 18:00 – 19:30 (11.10.-24.11.2010)	R. 3.112 R. 3.327	Shah
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO03: 6a, 8a, 17ac, 19a PO09: Kern: 6c, 7bc; Komp.: 3c, 4a
	Gy/Ge: 7b	SP _{2.Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK: 7b		M.A. _{ALK} : PO03: 10ad PO09: 1bc, 2c, 3bc
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000) B5, E1		

This course will focus on South Asian literature by Indian authors. Readings will include a mix of original English texts and texts in English translation. We will also discuss thematically related poetry and popular culture including some Indian commercial cinema. To foster a better understanding of the discussed materials and the culture(s) involved we shall also explore both, the influence of the Hindi language on "Indian-English" as encountered in the English texts, as well as what, if anything, is 'lost in translation' when dealing with texts in English translation.

Gautami Shah is senior lecturer at Rice University, Texas. She established and expanded Hindi programs at Rice University, Yale University and Duke University, where she has been nominated for the Duke University Alumni Distinguished Undergraduate Teaching Award. At Yale, her lectures were rated among the top 10 courses.

This is a "once-in-a-lifetime"-chance to learn about Hindi language and Indian culture(s)! If you like to seize this marvelous offer, please apply via email to christian.lenz@tu-dortmund.de. The corpus of texts will be made available as soon as possible.

Britische Kulturwissenschaft

1. STUDIENPHASE

154501	English-speaking Cultures of the World - Group A (2 PS)		
	Mo 08:30 – 10:00	R. 3.208	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} : PO03: 2ab, 15a PO09: Kern: 2b, 3a; Komp: 2c
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} : TG 5 Basis
	BK: 1b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000): E1		

154502	English-speaking Cultures of the World - Group B (2 PS)		
	Mi 10:15 – 11:45	R. 3.205	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP _{1.Fach:} 1b	B.A. _{ALK:} PO03: 2ab, 15a PO09: Kern: 2b, 3a; Komp: 2c
	Gy/Ge: 1b	SP _{2.Fach:} 1b	B.A. _{AS:} TG 5 Basis
	BK: 1b		M.A. _{ALK:}
			M.A. _{AS:}
	LA: alte LPO (1994/2000): E1		

154503	English-speaking Cultures of the World - Group C (2 PS)		
	Do 10:15 – 11:45	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} : PO03: 2ab, 15a PO09: Kern: 2b, 3a; Komp: 2c
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} : TG 5 Basis
	BK: 1b		M.A. _{ALK} :
			M.A. _{AS} :
	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.

154504	Britcoms – Theory and Practice of British Humour (2 PS)		
	Do 10:15 – 11:45	R. 3.207	Hologa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach:} 1e	B.A. _{ALK:} PO03: 1c, 2abc, 3ab, 14c, 15a PO09: Kern: 1c, 2ab; Komp.: 1b
	Gy/Ge: 1e, 4b	SP _{2.Fach:}	B.A. _{AS:} TG 5 Basis
	BK: 1e, 4b		M.A. _{ALK:}
			M.A. _{AS:}
	LA: alte LPO (1994/2000) B3, E1		

This proseminar will have a closer look at what is proverbially considered as British sense of humour by analysing television sitcoms and sketch-shows from past decades up to today and putting them in a theoretical context: What makes them funny? Who or what is made fun of and why? What does this tell us about British society? Are there any political implications concerning popular comedy?

We will watch and discuss examples of different categories of sitcoms, such as the workplace comedy (e.g. *The Office*, *Mumbai Calling*), historical sitcoms (*Blackadder*) or the 'unruly woman' sitcom (e.g. *Absolutely Fabulous*), touching upon key concepts in British Cultural Studies, such as postcolonialism, feminism or the representation of history.

A reader will be made available by the beginning of the semester. Students will be required to attend screenings and/or watch episodes at home.

154204	Scottish Literature and Culture		
	Mi 12:15 – 13:45	3.208	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : 2a, 15b
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. _{AS} :
	BK: 1e		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) 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. The assessment for the course will be a short class presentation and a 1500 word essay to be submitted after the end of the semester.

154207	Autobiography as Protest (2 PS)		
	Fr 10:15 – 11:45	R. 3.207	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO03: 1c, 2abc, 14c, 15a PO09: Kern: 1c, 2b, 3a; Komp.: 1b, 2c
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e, 4b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B5, E1		

Autobiographies and autobiographical novels became South Africa's "most singular contribution to black literature". Yet Mphahlele tells us the autobiography and the novel are as foreign to black African traditions as concepts such as "democracy, liberty, freedom which would not have been used at all in traditional African societies". Traditionally the oral praise poem extols the virtues of another person and comments on current events, thus ensuring continuity from ancestors to descendants. Individuals do not speak of themselves. It was left to another member of the community to assess individual achievements and failures. As black African writers across Africa despaired of being heard by their white audiences, autobiographies, novels and diaries, essentially western forms of portraying reality, had to be re-defined. They became an integral part of African protest literature.

In this **Proseminar** we will find out why Mphahlele sees himself as a protest writer who attempts to transcend the limitations of mere protest. We will explore his perceptions of self and of community. In *Down Second Avenue* he relates his experiences as a child in the ghetto-like surroundings of a South-African township. We will compare his work to that of Ken Saro-Wiwa, the Ogoni Minority and Human Rights activist, judicially murdered in 1995, hanged for his political views on the majority/minority discourse in Nigerian politics and for his criticism of the international oil corporations. *A Month and a Day: A Detention Diary* tells the story of the conflict for which he lived and died.

Required Texts:

Ezekiel Mphahlele: *Down Second Avenue*

Ken Saro-Wiwa: *A Month and a Day: A Detention Diary*

154208	From Sherlock Holmes to John Rebus: The British Detective (2 PS)		
	Mo 14:15 – 15:45	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A.-ALK: PO03: 1c, 2C, 14c PO09: Kern: 1c; Komp.: 1b
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A.-AS: TG 5 Basis
	BK: 1e, 4b		M.A.-ALK:
			M.A.-AS:
	LA: alte LPO (1994/2000) B3, E1		

Despite, or rather because, of its immense popularity, detective fiction often does not get as much critical attention as other genres of fiction. In this proseminar I will try to tackle this problem and prove that the genre in fact offers a lot for students of Literary and Cultural Studies.

In terms of narratology, detective fiction is one of the most interesting genres because its huge success seems to rest on an unspoken cooperation between narrator and reader: we assume that there will be a fair trail of clues and the reader himself takes a detective's role in trying to solve the puzzle alongside the fictional detective. We do not mind being misled at first, but we certainly assume that in the end order

will be restored and crime and criminal will be punished. Whether this order is always being observed, remains to be seen.

Great Britain undoubtedly has one of the richest traditions of fictional detectives, not only because of Arthur Conan Doyle's larger-than-life creation Sherlock Holmes, but with characters like Miss Marple, Inspector Morse or Ian Rankin's DI John Rebus as well. Studying the development of the British detective can thus help us understand changing notions about national character or divergent attitudes towards law and order. In short, this fascinating genre helps us to understand culture from different angles.

Please note that, since we need a considerable corpus of detective fiction to become immersed in the topic, this is a *reading-intensive* seminar. However, most texts are "easy reads" and very entertaining. Among others, we will study texts by Arthur Conan Doyle, Agatha Christie, Ian Rankin, Alan Bradley and Mark Haddon. The seminar will also include two or three film screenings.

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

2. STUDIENPHASE

154505	The Return of Class (2 HS)		
	Di 08:30 – 10:00	R. 3.205	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802, 803 MA LA 1302, 1303		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : PO03: 6abc, 17abc PO09: Kern: 6abc, Komp.: 3abc
	Gy/Ge: 6b,7b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6b,7b		M.A. _{ALK} : PO03: 10abcd, 12a PO09: 1ab, 3b
			M.A. _{AS} : TG 5 Vertiefung
		LA: alte LPO (1994/2000) E 1	

This seminar aims at students with a special interest in cultural theories that focus on the concept of class as a constituent of British society.

Since the 19th century the existence of classes as one of the central pillars of British identity had been acknowledged widely. Various discourses throughout the following centuries have produced both (a) varying ideas about the theoretical concept of class and (b) changing representations of the reality of class. In the context of the 'counter culture' for example the academic discussion of class division and class distinction reached a climax in the 1960s and 1970s. This came to a sudden stop in the 1980s when the socialist states in Eastern Europe started to collapse. For a while the interest shifted towards other aspects of identity and only in the late 1980s and early 1990s an interest in class (New British Cinema) slowly re-emerged.

Within the framework of the Marxist and post-Marxist theories of Antonio Gramsci, Louis Althusser, Pierre Bourdieu, Stuart Hall, Terry Eagleton and John Westergaard we shall discuss the possibilities and limits of an academic discourse based on class for an analysis of today's culture in Britain. Hence we will start with an understanding of the traditional class division of 'upper', 'middle' and 'working' class in the 19th century and then shift our awareness towards more contemporary keywords of global market economy such as 'social mobility' and 'individualism'

A reader offering a broad range of diverse material will be available in the first week of term.

All assignments shall be discussed during our first meeting.

154506	A deadly Cocktail (2 HS)		
	Fr 12:15 – 13:45	R. 3.206	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802 MA LA		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A.-ALK: PO03: 6abc, 17abc PO09: Kern: 6abc, 7c; Komp.: 3abc, 4a
	Gy/Ge: 6b,7b	SP _{2.Fach} : 4b	B.A.-AS: TG 5 Vertiefung
	BK: 6b,7b		M.A.-ALK: PO03: 10abcd PO09: 1ab, 3bc
			M.A.-AS: TG 5 Vertiefung
	LA: alte LPO (1994/2000) B3, E1		

Islam came to Africa in the seventh century A.D. It came with the invading armies from the north swept down through the powerful kingdoms of the Sahel and into West Africa; and subsequently with the Arabs who colonized East Africa, trading in slaves and minerals. The coming of Islam and the resultant conflicts led to enormous population movements. Christianity came to Africa some fifty years after the death of Jesus – spread by disciples down through North Africa as far as Ethiopia. These two mighty forces met in the conflicts of the Crusades. Christian colonization came with the Portuguese and Spanish explorers claiming Africa for God and king. Today there are about 400 million Christians in Africa. Islamic centers of learning endure and converts continue to be drawn to the faith through social agencies funded by the Persian Gulf states which bring education and clean water to long-neglected areas.

The Scramble for Africa at the end of the 19th century and subsequent colonization by western powers; Uhuru in the 1960s; the Cold War between East and West which saw aid in the form of weapons flood Africa; the modern war against terrorism and the stand-off between the western (Christian) forces and

Islam; the modern scramble for an Africa rich in resources desperately needed by all – an Africa open to corruption and exploitation. This mix of religion and politics (both originally imported) is proving to be a deadly cocktail which threatens the very existence of a continent incredibly rich both in the culture of its people and in natural resources.

In this **Hauptseminar** we will take a closer look at this deadly cocktail by reading the works of the psychiatrist Frantz Fanon who draws on his experiences in Algeria during its war of independence against France to provide a psychological perspective on the African psyche. We will also look at various literary works – poems, short stories, novels, theatre – which reflect this fatal mix of the Religions of the Book; the politics associated with them; and African identity.

Required Texts:

Frantz Fanon: *The Wretched of the Earth*
 Frantz Fanon: *Black Skin, White Masks*
 A Course Reader

154507	Poetry, Literature and Popular Culture from India: Indian English or Lost in Translation (2 HS)		
	Mo 18:00 – 19:30 Di 18:00 – 19:30 (11.10.-24.11.2010)	R. 3.112 R. 3.327	Shah
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : PO03: 6a, 8a, 17ac, 19a PO09: Kern: 6c, 7bc; Komp.: 3c, 4a
	Gy/Ge: 7b	SP _{2,Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK: 7b		M.A. _{ALK} : PO03: 10ad PO09: 1bc, 2c, 3bc
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000) B5, E1		

This course will focus on South Asian literature by Indian authors. Readings will include a mix of original English texts and texts in English translation. We will also discuss thematically related poetry and popular culture including some Indian commercial cinema. To foster a better understanding of the discussed materials and the culture(s) involved we shall also explore both, the influence of the Hindi language on "Indian-English" as encountered in the English texts, as well as what, if anything, is 'lost in translation' when dealing with texts in English translation.

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154508	NY-LON: Are You Scared of Monsters Yet? (2 HS)		
	Blockseminar Sa, 16.10.2010, tba. Sa, 23.10.2010, tba. Sa, 06.11.2010, tba. Sa, 04.12.2010, tba. Sa, 08.01.2011, tba.	R. 3.205 R. 3.205 R. 3.205 R. 3.205 R. 3.208	Laemmerhirt/Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 502, 802, 803, 902, 903 MA LA 1302, 1303, 1402, 1403		
	LPO 2003		
	GHR: 5bc	SP _{1.Fach} : 5bc	B.A. _{ALK} : PO03: 6a, 7ab, 9a, 17ac, 18ab PO09: Kern: 6c, 7bc, 8ab; Komp.: 3c, 4abc
	Gy/Ge: 7bd	SP _{2.Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK: 7bd		M.A. _{ALK} : PO03: 10ad, 11ab, 13a PO09: 1ac, 2c, 1ab
			M.A. _{AS} : TG 5 Vertiefung
LA: alte LPO (1994/2000) E1			

Following the great success and splendid feedback of the two courses on British Horror and American Monsters, we propose another horrific experience: This Blockseminar is designed to give you an outlook on what it means to work scientifically. On five Saturdays, you will learn creative and academic writing which will culminate in a small conference at which you will present your papers – via the up-and-coming form of a Science Slam.

You will learn about theories of horror and monsters, the impacts and functions for society and how one can approach this "horrible" genre. As this course is taking place only on weekends, students are expected to do their own research and writings and present their findings/output to the group. Meeting on the weekends,

you will be tutored not only by the lecturers but also by your fellow students and thus it requires active participation as well as the incentive to work autonomously.
Do you dare the adventure?

As this is a project seminar, we can take only 20 participants in the "2. Studienphase". Students who would like to participate should apply via email to christian.lenz@tu-dortmund.de.

154209	English Literature and Culture of the Eighteenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2.Fach} : 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 6a		M.A. _{ALK} : PO03: 10abcd PO09: 1ab
			M.A. _{AS} : TG 5 Vertiefung
		LA: alte LPO (1994/2000):B 3	
Anmeldung:	Electronic Course Registration		

154210	English Literature and Culture of the Eighteenth Century, Group B (2 V)		
	Di 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2.Fach} : 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 6a		M.A. _{ALK} : PO03: 10abcd PO09: 1ab
			M.A. _{AS} : TG 5 Vertiefung
		LA: alte LPO (1994/2000):B 3	
Anmeldung:	Electronic Course Registration		

The lecture presents a survey of the most important developments in the British literary history of the eighteenth century. It relates to significant authors (such as Jonathan Swift, Alexander Pope, Samuel Johnson, Daniel Defoe, Henry Fielding, Samuel Richardson, Tobias Smollett, Laurence Sterne, Oliver Goldsmith, Richard Brinsley Sheridan and others) and their main works in the fields of poetry, fiction, drama and prose. The growing contribution of women writers to the literary marketplace will also be elucidated. Furthermore, influential literary periods and philosophical movements such as the Augustan Age, the Enlightenment or Romanticism will be discussed. The course aims at improving the participants' awareness of historical, theoretical, and aesthetic issues significant for the literature of that time and today's interpretation of it.

Participants are asked to study the following texts prior to the lecture (recommended for purchase):

Daniel Defoe:	<i>Robinson Crusoe</i> (1719)
Jonathan Swift:	<i>Gulliver's Travels</i> (1726)
Laurence Sterne:	<i>A Sentimental Journey Through France and Italy</i> (1768)

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

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

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

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

154211	The Eighteenth-Century Novel (2 HS)		
	Mi 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802, 803 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03:6abc, 7b; 17abc PO09: Kern: 6abc; Komp.: 3abc, 4c
	Gy/Ge: 6a	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6a		M.A. _{ALK} : PO03: 10abcd, 11b PO09: 1abc, 1a

		M.A.-AS: TG 5 Vertiefung
	LA: alte LPO (1994/2000): B 3	
Anmeldung:	Electronic Course Registration	

Participants will explore the variety of literary modes, motifs, themes and subjects, writing styles and generic cross-overs (adventure story, moral romance, fictional memoir, travelogue, fictional accounts of voyages, spiritual autobiography, epistolary novel, picaresque novel, utopia, realistic prose fiction, historiography etc.) as embodied in exemplary specimen of the newly emerging genre of the novel.

The discussions of these works will be embedded in the context of long-standing and rich English traditions of narrating in prose and verse since the medieval period and also take the paradigmatic effects and functions of the chosen texts into consideration. Furthermore, important aspects such as the correlation of fact and fiction, the impact of the reading audience and the literary marketplace on the fiction of the eighteenth century are being studied and discussed.

The course offers students the possibility of training their theoretical knowledge and practical skills in British Literary Studies as well as the writing of academic papers by producing term papers of their own to be discussed in class, in oral presentations.

Participants are asked to **study the following texts prior to the beginning of the seminar** (recommended for purchase; the topics of the papers relate to them):

Daniel Defoe:	<i>Robinson Crusoe</i> (1719)
Daniel Defoe:	<i>A Journal of the Plague Year</i> (1722)
Daniel Defoe:	<i>Moll Flanders</i> (1722)
Jonathan Swift:	<i>Gulliver's Travels</i> (1726)
Samuel Richardson:	<i>Pamela</i> (1740)
Henry Fielding :	<i>Tom Jones</i> (1749)
Laurence Sterne:	<i>A Sentimental Journey Through France and Italy</i> (1768)

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

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

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

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

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

154212	Teaching Literature and Culture to Advanced Students of English (2 HS)		
	Blockseminar Mo, 18.10.2010, 16.00-19.30 Fr, 22.10.2010, 16.00-19.30 Sa, 27.11.2010, 09.00-18.00 Sa, 08.01.2011, 09.00-18.00	R. 3.237	Krebs
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 602, 603, 801, 802, 803 MA LA 1102, 1104, 1301, 1302, 1303		
	LPO 2003		
	GHR: 4ab, 5c	SP _{1.Fach} : 4ab, 5c	B.A. _{ALK} :
	Gy/Ge:4d,5ab,6ab,7ab	SP _{2.Fach} : 3a, 4b	B.A. _{AS} : ---
	BK:4d,5ab,6ab,7ab		M.A. _{ALK} :
			M.A. _{AS} : ---
	LA: alte LPO (1994/2000) B3, C, E1		

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

Active participation in all the sessions and the contribution of concrete ideas for teaching English literature and culture (as sketched above) are the central requirements for a successful attendance of this class.

154213	The images of Africa (2 HS)		
	Fr 14:15 – 15:45	R. 3.208	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A.,ALK: PO03: 6abc, 17abc PO09: Kern: 6abc, 7bc; Komp.: 3abc, 4a

	Gy/Ge: 7b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7b		M.A. _{ALK} : PO03: 10abcd, 12a PO09: 1abc, 2c, 3bc
			M.A. _{AS} : TG 5 Vertiefung
LA: alte LPO (1994/2000) E 1			

Most Western perceptions of Africa are shaped by the images created by Hollywood motion pictures and by the modern media. These images are deeply rooted in racial archetypal perceptions. Yet, they determine international political decisions and justify racism and exploitation. After the end of *apartheid* in South Africa, the "buddy" movies and motion pictures which held on to the "Noble Savage" ideology misrepresented the African liberation struggle; pushed white heroes over black ones; and softened the black-consciousness philosophy. Black African cinema, especially the pioneering Francophone films, challenges these perceptions and raises questions as to the validity of media and Western motion picture representations of Africa.

In this **Hauptseminar** we will explore the images of Africa created by Hollywood: these shape the perceptions of people and of policy makers world-wide. Where relevant, we will compare these to the literary images which informed the motion picture industry. We will examine the effects of television on the motion picture industry; as well as patterns of television documentary filmmaking in "anglophone" regions. We will take a close look at approaches taken by independent African cinema productions – especially those in Nigeria and Ghana. Social-critical films – which portray Africa and its people in the time of Globalization; of increased military conflict; and of AIDS – question the motives of the "international community" in its dealings with Africa.

Required Texts:

A Course Reader

154214	Beyond the Grand Tour: British Travel Writing from the 19 th Century to the Present (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA 1301, 1302 LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	
	Gy/Ge: 6ab,7ab	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6ab,7ab		M.A. _{ALK} : PO03: 10abcd PO09: 1abc, 3bc
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000) B3, E1		

There has been an increasing amount of interest concerning travel writing over the past years. From Antiquity to Postmodernism, from the Far East to South America: the list of publications of travelogues covering all corners of the world continues to grow. This growth is accompanied by a challenging body of work of academic studies on travel writing. In Cultural Studies theorists of gender, ethnicity and class have shed light upon questions of 'Othering' and 'Transculturation'. Historians have found that - in spite of methodological concerns - travelogues may cast light on the history of regions and regionalisms. In Literary Studies the varying degrees of fictionalization of travel writing furthered the analysis of the formal and creative properties of literature in general.

Our journey through British travel literature will start in the 18th century with the famous letters of Lady Mary Montagu, we will continue with accounts by writers from the 19th century and discuss their pilgrimage to Minor Asia as an early form of tourism and finally scrutinize the paradigm shifts within the genre by reading extracts by more contemporary writers such as Jane Morris and Bruce Chatwin.

A reader will be made available in the first week of term.

Assignments shall be discussed during our first meeting.

154215	Love-slain, Lo! Here I Die – Metaphysical Love Poetry (2 HS)		
	Di 10:15 – 11:45	R. 3.207	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA		
	LPO 2003		
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} PO03: 6ac, 17abc PO09: Kern: 6bc; 3bc
	Gy/Ge: 6ab	SP _{2,Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung
	BK: 6ab		M.A. _{ALK:} PO03: 10acd PO09: 1bc
			M.A. _{AS:} TG 5 Vertiefung
LA: alte LPO (1994/2000) B3, E1			

Metaphysical love poetry is, in Europe, the first to move away from traditional medieval and renaissance modes of describing the relationship of the sexes. Whereas in former periods the lady was constantly, and artificially, an object of amorous admiration, the Metaphysical poets pulled her down to earth with a bang. They portrayed sexual relations more often than not as a battle and thus opened up a much richer field of psychological nearness to life. Having granted that, one must nevertheless insist on formulaic role-playing which in itself continues former themes of love poetry.

This mixture of old and new makes Metaphysical love poetry, to readers such as we, at once contemporary and distant. Methodologically we shall pursue two ways of gaining insight into these texts: Close reading

and translation. Our reader will contain poems by John Donne, Andrew Marvell and Robert Herrick and some additional secondary literature.

The reader will be made available in the first week of term.
Assignments shall be discussed during the first meeting.

MASTERSTUDIENGÄNGE LEHRAMT

154209	English Literature and Culture of the Eighteenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach:} 5a	B.A. _{ALK:} PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2.Fach:} 4b	B.A. _{AS:} TG5 Vertiefung
	BK: 6a		M.A. _{ALK:} PO03: 10abcd PO09: 1ab
			M.A. _{AS:} TG 5 Vertiefung
		LA: alte LPO (1994/2000):B 3	
Anmeldung:	Electronic Course Registration		

154210	English Literature and Culture of the Eighteenth Century, Group B (2 V)		
	Di 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach:} 5a	B.A. _{ALK:} PO03: 6abc, 17abc; PO09: Kern: 6abc; Komp: 3abc
	Gy/Ge: 6a	SP _{2.Fach:} 4b	B.A. _{AS:} TG5 Vertiefung
	BK: 6a		M.A. _{ALK:} PO03: 10abcd PO09: 1ab
			M.A. _{AS:} TG 5 Vertiefung
		LA: alte LPO (1994/2000):B 3	
Anmeldung:	Electronic Course Registration		

The lecture presents a survey of the most important developments in the British literary history of the eighteenth century. It relates to significant authors (such as Jonathan Swift, Alexander Pope, Samuel Johnson, Daniel Defoe, Henry Fielding, Samuel Richardson, Tobias Smollett, Laurence Sterne, Oliver Goldsmith, Richard Brinsley Sheridan and others) and their main works in the fields of poetry, fiction, drama and prose. The growing contribution of women writers to the literary marketplace will also be elucidated. Furthermore, influential literary periods and philosophical movements such as the Augustan Age, the Enlightenment or Romanticism will be discussed. The course aims at improving the participants' awareness of historical, theoretical, and aesthetic issues significant for the literature of that time and today's interpretation of it.

Participants are asked to study the following texts prior to the lecture (recommended for purchase):

Daniel Defoe: *Robinson Crusoe* (1719)
Jonathan Swift: *Gulliver's Travels* (1726)
Laurence Sterne: *A Sentimental Journey Through France and Italy* (1768)

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

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

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

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

154214	Beyond the Grand Tour: British Travel Writing from the 19 th Century to the Present (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA 1301, 1302		
	LPO 2003		

	GHR: 5c	SP _{1,Fach} : 5c	B.A.-ALK: PO03: 6abc, 17abc PO09: Kern: 6abc, 7c; Komp.: 3abc, 4a
	Gy/Ge: 6ab,7ab	SP _{2,Fach} : 4b	B.A.-AS: TG 5 Vertiefung
	BK: 6ab,7ab		M.A.-ALK: PO03: 10abcd PO09: 1abc, 3bc
			M.A.-AS: TG 5 Vertiefung
	LA: alte LPO (1994/2000) B3, E1		

There has been an increasing amount of interest concerning travel writing over the past years. From Antiquity to Postmodernism, from the Far East to South America: the list of publications of travelogues covering all corners of the world continues to grow. This growth is accompanied by a challenging body of work of academic studies on travel writing. In Cultural Studies theorists of gender, ethnicity and class have shed light upon questions of 'Othering' and 'Transculturation'. Historians have found that - in spite of methodological concerns - travelogues may cast light on the history of regions and regionalisms. In Literary Studies the varying degrees of fictionalization of travel writing furthered the analysis of the formal and creative properties of literature in general.

Our journey through British travel literature will start in the 18th century with the famous letters of Lady Mary Montagu, we will continue with accounts by writers from the 19th century and discuss their pilgrimage to Minor Asia as an early form of tourism and finally scrutinize the paradigm shifts within the genre by reading extracts by more contemporary writers such as Jane Morris and Bruce Chatwin.

A reader will be made available in the first week of term.
Assignments shall be discussed during our first meeting.

154506	A deadly Cocktail (2 HS)		
	Fr 12:15 – 13:45	R. 3.206	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802		
	MA LA		
	LPO 2003		B.A. _{ALK} : PO03: 6abc, 17abc PO09: Kern: 6abc, 7c; Komp.: 3abc, 4a B.A. _{AS} : TG 5 Vertiefung M.A. _{ALK} : PO03: 10abcd PO09: 1ab, 3bc M.A. _{AS} : TG 5 Vertiefung
	GHR: 5c	SP _{1,Fach} : 5c	
	Gy/Ge: 6b,7b	SP _{2,Fach} : 4b	
	BK: 6b,7b		
LA: alte LPO (1994/2000) B3, E1			

Islam came to Africa in the seventh century A.D. It came with the invading armies from the north swept down through the powerful kingdoms of the Sahel and into West Africa; and subsequently with the Arabs who colonized East Africa, trading in slaves and minerals. The coming of Islam and the resultant conflicts led to enormous population movements. Christianity came to Africa some fifty years after the death of Jesus – spread by disciples down through North Africa as far as Ethiopia. These two mighty forces met in the conflicts of the Crusades. Christian colonization came with the Portuguese and Spanish explorers claiming Africa for God and king. Today there are about 400 million Christians in Africa. Islamic centers of learning endure and converts continue to be drawn to the faith through social agencies funded by the Persian Gulf states which bring education and clean water to long-neglected areas.

The Scramble for Africa at the end of the 19th century and subsequent colonization by western powers; *Uhuru* in the 1960s; the Cold War between East and West which saw aid in the form of weapons flood Africa; the modern war against terrorism and the stand-off between the western (Christian) forces and Islam; the modern scramble for an Africa rich in resources desperately needed by all – an Africa open to corruption and exploitation. This mix of religion and politics (both originally imported) is proving to be a deadly cocktail which threatens the very existence of a continent incredibly rich both in the culture of its people and in natural resources.

In this **Hauptseminar** we will take a closer look at this deadly cocktail by reading the works of the psychiatrist Frantz Fanon who draws on his experiences in Algeria during its war of independence against France to provide a psychological perspective on the African psyche. We will also look at various literary works – poems, short stories, novels, theatre – which reflect this fatal mix of the Religions of the Book; the politics associated with them; and African identity.

Required Texts:

Frantz Fanon: *The Wretched of the Earth*
Frantz Fanon: *Black Skin, White Masks*
A Course Reader

154507	Poetry, Literature and Popular Culture from India: Indian English or Lost in Translation (2 HS)		
	Mo 18:00 – 19:30 Di 18:00 – 19:30 (11.10.-24.11.2010)	R. 3.112 R. 3.327	Shah
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach:} 5c	B.A.-ALK: PO03: 6a, 8a, 17ac, 19a PO09: Kern: 6c, 7bc; Komp.: 3c, 4a
	Gv/Ge: 7b	SP _{2,Fach:}	B.A.-AS: TG 5 Vertiefung

	BK: 7b		M.A. _{ALK} : PO03: 10ad PO09: 1bc, 2c, 3bc
			M.A. _{AS} : TG 5 Vertiefung
	LA: alte LPO (1994/2000) B5, E1		

This course will focus on South Asian literature by Indian authors. Readings will include a mix of original English texts and texts in English translation. We will also discuss thematically related poetry and popular culture including some Indian commercial cinema. To foster a better understanding of the discussed materials and the culture(s) involved we shall also explore both, the influence of the Hindi language on "Indian-English" as encountered in the English texts, as well as what, if anything, is 'lost in translation' when dealing with texts in English translation.

Gautami Shah is senior lecturer at Rice University, Texas. She established and expanded Hindi programs at Rice University, Yale University and Duke University, where she has been nominated for the Duke University Alumni Distinguished Undergraduate Teaching Award. At Yale, her lectures were rated among the top 10 courses.

This is a "once-in-a-lifetime"-chance to learn about Hindi language and Indian culture(s)! If you like to seize this marvelous offer, please apply via email to christian.lenz@tu-dortmund.de. The corpus of texts will be made available as soon as possible.

Amerikanistik

1. STUDIENPHASE

154601	Einführung in die Angewandte Literatur- und Kulturwissenschaft (Teil A) (2 PS)		
	Do 10:15-11.45	R. 3.405	Nitzsche
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA:		
	LPO 2003		B.A.-ALK: PO09: Kern: 1a, Komp.: 1a
	GHR:	SP _{1.Fach} :	B.A.-AS:
	Gy/Ge:	SP _{2.Fach} :	M.A.-ALK:
	BK:		M.A.-AS:
	LPO 1994/2000		

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

154602	Introduction to American Literary and Cultural Studies – Gruppe A (2 PS)		
	Fr 10:15-11:45	R. 0.406	<i>Theis</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A. _{ALK} : PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A. _{ALK} :
	BK: 1d		M.A. _{AS} :
	LPO 1994/2000: B4, E2		

154603	Introduction to American Literary and Cultural Studies – Gruppe B (2 PS)		
	Mo 08:30-10:00	R. 0.406	Ogihara
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach:} 1d	B.A.AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach:} 1d	M.A.ALK:
	BK: 1d		M.A.AS:
	LPO 1994/2000: B4, E2		

154604	Introduction to American Literary and Cultural Studies – Gruppe C (2 PS)		
	Do 8:30-10:00	R. 0.406	Ogihara
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.·ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A.·AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.·ALK:
	BK: 1d		M.A.·AS:
	LPO 1994/2000: B4, E2		

154605	Introduction to American Literary and Cultural Studies – Gruppe D (2 PS)		
	Di 10:15-11:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201 MA LA:		
	LPO 2003		B.A..ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A..AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A..ALK:
	BK: 1d		M.A..AS:
	LPO 1994/2000: B4, F2		

154606	Introduction to American Literary and Cultural Studies – Gruppe E (2 PS)		
	Do 10:15-11:45	R. 0.406	<i>Klemm</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.-ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A.-AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.-ALK:
	BK: 1d		M.A.-AS:
	LPO 1994/2000: B4, E2		

154607	Introduction to American Literary and Cultural Studies – Gruppe F (2 PS)		
	Di 18:00-19:30	R. 0.406	<i>Schwarz</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.-ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A.-AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.-ALK:
	BK: 1d		M.A.-AS:
	LPO 1994/2000: B4, E2		

154608	Introduction to American Literary and Cultural Studies – Gruppe G (2 PS)		
	Mo 10:15-11:45	R. 0.406	<i>Bojahr</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.-ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A.-AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.-ALK:
	BK: 1d		M.A.-AS:
	LPO 1994/2000: B4, E2		

154609	Introduction to American Literary and Cultural Studies – Gruppe H (2 PS)		
	Do 14:15-15:45	R. 0.406	<i>Feier</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.-ALK: PO03: 2ab, 15a PO09: Kern: 2b
	GHR: 1d	SP _{1.Fach} : 1d	B.A.-AS: TG 5 Basis
	Gy/Ge: 1d	SP _{2.Fach} : 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. Groups A-H offer identical contents.

154610	The 1950s in American Fiction (2 PS)		
	Mo 10:15-11:45	R. 0.420	<i>Dunkel</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		B.A.-ALK: PO03: 1c, 2ab, 14c, 15a PO09: Kern: 1c, 2b; Komp.: 1b
	GHR: 1f	SP _{1.Fach} : 1f	B.A.-AS: TG 5 Basis
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	M.A.-ALK:
	BK: 1f, 4c		M.A.-AS:
	LPO 1994/2000: B4, E2		

The turbulent public image of the 1960s has often overshadowed a rather pallid view of the 1950s. It has done so unduly, as the 1950s gave rise to major social and cultural changes that still impact global affairs. Jack Kerouac's and John Updike's novelistic representations of American society during the 1950s are emblematic of some of America's struggles during that time. Like no other novel before, Jack Kerouac's *On the Road* (1957) celebrates spontaneity, immediacy, and the pleasure of lived freedom. By contrast, a few years later, Updike's *Rabbit, Run* (1960) asked what happens if the craving for pleasure and freedom is confronted with the need for responsibility and rationality. What price will Americans have to pay for their lack of restraint? In global affairs, it seems that the cultural impact of the 1950s has only recently begun to be recognized. The conflicts between the US and Iraq, Afghanistan, and especially Iran result to a great

extent from that time period. An investigation of the 1950s is therefore indispensable to understanding these global issues.

In this seminar we will explore the ways in which American novelists represented the 1950s in their fiction. In addition to Updike's *Rabbit, Run* and Kerouac's *On the Road*, we will read works by Philip Roth, Sylvia Plath, Oscar Hijuelos, Don DeLillo, and others.

Students participating in this course are required to purchase Updike's *Rabbit, Run*, Plath's *The Bell Jar*, and Roth's *Indignation* before classes start.

154611	Americans in Soviet Russia / Russkie v Amerike (2 PS)		
	Blockseminar; Dates to be announced		Theis/Hartmann
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203 MA LA:		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2c, 14c PO09: Kern: 1c, 3ac; Komp.: 1b, 2cd
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	M.A. _{ALK} :
	BK: 1f, 4c		M.A. _{AS} :
	LPO 1994/2000: B4, E2		

In the 1920s and 30s, the US and the USSR became the new protagonists on the global political stage. Their vitality distinguished them as thriving, energetic, and future-oriented countries and thus distanced them from "Old Europe." Their similarities were noticed by many domestic and foreign observers, who thought of the young USSR with its guiding values, such as efficiency, speed, and technology, as a second USA. According to Vladimir Majakovskij, progress served the hopeless bourgeois cause in America, whereas in the Soviet Union progress was put into service for a superior and better society. Modernity and backwardness were negotiated as economic and technological as well as political and cultural categories. However, what exactly did the American visitors think of the USSR? And which impressions of the other country did the Soviets gain who travelled to America? Taking their domestic readership into account, how did the visitors rationalize their experiences in their travelogues published after their journey? How were fascination with and opposition to their respective host countries negotiated in their texts?

This Blockseminar will discuss these questions on the basis of travelogues and reports written by famous American visitors to Russia and Soviet tourists in the US of the 1920s and 30s. This course is open to students of the American Studies Department at TU Dortmund University as well as to students of Russian Culture and Slavic Philology at the Ruhr University Bochum. This Blockseminar will take place on two weekends (I: at the RUB, II: at TU Dortmund). The preliminary meeting will be on October 11, 3 p.m., at the Ruhr University Bochum. We will then discuss the exact dates for the seminar. For directions and further information please send me an e-mail: ariane.theis@udo.edu.

Please notice that this will be a bilingual seminar and depending on the students' command of English will be held to large parts in German. A knowledge of Russian is *not* required.

Texts to be read are, among others, by William Bullitt, Joseph Davis, Theodore Dreiser, Eugene Lyons, John Reed as well as by Maksim Gor'kij, S. Esenin, V. Majakovskij, B. Pil'njak, I. Il'f and Petrov.

154612	Emergence and Rise of the American Politicosphere (2 PS)		
	Di 8:30-10:00	R. 0.406	Makeyeva
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203 MA LA:		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2abc, 4a, 14c, 15a, 16a PO09: Kern: 1c, 2bc, 3ac, 4a; Komp.: 1b, 2acd
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1f	SP _{2.Fach} :	M.A. _{ALK} :
	BK: 1f		M.A. _{AS} :
	LPO 1994/2000: E2		

The history of the blogosphere is very short, yet very complex. This course is an overview of the personal historical narratives about the emergence and rise of what is defined today as an American political blogosphere, the U.S. political Web, or the U.S. politicosphere.

What, then, is a "blog"? Within blogosphere, it is asserted to be "common knowledge" that the term "weblog" was coined on December 17, 1997, by Jorn Barger of Robot Wisdom. In 1998, American webloggers became a self-conscious community (Rosenberg, 2009). In January 1999, Cameron Barrett of CamWorld published an essay called "Anatomy of a Weblog," which adopted the term "weblog" and described the main technical features of the format. In 1999, Peter Merholz of Peterme announced his decision to pronounce "weblog" as "wee'-blog," "[o]r 'blog' for short." Obviously, there exists no dominant definition of what "blog" stands for. It has always been a matter of definition and a question of acceptance of this definition by bloggers-practitioners, who make up a community of communities. In September 1999, Brad L. Graham of The BradLands jokingly named this enormous collection of the interconnected communities "blogosphere." But what is the "politicsphere?" And how is it different from the "blogosphere?" Does it even make sense to distinguish between them? Despite the popularity of the term in the American online and offline political news, the term still has to be defined.

This course invites you to read the personal historical narratives of the bloggers-educators and -journalists (Blood, Barrett, Mead, Perlmutter, Davis, Rosenberg, Boehlert, etc.), the bloggers-politicians and political activists (Dean, Obama, Plouffe, Moulitsas, etc.) and share your thoughts, observations, and research findings related to the topic of this course in a short blog project.

154613	Post 9/11 Hollywood cinema (2 PS)		
	Di 16:15-17:45	R. 0.406	Furlanetto
Modulzu-	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/

ordnungen:	BA LA: 203		Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	B.A. _{ALK} : PO03: 1c, 2c, 14c PO09: Kern: 1cd, 3c; Komp.: 1bc, 2d			
	GHR: 1f	SP _{1.Fach} : 1f		B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1f	SP _{2.Fach} :		M.A. _{ALK} :
	BK: 1f			M.A. _{AS} :
	LPO 1994/2000: E2			

Hollywood cinema has always been a projection of America's moods, constructing the current enemy and suggesting how it should be dealt with.

After 9/11, Hollywood cinema has been flooded by new themes, expressing a sense of guilt and powerlessness, frustration and anger, but also the will to abandon an old world order which does not hold anymore.

On the one hand, post 9/11 cinema unveils a suspicious America, terrorized by terrorism and terrorizing potential terrorists, accusing and self-accusing, eager to destroy Islamic martyrs and exalt her own. On the other hand, post 9/11 cinema is a casket gathering America's resolutions for a better future, wise and naïve at the same time, made by a nation that forgives and forgets. Or maybe not.

In this seminar, we will analyse a series of films shot after 9/11: from early 9/11 films, which mostly look for answers, to documentaries (like Michael Moore's *Fahrenheit 9/11*), political films, fantasy movies (*V for Vendetta*), and historical films, projecting 9/11 onto distant times and places (*Kingdom of Heaven*). We will approach these films from the point of view of gender, family, Orientalism, the negotiation of the enemy, and the representation of the Other, in order to create our own definition of post 9/11 Hollywood cinema.

Students will be asked to write a review for all the films shown during the seminar. Film sessions and class discussions must be attended regularly.

154614	Coming Out: A Cross-Cultural Look at 20 th Century Gay Cultures of America and Germany (2 PS)		
	Di 14:45-15:45	R. 0.406	Chapman
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		B.A.-ALK: PO03: 1c, 2c, 14c PO09: Kern: 1c, 3abc; Komp.: 1b, 2cd
	GHR: 1f	SP _{1.Fach} : 1f	B.A.-AS: TG 5 Basis
	Gy/Ge: 1f	SP _{2.Fach} :	M.A.-ALK:
	BK: 1d		M.A.-AS:
	LPO 1994/2000: B4, E2		

The goal of this seminar is to increase students' understanding of what it means to go through the often difficult process of 'coming out.' What does it mean to come out as gay (bisexual, transgender, etc.), how does coming out affect someone's life and interpersonal relations, and why is it necessary to go through such a process, will all be questions dealt with throughout the semester. In order to do this we will examine multiple types of media ranging from newspaper articles, interviews, biographies, novels, films, and academic texts all dealing with what it means to come out as gay. These texts will focus on the 20th Century. From these there will be weekly readings (or film screenings) that the students are expected to complete outside of class. Students should be prepared to participate in discussions about these assignments.

154615	Affact: Mourning and Memory in Literary and Filmic Treatments of Holocaust Trials (2 PS)		
	Do 12:15-13:45	R. 0.406	Steitz
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2abc, 3ab, 14c, 15a PO09: Kern: 1c, 2ab, 3ac; Komp.: 1b, 2cd
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	M.A. _{ALK} :
	BK: 1f, 4c		M.A. _{AS} :
	LPO 1994/2000: B4, E2		

How can we read affects? Is there an intelligible language of affects, such as mourning? What is the relationship between mourning, memory, and language? This course aims to investigate through semiological and psychoanalytical lenses how German and American literary texts and films dealing with different Holocaust trials, such as Arendt's *Eichmann in Jerusalem* and Weiss' *Die Ermittlung*, address the phenomenon of mourning. We will first examine various definitions, readings, and writings of mourning (e.g. Freud, Mitscherlich, Santner). As our second step we will look at the history of mourning in postwar German and American Holocaust literature and film to examine the reciprocities of these complex concepts. These preliminaries will serve as a basis for the comparison of a variety of texts and films in the genre of Holocaust trials to the historical documents they are based on. We will approach these texts and films as works of *Trauerarbeit*. We want to find out how different authors and filmmakers read and approach the historical documents (facts?) and how mourning affects the composition, its form and selection, of the historical facts. This will hopefully lead us to the discussion of broader interdisciplinary questions: What is the value of engaging in literary texts and films that are based on historical documents? Why do we read Holocaust literature and not history books or historical documents?

154616	M*A*S*H – The Novel, the Film, the TV Series (2 PS)		
	Mo 16:00 – 19:00	R. 0.406	Eßmann
	Mo 17:30 – 19:00 (Film)		

Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2abc, 14c, 15a PO09: Kern: 1c, 2b, 3ac; Komp.: 1b, 2cd
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1f	SP _{2.Fach} :	M.A. _{ALK} :
	BK: 1f		M.A. _{AS} :
	LPO 1994/2000: B4, E2		

In the history of television, *M*A*S*H* is one of the most successful TV series which, strikingly enough for a sitcom, deals with a serious topic, the war in Korea. Before analyzing selected episodes from each season we will start with the origin of the TV series, the novel by Richard Hooker, which is followed by its first adaptation on celluloid, Robert Altman's movie of the same title. We will look at the approaches that the different genres take, and analyze in what way the TV series changes within its eleven seasons. Since most of our sessions either deal with the movie or episodes of the TV Series, one requirement for every participant will be attending the screenings on Monday after class (approximately from 17:30-19:00). Furthermore students are asked to buy Hooker's novel *M*A*S*H* which needs to be read by the second meeting of class.

154617	From "Joy to the World" to "Bah, humbug!": Approaches to Xmas (2 PS)		
	Blockseminar	R. 0.420	
	Do 14:15-17:45		Eßmann
	bis Ende Dezember		
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		B.A. _{ALK} : PO03: 1c, 2c, 14c PO09: Kern: 1c, 3ac; Komp.: 1b, 2cd
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{AS} : TG 5 Basis
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	M.A. _{ALK} :
	BK: 1f, 4c		M.A. _{AS} :
	LPO 1994/2000: B4, E2		

Each year when Christmastide approaches we are confronted with songs, films, TV shows, etc. that are frequently rooted in British or US American culture. In the oncoming festal season we will take a look at texts that are of central importance to this time of the year, such as Charles Dickens' *A Christmas Carol* or Frank Capra's movie *It's a Wonderful Life*, which left a considerable mark on later texts on Christmas. Students participating in this course will need to get a copy of Charles Dickens' *A Christmas Carol*, which will be dealt with in the first weeks of class, as well as Barbara Robinson's *The Best Christmas Pageant Ever*.

154619	Intensivseminar American Studies: Culture, Creativity and Education in Transatlantic Urban Environments (zugangsbeschränkt) (2 PS)		
	Mi 18.00-19.30	R. 0.406	Grünzweig, Sattler, Siedlaczek and staff
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA:		
	LPO 2003		B.A. _{ALK} :
	GHR:	SP _{1.Fach} :	B.A. _{AS} :
	Gy/Ge:	SP _{2.Fach} :	M.A. _{ALK} :
	BK:		M.A. _{AS} :
	LPO 1994/2000:		

Dieses Proseminar zählt nicht zu den Pflicht- bzw. Wahlpflichtveranstaltungen und ist ein teilnahmebeschränktes Zusatzangebot für besonders interessierte Studierende.

2. STUDIENPHASE

154620	American Drama from the 19th to the 21st Century (2 HS)		
	Mo 14:15-15:45	R. 0.406	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		B.A. _{ALK} : PO03: 6abc, 8a, 17abc, 18b, 19a PO09: Kern: 6abc, 7c; Komp.: 3abc, 4ab
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{AS} : TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A. _{ALK} : PO03: 10abcd, 11a, 12a PO09: 1ac, 2bc, 1b
	BK: 6cd, 7cd		M.A. _{AS} : TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

In this course we will read plays from the 19th century until today and situate them within the history of American drama. Particular emphasis will be given to different performative traditions, from the time of the 19th-century theater wars to the early 20th-century Modernist Avantgardes and across African American traditions.

154621	The Melodramatic Mode in American Texts since the Late 18 th Century (2 HS)		
	Do 10:15-11:45 (plus film screening on Mondays, 16-18)	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		B.A.-ALK: PO03: 6ac, 7b, 8a, 9a, 17abc, 18b, 19a PO09: Kern: 6bc, 7abc, 8b; Komp.: 3bc, 4abc
	GHR: 5b	SP _{1.Fach} : 5b	B.A.-AS: TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A.-ALK: PO03: 10acd, 11b, 12a, 13a PO09: 1b, 2abc, 1a
	BK: 6cd, 7cd		M.A.-AS: TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

The melodramatic mode can be found in all media and in all kinds of texts in American (popular) culture. What are the functions of the melodramatic mode? What readings are encouraged? Where can the melodramatic mode be found? Why is it so popular? We will circumscribe a field of tradition of the melodramatic mode across time, starting with political rhetoric of the late 18th century as well as literary and dramatic texts of the 19th century and ending with today's music videos and tv series.

This is a project seminar. Every student will analyze a text 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.

154622	The Whiteboard: Sitcoms		
	Di 16:15-17:45 (plus film screenings on Mondays, 16-18)	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		B.A.-ALK: PO03: 6ab, 7a, 8a, 17abc, 18ab, 19a PO09: Kern: 6ac, 7bc, 8a; Komp.: 3ac, 4abc
	GHR: 5b	SP _{1.Fach} : 5b	B.A.-AS: TG 5 Vertiefung
	Gy/Ge: 7d	SP _{2.Fach} : 4b	M.A.-ALK: PO03: 10abd, 11a PO09: 1a, 2abc, 1b
	BK: 7d		M.A.-AS: TG 5 Vertiefung
	LPO 1994/2000: E2		

We will discuss theories of television studies, the history of the sitcom, and specific examples of American sitcoms. There will be extra viewing sessions on Mondays starting at 4 p.m.

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

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154623	Examenskolloquium (2 OS)		
	Di 18:00-19:30	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: MA LA:		
	LPO 2003		B.A.-ALK:
	GHR:	SP _{1.Fach} :	B.A.-AS:
	Gy/Ge:	SP _{2.Fach} :	M.A.-ALK:
	BK: 1d		M.A.-AS:
	LPO 1994/2000:		

Kolloquium für Examenskandidatinnen und -kandidaten. Nur nach vorheriger persönlicher Anmeldung bis zum 12. Oktober.

154624	The Bluest Eye? Reading the Cross-cultural (Group A) (2 HS)		
	Mi 8:30-10:00	R. 0.406	Erdogdu
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		B.A.-ALK: PO03: 6a, 8a, 17ac, 19a PO09: Kern: 6c, 7ac, 8b; Komp.: 3c, 4ac
	GHR: 5b	SP _{1.Fach} : 5b	B.A.-AS: TG 5 Vertiefung
	Gy/Ge: 7cd	SP _{2.Fach} : 4b	M.A.-ALK: PO03: 10abd PO09: 1a, 3bc
	BK: 7cd		M.A.-AS: TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

154625	The Bluest Eye? Reading the Cross-cultural (Group B) (2 HS)		
	Mi 10:15-11:45	R. 0.420	Erdogdu
Modulzu-	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/

ordnungen:	BA LA: 502, 902, 903 MA LA: 1402, 1403		Angewandte Literatur- /Kulturwissenschaften
	LPO 2003		B.A. _{ALK} : PO03: 6a, 8a, 17ac, 19a PO09: Kern: 6c, 7ac, 8b; Komp.: 3c, 4ac
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{AS} : TG 5 Vertiefung
	Gy/Ge: 7cd	SP _{2.Fach} : 4b	M.A. _{ALK} : PO03: 10abd PO09: 1a, 3bc
	BK: 7cd		M.A. _{AS} : TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

This class aims at both familiarizing you with different theories of the cross-cultural as well as introducing you to a variety of primary texts. Our approach is thus twofold: As a first step, we will read and discuss theoretical texts by critics such as Edward Said, Homi Bhabha, and Stuart Hall. As a second step, we will put our freshly acquired knowledge to the test: drawing on our understanding of different theoretical concepts, such as *hybridity*, *authenticity*, and *essentialism*, we will read and discuss cross-cultural literature. The primary sources we will engage with include Toni Morrison's novel *The Bluest Eye* and a selection of cross-cultural American poetry by writers such as A.K. Ramanujan and Derek Walcott. You will be provided with a syllabus including a bibliography at the first session. In addition, there will be a reader with supplementary reading materials.

154626	"The Universe is finished": Dark Romanticism in Popular Culture (2 HS)		
	Di 12:15-13:45	R. 0.406	Pfeiler
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		B.A. _{ALK} : PO03: 6abc, 8a, 17abc, 19a PO09: Kern: 6bc, 7abc; Komp.: 3bc, 4a
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{AS} : TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A. _{ALK} : PO03: 10acd, 12a PO09: 1bc, 2abc
	BK: 6cd, 7cd		M.A. _{AS} : TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

In this seminar we will focus on texts from Dark Romantic literature, such as "The Raven" by Edgar Allan Poe, Nathaniel Hawthorne's *The Scarlet Letter*, Herman Melville's *Moby Dick* and "Bartleby, the Scrivener". We will explore how the characters in these texts are concerned with themselves and the cosmos and struggle – if not fail – in their attempt to decipher it. We will deal with narratives and expressions of the self, subjectivity and individuality in the 19th century as well as how they are adapted and appropriated in contemporary media. As such, we will evaluate the status of these texts within a larger literary, cultural, historical and media scope in the USA. In our analysis of modern and postmodern adaptations of these Romantic texts, you will be working with several theoretical concepts, such as intertextuality, intermediality, parody, and pastiche. There will be occasional film screenings! Read *Moby Dick* prior to coming to class.

154627	"I'm Falsely Accused": The Salem Witch Trials in History, Literature, and Media (2 HS)		
	Mi 10:15-11:45	R. 0.406	Laemmerhirt
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		B.A. _{ALK} : PO03: 6ac, 8a, 17abc, 19a PO09: Kern: 6bc; Komp.: 3bc
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{AS} : TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A. _{ALK} : PO03: 10acd, 12° PO09: 1b
	BK: 6cd, 7cd		M.A. _{AS} : TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

In 1692, nineteen innocent men and women, all having been convicted of witchcraft, were taken to Gallows Hills and hanged. Hundreds of others were accused of witchcraft and dozens languished in jail for months without trials. Then, almost as soon as it had begun, the hysteria that swept through Puritan Massachusetts ended and all those who had been accused of witchcraft were pardoned.

The events that took place in the town of Salem and nearby towns in Massachusetts are still regarded as one of the most tarnished moments in American history. What caused the Salem witch trials and how could a whole village get caught up in such hysteria?

In order to understand the complex circumstances that paved the way for the witch hunts, this course will explore the struggles, beliefs and fears that dominated late 17th century New England. Furthermore, we will examine the changing interpretations of the concepts of witches and investigate different representations of witches and witch hunts in the past as well as in contemporary media.

Please purchase the reader at the copy shop and Arthur Miller's *The Crucible*.

154628	Public Communication in American Culture (2 HS)		
	Block 8/9.+15/16.01.	R. 0.406	Temath
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		B.A. _{ALK} : PO03: 6ac, 8a, 17abc, 19a PO09: Kern: 6bc, 7c; Komp.: 3bc, 4a
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{AS} : TG 5 Vertiefung
	Gy/Ge: 7d	SP _{2.Fach} : 4b	M.A. _{ALK} : PO03: 10acd, 12a PO09: 1bc, 2abc
	BK: 7d		M.A. _{AS} : TG 5 Vertiefung
	LPO 1994/2000: E2		

Through public communication, organizations, public and private, maintain relationships with a wide variety of groups and individuals. In this class we will explore the social, economic, and cultural role of public communication in American society. Special emphasis will be given to public relations and advertising as well as the instruments and strategies they employ. We will examine their historical evolution and deal with ethical and regulatory issues. Also, we will investigate how specific public communication campaigns in past and present have worked to steer the "public mind" – to promote politicians, sell products, and advocate social causes – and discuss cultural implications for American society.

154629 Oberseminar Amerikanistik (2 OS; zugangsbeschränkt)			
	Mi. 12:30-14:00	R.0.406	<i>Gunzenhäuser</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA:		
	LPO 2003		B.A.-ALK:
	GHR:	SP _{1.Fach} :	B.A.-AS:
	Gy/Ge:	SP _{2.Fach} :	M.A.-ALK:
	BK:		M.A.-AS:
	LPO 1994/2000:		

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

154508 NY-LON: Are You Scared of Monsters Yet? (2 HS)			
	Blockseminar		
	Sa, 16.10.2010, tba.	R. 3.205	<i>Laemmerhirt/Lenz</i>
	Sa, 23.10.2010, tba.	R. 3.205	
	Sa, 06.11.2010, tba.	R. 3.205	
	Sa, 04.12.2010, tba.	R. 3.205	
	Sa, 08.01.2011, tba.	R. 3.208	
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 502, 802, 803, 902, 903		
	MA LA 1302, 1303, 1402, 1403		
	LPO 2003		
	GHR: 5bc	SP _{1.Fach} : 5bc	B.A.-ALK: PO03: 6a, 7ab, 9a, 17ac, 18ab PO09: Kern: 6c, 7bc, 8ab; Komp.: 3c, 4abc
	Gy/Ge: 7bd	SP _{2.Fach} :	B.A.-AS: TG 5 Vertiefung
	BK: 7bd		M.A.-ALK: PO03: 10ad, 11ab, 13a PO09: 1ac, 2c, 1ab
	LA: alte LPO (1994/2000) E1		M.A.-AS: TG 5 Vertiefung

Following the great success and splendid feedback of the two courses on British Horror and American Monsters, we propose another horrific experience: This Blockseminar is designed to give you an outlook on what it means to work scientifically. On five Saturdays, you will learn creative and academic writing which will culminate in a small conference at which you will present your papers – via the up-and-coming form of a Science Slam.

You will learn about theories of horror and monsters, the impacts and functions for society and how one can approach this "horrible" genre. As this course is taking place only on weekends, students are expected to do their own research and writings and present their findings/output to the group. Meeting on the weekends, you will be tutored not only by the lecturers but also by your fellow students and thus it requires active participation as well as the incentive to work autonomously.

Do you dare the adventure?

As this is a project seminar, we can take only 20 participants in the "2. Studienphase". Students who would like to participate should apply via email to christian.lenz@tu-dortmund.de.

MASTERSTUDIENGÄNGE LEHRAMT

154620 American Drama from the 19 th to the 21 st Century (2 HS)			
	Mo 14:15-15:45	R. 0.406	<i>Gunzenhäuser</i>
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		B.A.-ALK: PO03: 6abc, 8a, 17abc, 18b, 19a PO09: Kern: 6abc, 7c; Komp.: 3abc, 4ab
	GHR: 5b	SP _{1.Fach} : 5b	B.A.-AS: TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A.-ALK: PO03: 10abcd, 11a, 12a PO09: 1ac, 2bc, 1b
	BK: 6cd, 7cd		M.A.-AS: TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

In this course we will read plays from the 19th century until today and situate them within the history of American drama. Particular emphasis will be given to different performative traditions, from the time of the 19th-century theater wars to the early 20th-century Modernist Avantgardes and across African American traditions.

154621	The Melodramatic Mode in American Texts since the Late 18 th Century (2 HS)		
	Do 10:15-11:45 (plus film screenings on Mondays, 16-18)	R. 0.420	<i>Gunzenhäuser</i>
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		B.A.ALK: PO03: 6ac, 7b, 8a, 9a, 17abc, 18b, 19a PO09: Kern: 6bc, 7abc, 8b; Komp.: 3bc, 4abc
	GHR: 5b	SP _{1.Fach} : 5b	B.A.AS: TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A.ALK: PO03: 10acd, 11b, 12a, 13a PO09: 1b, 2abc, 1a
	BK: 6cd, 7cd		M.A.AS: TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

The melodramatic mode can be found in all media and in all kinds of texts in American (popular) culture. What are the functions of the melodramatic mode? What readings are encouraged? Where can the melodramatic mode be found? Why is it so popular? We will circumscribe a field of tradition of the melodramatic mode across time, starting with political rhetoric of the late 18th century as well as literary and dramatic texts of the 19th century and ending with today's music videos and tv series. This is a project seminar. Every student will analyze a text 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.

154628	Public Communication in American Culture (2 HS)		
	Block 8/9.+15/16.01.	R. 0.406	<i>Temath</i>
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		B.A.ALK: PO03: 6ac, 8a, 17abc, 19a PO09: Kern: 6bc, 7c; Komp.: 3bc, 4a
	GHR: 5b	SP _{1.Fach} : 5b	B.A.AS: TG 5 Vertiefung
	Gy/Ge: 7d	SP _{2.Fach} : 4b	M.A.ALK: PO03: 10acd, 12a PO09: 1bc, 2abc
	BK: 7d		M.A.AS: TG 5 Vertiefung
	LPO 1994/2000: E2		

Through public communication, organizations, public and private, maintain relationships with a wide variety of groups and individuals. In this class we will explore the social, economic, and cultural role of public communication in American society. Special emphasis will be given to public relations and advertising as well as the instruments and strategies they employ. We will examine their historical evolution and deal with ethical and regulatory issues. Also, we will investigate how specific public communication campaigns in past and present have worked to steer the "public mind" – to promote politicians, sell products, and advocate social causes – and discuss cultural implications for American society.

154630	Queer Identities in U.S.-American Literature, Art, Music, and Film: from the mid-19 th Century to the Present (2 HS)		
	Do 14:15-15:45	R. 0.406	<i>Pfeiler</i>
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: MA LA: 1401, 1402, 1403		
	LPO 2003		B.A.ALK: PO03: 6ac, 8a, 17abc, 19a PO09: Kern 6bc, 7c; Komp.: 3bc, 4ac
	GHR: 5b	SP _{1.Fach} : 5b	B.A.AS: TG 5 Vertiefung
	Gy/Ge: 6cd, 7cd	SP _{2.Fach} : 4b	M.A.ALK: PO03: 10acd, 12a PO09: 1bc, 2abc
	BK: 6cd, 7cd		M.A.AS: TG 5 Vertiefung
	LPO 1994/2000: B4, E2		

This seminar explores the multifaceted narratives of queer identities in the USA from the mid-19th century to the present. Texts that we will focus on include poetry by Walt Whitman and Emily Dickinson, *Tender Buttons* by Gertrude Stein, poetry and prose by Adrienne Rich, Dorothy Allison, Audre Lorde and Rebecca Walker, "Howl" and a selection of other poems by Allen Ginsberg, Alison Bechdel's graphic novel *Fun Home*, songs and video clips from The Indigo Girls, R.E.M. and The Girly Man, as well as queer movies and TV series including the *L-Word*. Our goal will be to investigate the diverse range of these texts with regard to their political and social contributions to U.S. literary and cultural history as well as discuss common as well as diverging themes and styles within a diverse range of texts. Additionally, we will cover a number of theories from gender studies.

154631	America and Germany: Literary Images of "the Other" (2 HS)		
	Block 22.11.-28.11.	R. 0.406	<i>Koppensteiner</i>
Modulzu- ordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: MA LA: 1402, 1403		
	LPO 2003		B.A.ALK: PO03: 6ac, 8a, 9a, 17abc, 19a PO09: 6bc, 7c; Komp.: 3bc, 4a
	GHR: 5b	SP _{1.Fach} : 5b	B.A.AS: TG 5 Vertiefung

Gy/Ge: 7cd	SP _{2.Fach} : 4b	M.A. _{ALK} : PO03: 10acd, 12a PO09: 1bc, 2abc
BK: 7cd		M.A. _{AS} : TG 5 Vertiefung
LPO 1994/2000: B4, E2		

The United States has lost none of its fascination for German-speaking writers and readers alike. From the beginning, the picture was a mixed one including both positive and negative elements. The positive aspects of America have dominated.

The image of Germans and Germany in American literature has also changed in the past two centuries. Seen as an ideal place for academic studies in the nineteenth century, Germany has, however, been viewed predominantly as an aggressive place in the twentieth century.

This seminar will, by using an interdisciplinary approach and applying the theories of image studies (imagology), explore key images of America in German-language literature. At the same time, it will examine varied images of Germans and Germany in selected writings by American authors. This will allow us to compare literary images of the two countries and should lead to lively debate and contribute to a better understanding of each other. We will read and discuss selected works by some of the following German writers: Peter Handke, Gerhard Roth, Günter Kunert, Josef Haslinger, Kathrin Röggla, Bernd Wagner, Friederich Mielk, Ulrich Woelk, and Hans Ulrich Gumbrecht.

Among the American writers to be read are Mark Twain, John Hawks, Thomas Berger, Kay Boyle, Kurt Vonnegut, Erica Jong, Walter Abish, among others.

The seminar takes place on Mon, 22.11., 18-21 (0.406); Wed, 24.11., 18-21 (0.420);

Fri, 26.11., 16-20:30 (0.420); Sat, 27.11., 9-15 (0.406); Sun, 28.11., 9-15 (0.406).

PROMOTIONSSTUDIENGANG AMERIKANISTIK

154631	America and Germany: Literary Images of "the Other" (2 HS)		
	Block 22.11.-28.11.	R. 0.406	Koppensteiner

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Fri, 26.11., 16-20:30 (0.420); Sat, 27.11., 9-15 (0.406); Sun, 28.11., 9-15 (0.406).

154632	The Transnational Turn: Backgrounds and Perspectives in Contemporary American Studies (2 OS)		
	Di 16:00-18:00	RUB Bochum	Freitag

Concepts of transnationality and transnationalism were first developed in sociology and political science in order to theorize obvious changes in the patterns of migration within the last decades. In the meantime the concepts have been picked up in cultural and literary studies, including some branches of postcolonial studies, for the characterisation of art and literature that arises out of the experience of migration, hybridity, and cultural displacement. Transnational literature and art is not rooted in one nation, region, and/or place but enfolds between two (or even more) nations, regions and/or places. This does not mean that these texts (and their creators) were completely rootless or easily transcended national and regional power relations. Yet by its plurilocal anchorage transnational literature and art is not only an exciting aesthetic development but a challenge to established national literatures and artistic canons - and thereby to the very ways by which much of literature and art is studied and taught today.

In the seminar the concepts of transnationality and transnationalism will be introduced, their effects on American Studies will be discussed, and literary texts will be analyzed from a transnational perspective.

Texts: Meena Alexander, *Manhattan Music* and *River and Bridge*, *Raw Silk* (poetry)

Agha Shahid Ali, selected poetry (Reader)

Srikanth Reddy *Facts for Visitors* (poetry)

Prageeta Sharma selected poetry (Reader)

Requirements: attendance, participation, oral presentation, final paper (relating to current research project)

Bildung und Wissen

154701	Außerschulisches vermittlungsorientiertes Praktikum (AvP), Praktikumsbegleitung		
		nach Vereinbarung mit der Betreuungslehrperson	Lehrende des IAA/ Plesser

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs, die ihr außerschulisches 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 Frau Vera Plesser (Büro: EF 3.433) das Praktikum. Falls der Bericht auf Englisch geschrieben wird, suchen Sie sich einen Betreuer unter den Dozenten des IAA aus.

154702	Basisqualifikation „Beratung und Vermittlung“ / Academic Centre		
		nach Vereinbarung	Osterried (Projektarbeit, Erasmusbetreuung, O-Woche) Piskurek (Academic Centre)

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs und ist Teil des BiWi-Moduls "Bildung und Pluralität" (interdisziplinär). Die projektartig angelegte Veranstaltung findet in Kleingruppen statt. Zu den genauen Anmeldemodalitäten hängen ab der letzten V-Woche des Sommersemester 2010 an der Tür von Raum 3.333 (Osterried, Studienberatung) die entsprechenden Informationen und Listen aus. Alternativ steht eine begrenzte Anzahl an Plätzen im Academic Center (Zulassungsbeschränkung) zur Verfügung.

	BiWi: Ringvorlesung Brückenschlag Studium-Beruf (2SWS, 2 CP)		
		Mi 16:00 – 18:00 Uhr, R. 3.427	Plesser

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs. 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. Leistungsanforderungen werden in der ersten Sitzung besprochen.