

Kommentiertes Vorlesungsverzeichnis

Institut für
Anglistik
und
Amerikanistik

Wintersemester
2011 / 2012



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 anglistischen Veranstaltungen finden sich in den Anschlägen am Schwarzen Brett, EF 50, Gebäudeteil B, 3. Etage, Foyer;
zu den amerikanistischen Veranstaltungen finden sich Anschläge in EF 50, Gebäudeteil D, Erdgeschoss, gegenüber von 0.406.

Wintersemester 2011/12

Die Lehrveranstaltungen beginnen am 10.10.2011 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	Linguistics I – Kurs A (2 Ü)		
	Mo 10:15 – 11:45	R. 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} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301

154102	Linguistics I – Kurs B (2 Ü)		
	Mo 14:15 – 15:45	R. 3.208	Reinke
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} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301

154103	Linguistics I – Kurs C (2 Ü)		
	Di 08:30 – 10:00	R. 3.208	Dornbusch
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} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301

154104	Linguistics I – Kurs D (2 Ü)		
	Do 14:15 – 15:45	R. 3.208	Salzinger
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} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301

154115	Linguistics I – Kurs E (2 Ü)		
	Di 14:15 – 15:45	R. 3.205	Peters
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} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301

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

- 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).

Linguistics II will follow in the summer, and will include:

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

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 whenever an opportunity presents itself.

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

- a) a mid-term written test on phonetics and phonology;
- b) an end-of-term written test on morphology and syntax;
- c) further written and/or oral contributions in **Linguistics II**.

Each class will be accompanied by a tutorial (one hour per week), if funds are available.

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

Textbook (to be purchased):

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

154105	English Syntax (2 PS)		
	Mi 12:15 – 13:45	R. 3.205	N.N.
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} : PO09: Kern: (1c), 2b, 3ab, 4a Komp: (1b), 2bc
	BK: 2b		M.A. _{ALK} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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	Morphology and Word Formation (2 PS)		
	Blockseminar	R. 0.220	Bücker
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} : PO09: Kern: (1c), 2b, 3ab, 4a Komp: (1b), 2bc
	BK: 2b		M.A. _{ALK} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

How do we form new words, and how do we understand words we have never encountered before, without even using a dictionary? Why are some words possible, but not accepted? These are the fundamental questions we will address, building on your knowledge of morphology acquired in the Introduction to Linguistics. We will come to know the principal methods employed by the English language in forming words, as exemplified in:

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

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

The course will take place as follows:

Montag, 10.10.2011 um 19.30 Uhr; Freitag, 28.10.2011 16-20 Uhr; Samstag, 29.10.2011 8-15 Uhr; Freitag, 04.11.2011 16-20 Uhr; Samstag, 05.11.2011 8-15 Uhr; Klausur: tba

Required reading:

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

154107	Pragmatics (2 PS)		
	Fr 16:15 – 17:45	R. 3.206	Reinertz
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} : PO09: Kern: (1c), 2b, 3ab, 4a Komp: (1b), 2bc
	BK: 2b		M.A. _{ALK} :
LPO 1994/2000: A		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

Participants will be required to do a presentation, actively participate in class as well as pass a written test at the end of term. A reader will be made available by the beginning of the semester.

The seminar will be supported by an EWS-Workspace (<http://ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar. Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.

! Das Seminar kann leider nicht wöchentlich stattfinden bzw. muss in einigen Wochen ausfallen. Die ausgefallenen Sitzungen werden nachgeholt - entweder durch zusätzliche Seminartermine oder Doppelsitzungen. Bitte stellen Sie sich darauf ein. Nähere Hinweise in der ersten Seminarsitzung!

2. STUDIENPHASE

154108 Historical Dimensions of the English Language – Kurs A (2 S)				
	Mi 16:15 – 17:45	R. 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: 7c, 8, 9, 10a, 18ac / PO09: Kern: 6bc,7bc Komp: 4a	
	BK: 4a		M.A. _{ALK} :	
LPO 1994/2000:		M.A. _{AS} : PO09: 1, 2		
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

154109 Historical Dimensions of the English Language – Kurs B (2 S)				
	Do 14:15 -15:45	R. 3.205	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: 7c, 8, 9, 10a, 18ac / PO09: Kern: 6bc,7bc Komp: 4a	
	BK: 4a		M.A. _{ALK} :	
LPO 1994/2000: A		M.A. _{AS} : PO09: 1, 2		
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

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

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

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

Introductory reading and textbook (recommended for purchase): Barber, Charles, Joan C. Beal & Philip A.

Shaw. 2009. *The English Language. A Historical Introduction. 2nd edition*. Cambridge: Cambridge University Press.

154110	Cognitive Linguistics (2 HS)		
	Mo 16:15 – 17:45	R. 0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 503, 702, 703		
	MA LA: 1201, 1201, 1203		
	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, 18ac / PO09: Kern: 7bc, 8c Komp:3, 4a
	BK: 8a,b		M.A. _{ALK} :
LPO 1994/2000: A		M.A. _{AS} : PO09: 1, 2, 3	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

There are three major hypotheses which guide the cognitive approach to language (Croft, Cruse 2004: 1):

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

- grammar is conceptualization, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.

- knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs input from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.

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

The exact requirements for credits will be discussed in our first session.

154111	Understanding Utterances (2 HS)		
	Do 10:15 – 11:45	R. 3.205	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 503, 702, 703		
	MA LA: 1201, 1201, 1203		
	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, 18ac / PO09: Kern: 7bc, 8c Komp:4a
	BK: 8a,b		M.A. _{ALK} :
LPO 1994/2000: A		M.A. _{AS} : PO09: 1, 2, 3	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

We may be able to come up with at least a "surface" understanding for each of the utterances given above, but can we be sure that this is what the speaker meant? Some of the utterances require rather specific processes of interpretation on the side of the hearer. On the other hand, we have to consider why the speaker chose to express his or her meaning in this form, and not in any other. In short: while producing and understanding utterances is extremely normal for every one of us, it is not exactly easy to explain what is happening in either of these activities; and then, of course, there are those cases where misunderstand - or are misunderstood. ("You just don't understand!") Why does communication founder, occasionally? Sometimes everything depends on the meaning of a single word: "It would be a pleasure if we could have TEA together tomorrow, at our place." Now, when exactly should I arrive at my host's house for having TEA with him?

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

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

- an end-of-term written test;
- a written paper (15 pages), which will have to be handed in by March 31, 2012;
- a summary of and reflections on the oral presentation.

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

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

154112	Early Modern English (1500- 1800): Diaries and Private Letters (2 HS)		
	Di 10:15 – 11:45	R. 3.206	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 503, 702, 703 MA LA: 1201, 1201, 1203		
	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, 10a, 18ac / PO09: Kern: 6bc,7bc Komp: 4a
	BK: 8a,b		M.A. _{ALK} :
	LPO 1994/2000: A		M.A. _{AS} : PO09: 1, 2
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Early Modern English (ca. 1500 – ca. 1800) is the period immediately preceding - and leading up to – the “late modern” and present-day periods in the history of the English language. During Early Modern English, a number of formative changes affect the English language:

- in phonology, there are changes affecting the vowel system (e.g. Great Vowel Shift, emergence of the phonemic contrast /Y/ vs. /ɤ/) and the consonants (e.g. loss of post-vocalic /r/, but not in all accents);
- in morphology, the present system of personal pronouns is fixed, and the rules for the use of relative markers are laid down;
- in syntax, the use of the auxiliary *do* in negative clauses and in interrogative clauses emerges and becomes obligatory;
- the vocabulary grows almost exponentially and displays heavy influences from Latin and Greek.

At the same time, two crucial cultural developments serve to multiply the amount of source material for the English language, as compared to the preceding centuries. These are:

- the arrival of the newly invented technology of printing;
- the growing ability of lay persons to read and write.

The latter development was implemented in the proliferation of private correspondences, and of the writing of diaries, even by “lowly” members of the speech community. Both genres offer many fascinating insights into the life which was led by the various writers, and also the variety of their language usage.

To participants, a corpus of texts will be made available, which will serve as a data base for linguistic, historical and cultural considerations.

154113	Second Language Acquisition (2 HS)		
	Di 08:30 – 10:00	R. 3.206	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 503, 702, 703 MA LA: 1201, 1201, 1203		
	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, 18ac / PO09: Kern: 6b, 7bc, 8c Komp: 4a
	BK: 8a,b		M.A. _{ALK} :
	LPO 1994/2000: A		M.A. _{AS} : PO09: 1a, 2, 3
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

The requirements for credits will be announced in our first meeting. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

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

MASTERSTUDIENGÄNGE LEHRAMT

154110	Cognitive Linguistics (2 HS)		
	Mo 16:15 – 17:45	R. 0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 503, 702, 703		
	MA LA: 1201, 1201, 1203		
	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, 18ac / PO09: Kern: 7bc, 8c Komp:3, 4a
	BK: 8a,b		M.A. _{ALK} :
LPO 1994/2000: A		M.A._{AS}: PO09: 1, 2, 3	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

There are three major hypotheses which guide the cognitive approach to language (Croft, Cruse 2004: 1):

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

- grammar is conceptualization, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.

- knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs input from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.

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

The exact requirements for credits will be discussed in our first session.

154113	Second Language Acquisition (2 HS)		
	Di 08:30 – 10:00	R. 3.206	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 503, 702, 703		
	MA LA: 1201, 1201, 1203		
	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, 18ac / PO09: Kern: 6b, 7bc, 8c Komp: 4a
	BK: 8a,b		M.A. _{ALK} :
LPO 1994/2000: A		M.A._{AS}: PO09: 1a, 2, 3	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

The requirements for credits will be announced in our first meeting. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

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

154114	Linguistics Project (1 K)		
	n. V.		Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1201, 1202, 1203		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
LPO 1994/2000: A		M.A._{AS}: PO09: 3b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Projects in linguistics may have a background in a Hauptseminar which has been (or is being) attended, but independent suggestions will certainly be welcome. Highly recommended: forming a team for your project. Advice on conceiving, planning and realising a project will be given in (group-)individually arranged appointments. Please check my iaawiki page for a list of suggestions for topics or areas where a topic might be found. A preliminary meeting will be announced soon after course assignment. **The seminar will be supported by an EWS-Workspace (<http://ews.tu-dortmund.de>) for which you should register immediately as soon as you have got a place in this seminar.**

Sprachpraxis

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

1. STUDIENPHASE

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

Integrated Foundation Courses (IFC)

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

154401	IFC I (2 Ü)			
	Mo 16:00 – 17:30	R. 3.112	Hamblock	
Modulzu- ordnungen:	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} : PO09: 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154402	IFC II (2 Ü)			
	Mo 14:15 – 15:45	R. 3.205	Mukder	
Modulzu- ordnungen:	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} : 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154403	IFC III (2 Ü)			
	Di 16:00 – 17:30	R. 3.206	Hamblock	
Modulzu- ordnungen:	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} : 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154404	IFC IV (2 Ü)			
	Mi 14:15 – 15:45	R. 3.205	Mukler	
Modulzu- ordnungen:	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} : 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101		HRG: 101	GyGe/BK: 101	SP: 101

154405	IFC V (2 Ü)			
	Mo 18:15 – 19:45	R. 3.206	Mukler	
Modulzu- ordnungen:	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} : 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101		HRG: 101	GyGe/BK: 101	SP: 101

154406	IFC VI (2 Ü)			
	Fr 10:15 – 11:45	R. 3.205	Tallon	
Modulzu- ordnungen:	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} : 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101		HRG: 101	GyGe/BK: 101	SP: 101

154407	IFC VII (2 Ü)			
	Fr 14:15 – 15:45	R. 3.208	Bell	
Modulzu- ordnungen:	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} : 1b	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 101		HRG: 101	GyGe/BK: 101	SP: 101

Written and Oral 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”.

154409	WOC:Current Issues (2 Ü)		
	Di 12:15 – 13:45	R. 3.206	Tallon
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} :
	LPO 1994/2000:		M.A. _{AS} :
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154410	WOC: Short Stories (2 Ü)		
	Fr 12:15 – 13:45	R. 3.206	Tallon
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} :
	LPO 1994/2000:		M.A. _{AS} :
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154411	WOC: Theory (2 Ü)		
	Mo 12:15 – 13:45	R. 3.205	Kirchner
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} :
	LPO 1994/2000:		M.A. _{AS} :
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154412	WOC: Current Issues (2 Ü)		
	Di 12:15 – 13:45	R. 3.205	Hamblock
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} :
	LPO 1994/2000:		M.A. _{AS} :
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154413	WOC: Media Studies (2 Ü)		
	Mi 16:15 – 17:45	R. 3.207	Mulder
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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154414	WOC: American Sitcoms (2 Ü)		
	Mo 16:15 – 17:45	R. 3.208	Mulder
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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154415	WOC: British Sitcoms (2 Ü)		
	Mi 12:15 – 13:45	U 331	Hamblock
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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154416	WOC:Slang (2 Ü)		
	Mo 16:15 – 17:45	R. 3.205	Kerschen
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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102

Auslandsaufenthalt

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

Project Design and Evaluation

154417		Project Design and Evaluation (3 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: 4d	SP _{2,Fach} :		B.A. _{AS} :	
	BK: 5c			M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} :	
LABG 2009					
G: 103		HRG: 104	GyGe/BK: 104	SP: 103	

154419		Project Design and Evaluation (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: 4d	SP _{2,Fach} :		B.A. _{AS} :	
	BK: 5c			M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} :	
LABG 2009					
G: 103		HRG: 104	GyGe/BK: 104	SP: 103	

154420		Project Design and Evaluation (1 Ü)			
				Tallon	
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: 4d	SP _{2,Fach} :		B.A. _{AS} :	
	BK: 5c			M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} :	
LABG 2009					
G: 103		HRG: 104	GyGe/BK: 104	SP: 103	

154421		Project Design and Evaluation (1 Ü)			
				Hamblock	
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: 4d	SP _{2,Fach} :		B.A. _{AS} :	
	BK: 5c			M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} :	
LABG 2009					
G: 103		HRG: 104	GyGe/BK: 104	SP: 103	

2. STUDIENPHASE

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

Academic Writing (LPO2003 & BML)

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.

154422	Academic Writing I: American Literature (2 Ü)		
	Mo 12:15 – 13:45	R. 3.207	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 1002		
	MA LA:		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154423	Academic Writing II: British Literature (2 Ü)		
	Fr 14:15 – 15:45	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} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154424	Academic Writing III: Cultural Studies (2 Ü)		
	Do 14:15 – 15:45	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} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154425	Academic Writing IV: American Literature (2 Ü)		
	Mo 10:15 – 11:45	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} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154426	Academic Writing V: British 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} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154427	Academic Writing VI: Gender Studies (2 Ü)		
	Mo 16:15 – 17:45	R. 3.207	Kirchner
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154428	Academic Writing VII: Slayer Studies (2 Ü)		
	Fr 12:15 – 13:45	R. 3.207	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154429	Academic Writing VIII: Video Games (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} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154430	Academic Writing IX: Special Projects (2 Ü)		
	Do 16:00 – 17:30	R. 3.205	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154431	Academic Writing X: The Gothic (2 Ü)		
	Mi 10:15 – 11:45	3.207	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Translation

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

Highly recommended background reading:

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

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

154434	Translation German/English III (2 Ü)		
	Di 16:15 – 17:45	R. 3.205	Tallon
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 1001		
	MA LA: 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154435	Translation German/English IV (2 Ü)		
	Mi 12:15 – 13:45	R. 3.207	Tallon
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154436	Translation German/English V (2 Ü)		
	Mi 10:15 – 11:45	R. 3.205	Tallon
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154437	Translation German/English VI (2 Ü)		
	Mo 14:15 – 15:45	R. 3.207	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154438	Translation German/English VII (2 Ü)		
	Do 16:15 – 17:45	R. 3.208	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO09: Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO09: Komp:3a
	BK: 8b		M.A. _{ALK} : PO09: 1a
LPO 1994/2000:		M.A. _{AS} : PO09: 2b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Englische Fachdidaktik

1. STUDIENPHASE

154301	Introduction to Teaching English as a Foreign/Second Language (2V) - Kurs A			
	Di 14:15 – 15:45	R. 3.208	Ehrenreich	
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} :	
	LPO 1994/2000: C		M.A. _{AS} :	
LABG 2009				
G: 201	HRG: 201	GyGe/BK: 201	SP: 201	

154302	Introduction to Teaching English as a Foreign/Second Language (2V) - Kurs B			
	Do 8:30 – 10:00	R. 0.220	Ehrenreich	
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} :	
	LPO 1994/2000: C		M.A. _{AS} :	
LABG 2009				
G: 201	HRG: 201	GyGe/BK: 201	SP: 201	

Making the transition from former pupil to future teacher requires students of English to look at the English classroom from a new angle and to familiarize themselves with a wide range of theoretical and empirical as well as pedagogical concepts that are involved in the teaching and learning of English as a foreign language. The aim of this obligatory course is to introduce students to the field(s) of *Englischdidaktik* and Applied Linguistics by providing a state-of-the-art overview of relevant issues and current debates. These include the following:

- the different roles of English as a national and as a global language,
- European and national language learning policies, e.g. educational standards (*Bildungsstandards*), and curricula,
- language teacher education and teacher development,
- language learning theories,
- recent trends in language teaching methodology,
- the teaching and learning of the language system and language use (pronunciation, vocabulary, grammar) and the four skills (listening, speaking, reading, writing),
- ways of conceptualizing and developing intercultural communicative competence as well as
- diagnosing, evaluating and assessing language proficiency.

These issues will not only be considered from the established 'English as a foreign language' (EFL) perspective in which English is primarily learnt in order to be able to communicate with native speakers. Taking into account recent research into how English is used as an international lingua franca (ELF) among speakers of different first languages, the course will also pose the question of to what extent and in what ways this type of language use should be incorporated into current ELT practice.

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

Purchasing one of the following introductions is highly recommended:

- Haß, F. et al. (Ed.). (2006). *Fachdidaktik Englisch: Tradition, Innovation, Praxis*. Stuttgart: Klett.
- Klippel, F., & Doff, S. (2007). *Englischdidaktik: Praxishandbuch für die Sekundarstufe I und II*. Berlin: Cornelsen Scriptor.
- Müller-Hartmann, A., & Schocker-von Ditfurth, M. (Eds.). (2011). *Introduction to English Language Teaching*. Stuttgart: Klett.

2. STUDIENPHASE

154303	Developing EFL Students' Communicative Competences – What are the issues? (2 HS)		
	Mi 10:15 – 11:45	R. 0.220	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 602, 603 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} :
	LPO 1994/2000: C		M.A. _{AS} :
LABG 2009			
G:		HRG:	GyGe/BK: SP:

In this class we will deal with **communicative language competences** such as language reception (listening, reading) production (speaking and writing) and mediation, and we will also take strategic competences (e.g. How to plan a presentation) into account.

The concept of language competence as described in *Bildungsstandards* and *the Common European Framework* will be considered and we will raise the issue to what extent language form is an indispensable part of the different competences.

In addition, there will be an **emphasis on methodological issues** that are involved as soon as we try to develop competences in the EFL classroom at different stages of the learners' development.

Every participant should become familiar with the *Common European Framework of Reference for Languages* (www.councilofEurope.com – text can be loaded down), and *Bildungsstandards* (texts on www for loading down). The results of the DESI study (an electronic text will be provided) will also be studied.

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

154304	Topics and Texts for Upper Secondary Level and Vocational Schools (2 HS)		
	Mi 16:00 – 17:30	R. 0.220	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 602, 603 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} :
	LPO 1994/2000: C		M.A. _{AS} :
LABG 2009			
G:		HRG:	GyGe/BK: SP:

In this class we are going to discuss theories of *Textdidaktik* and *Literaturdidaktik*. To a certain extent, we will also consider language competences and intercultural competences. It will be a central issue to develop teaching objectives focused on literary and expository texts and to take into account methodological options. In addition, the theoretical issues will be studied by analysing videographed lessons. Furthermore, we will apply and try out the theoretical tool in dealing with texts for teaching at upper secondary levels at regular and vocational schools.

We will start off with **texts taken from textbooks for 10th and 11th grade**. **Texts of fiction** will be included. Then we will get an overview of the topics and texts that are typically dealt with in the context of regular and vocational schools and create teaching lessons and units.

Moreover, we will deal with the requirements at Abitur level, based on the new *National Standards for Abitur* and the curricula of NRW. The special interests of students with a vocational school background will be taken care of, depending on the members' interests in the class.

A reader will be available.

154305	Examenskolloquium (1 K) für LPO 2003 und BML		
	Do 14:15 – 15:45 (ab 1. Dez. 2011)	R. 3.206	Ehrenreich
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA		
	LPO 2003		
	GHR:	SP_{1,Fach}:	B.A._{ALK}:
	Gy/Ge:	SP_{2,Fach}:	B.A._{AS}:
	BK:		M.A._{ALK}:
LPO 1994/2000: C		M.A._{AS}:	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course aims to help students prepare for their *Modul 6* and *Modul 11/LPO 2003* exams. Individual sessions will focus on topic selection, literature research and reading lists, the revision of key and specialist areas in *Englischdidaktik* and Applied Linguistics as well as on strategies for mastering oral and written exams (including practical mock exams). Students intending to do their *Modul 6* and *Modul 11/LPO 2003* exams after this semester are expected to attend this preparatory course. Additional information concerning the procedure (i.e. the scheduling of general sessions and sessions specifically geared towards *Modul 6* or *Modul 11/LPO 2003* candidates and towards oral vs written exams) will be provided in the first session on 1 December 2011. Registration during my office hours (by 1 December 2011).

154306	Intercultural Pragmatics and Language Education (2 HS)		
	Mi 10:15 – 11:45	R. 3.206	Ehrenreich
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601,602		
	MA LA: 1101, 1102		
	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 PO09: Kern: 6b, 8c Komp: 4a
	BK: 2d,4d,5a, 5b		M.A._{ALK}:
LPO 1994/2000: C1-4 (HS/PS)		M.A._{AS}: TG 4	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Pragmatic competence constitutes an integral part of a speaker's overall communicative competence, and learning how to use the language *appropriately* is generally seen as a key goal of ELT. However, what it actually means for a learner/user of English to be pragmatically competent is far from clear. While some researchers in the field of cross-cultural and interlanguage pragmatics usually define pragmatic competence as a mastery of speech acts in British or American English (cf. House et al. 1989), more recent studies are beginning to take into account the fact that English is a pluricentric language which has developed into many national and regional varieties as well as the fact that it is often used by speakers of different first languages as an (inter-)national lingua franca (e.g. Leung 2005, Firth 2009), two facets of language use which call for a re-conceptualization of established notions of appropriateness.

In this seminar we will first look at key pragmatic principles and concepts (e.g. implicature, speech acts, politeness, rapport management) and, following this, discuss recent research findings in the domains of cross-cultural, intercultural and interlanguage pragmatics. We will then move on to a critical examination of current curricular frameworks (including the *Bildungsstandards*), syllabi and teaching materials. Our aim is to identify the teaching objectives in the domains of pragmatics and discourse as stated in these documents, and to analyse the learning opportunities provided by recent ELT materials. Students are encouraged to develop their own teaching materials, which will be implemented in schools and evaluated in the context of small-scale action research projects.

Course requirements will be announced in the first session.

154307	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.206	Jansing
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	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}:
LPO 1994/2000: C		M.A._{AS}:	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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 im bilingualen Zusatzstudiengang, für den Pflichtbereich 1: Der theoretische Hintergrund des bilingualen Unterrichts, belegt werden.

154308	The Psychology of the Second Language Learner (2 HS)		
	Mo 16:00 – 17:30	R. 3.206	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1102		
	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} : B.A. _{AS} : PO03: 7c PO09: Kern: 6b, 8c Komp: 4a
	BK: 2d, 4d, 5a, 5b		M.A. _{ALK} :
LPO 1994/2000: C		M.A. _{AS} : TG 4	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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 examining group dynamics, the psychology of co-operation, and studies which focus on the special characteristics of good and bad learners. While stressing theory and research, we will strive to be very much aware of their practical implications. Prospective students should be prepared to give a presentation. A website with readings and reading lists will be available on the university's intranet system.

The following secondary literature will form the basis for much of our discussion: Zoltan Dörnyei, *The Psychology of the language Learner: Individual Differences in Second Language Acquisition* and Carol Griffiths, *Lessons from Good Language Learners*.

154309	English as a Lingua Franca: Concepts, Descriptions and Implications for ELT (2 HS)		
	Di 10:15 – 11:45	R. 0.220	Pitzl
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1,Fach} : 2d, 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 5a, 5b		M.A. _{ALK} :
LPO 1994/2000: C		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course offers an overview of recent conceptual, sociolinguistic and descriptive research on English as a lingua franca (ELF) and looks at implications that ELF findings may have for practices in English language teaching (ELT).

The course starts by taking stock of the current situation of 'English' around the globe, discussing concepts like ENL, ESL, EFL and World Englishes. It traces how questions like 'Who owns English?' have led to an increasing amount of descriptive research on English as a lingua franca in the past decade, and it reviews some initial ELF findings, for example on characteristics of pronunciation and lexicogrammar. After considering theoretical implications of these first descriptions (such as the question whether ELF can/should/should not be considered a variety), a particular emphasis of the course will be on the potential pedagogical implications of findings on ELF pragmatics. Among other aspects, we will explore how pragmatic strategies such as accommodation, negotiation of meaning and code-switching link the reality of 'real-world' ELF interactions to the reality of language learning environments in the ELT classroom, and might thus have an influence on 'How' rather than 'What' we teach in the future.

Course requirements will be announced in the first session.

Theorie-Praxis-Modul

154310	Planung, Gestaltung und Reflexion von Englischunterricht TPM I & II (2 HS)		
	Mo 18:00 – 19:30	R. 0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

Im Falle weiterer Fragen, kontaktieren Sie mich bitte per Email unter daniel.buecker@tu-dortmund.de.

154311	Planung, Gestaltung und Reflexion von Englischunterricht TPM I & II (2 HS)		
	Mo 14:15 – 15:45	R. 3.510	Papenberg
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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

Im Falle weiterer Fragen, kontaktieren Sie mich bitte per Email unter stefan.papenberg@tu-dortmund.de.

Zusatzstudiengang Bilinguales Lernen und Lehren

154307	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.206	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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 im bilingualen Zusatzstudiengang, für den Pflichtbereich 1: Der theoretische Hintergrund des bilingualen Unterrichts, belegt werden.

154313	And now in English please! Aspects of Content and Language Integrated Learning at German Secondary Schools (2 HS)		
	Do 14.15 – 15.45	R. 0.220	Lutzka
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603 MA LA: 1101, 1102 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} :
	BK: 2d, 4d, 5a, 5b		M.A. _{ALK} :
	LPO 1994/2000:		M.A. _{AS} :
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

The internationalization of the world provides challenges as well as opportunities for our students and following generations of students. This affects what we teach and how we teach to prepare them for today's and tomorrow's society; this holds true particularly for teaching a foreign language. Clearly teaching approaches are needed that stress multilingualism and multiculturalism to allow students to become able to speak, understand and write functionally in English as a lingua franca in various areas within an increasingly interconnected and interdependent world. Research has proven that content and language integrated learning (CLIL) is an effective teaching and learning vehicle as it puts emphasis on learning by construction and not by instruction. One cannot learn a language without content and vice versa. However, if subject specific contents are thought in English, ultimately a more meaningful and authentic learning environment is generated, which may enhance foreign language learning.

This course familiarizes students with the principles and procedures of teaching a subject other than a language in two languages. Students following this course will both explore theoretical concepts and develop and discuss learning activities on concrete topics. The subject History will serve as a model for our studies, which implies that a scientific background is desirable, but not necessary.

Introductory Reading

- Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters, 2006.
- Bosenius, Petra, Jürgen Donnerstag, and Andreas Rohde, eds. *Der bilinguale Unterricht Englisch aus Sicht der Fachdidaktiken*. Trier: WVT, 2007.
- Caspari, Daniela et al., eds. *Bilingualer Unterricht macht Schule: Beiträge aus der Praxisforschung*. 2nd ed. Frankfurt am Main: Peter Lang, 2009.
- Coyle, Do, Philip Hood, and David Marsh. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge UP, 2010.
- Doff, Sabine, ed. *Bilingualer Sachfachunterricht in der Sekundarstufe: Eine Einführung*. Tübingen: Narr, 2010.
- 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

Dieses Seminar kann auch im bilingualen Zusatzstudiengang, für den Pflichtbereich 2: Reflexion von Theorie und Praxis des bilingualen Unterrichts: Englisch als Unterrichtssprache in verschiedenen Schulfächern, belegt werden.

MASTERSTUDIENGÄNGE LEHRAMT

154312	Corpus Linguistics for Language Teachers		
	Di 14:15 – 15:45	R. 0.220	Pitzl
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 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} :
	LPO 1994/2000: C		M.A. _{AS} :
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

This course offers a general and practical introduction to corpus linguistics for future teachers of English. Taking as a point of departure the two questions 'What is a corpus?' and 'How are corpora relevant for language teachers?', the course will start by familiarizing students with some basic corpus linguistic principles, such as the notions of target population, corpus balance, representativeness, concordance, and collocation. As a second step, we will have a look at some of the present debates concerning the relevance and application of corpus-based findings in ELT, discussing issues such as what constitutes 'real' or 'authentic' language in the context of an English language classroom. Finally, the course will introduce you to several English language corpora, which are accessible to researchers and students of English. With teams of students becoming 'experts' for one corpus, we will get to know a number of available English language

corpora such as the British National Corpus (BNC), the Corpus of Contemporary American English (COCA) and the Vienna-Oxford International Corpus of English (VOICE) and together explore ways in which you might use these corpora as additional resources for teaching English in your future careers.

Course requirements will be announced in the first session.

154309	English as a Lingua Franca: Concepts, Descriptions and Implications for ELT (2 HS)		
	Di 10:15 – 11:45	R. 0.220	Pitzl
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a	B.A. _{AS} :
	BK: 2d, 5a, 5b		M.A. _{ALK} :
LPO 1994/2000: C			M.A. _{AS} :
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course offers an overview of recent conceptual, sociolinguistic and descriptive research on English as a lingua franca (ELF) and looks at implications that ELF findings may have for practices in English language teaching (ELT).

The course starts by taking stock of the current situation of 'English' around the globe, discussing concepts like ENL, ESL, EFL and World Englishes. It traces how questions like 'Who owns English?' have led to an increasing amount of descriptive research on English as a lingua franca in the past decade, and it reviews some initial ELF findings, for example on characteristics of pronunciation and lexicogrammar. After considering theoretical implications of these first descriptions (such as the question whether ELF can/should/should not be considered a variety), a particular emphasis of the course will be on the potential pedagogical implications of findings on ELF pragmatics. Among other aspects, we will explore how pragmatic strategies such as accommodation, negotiation of meaning and code-switching link the reality of 'real-world' ELF interactions to the reality of language learning environments in the ELT classroom, and might thus have an influence on 'How' rather than 'What' we teach in the future.

Course requirements will be announced in the first session.

154313	And now in English please! Aspects of Content and Language Integrated Learning at German Secondary Schools (2 HS)		
	Do 14.15 – 15.45	R. 0.220	Lutzka
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1102		
	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} :
	BK: 2d, 4d, 5a, 5b		M.A. _{ALK} :
LPO 1994/2000: C			M.A. _{AS} :
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

The internationalization of the world provides challenges as well as opportunities for our students and following generations of students. This affects what we teach and how we teach to prepare them for today's and tomorrow's society; this holds true particularly for teaching a foreign language. Clearly teaching approaches are needed that stress multilingualism and multiculturalism to allow students to become able to speak, understand and write functionally in English as a lingua franca in various areas within an increasingly interconnected and interdependent world. Research has proven that content and language integrated learning (CLIL) is an effective teaching and learning vehicle as it puts emphasis on learning by construction and not by instruction. One cannot learn a language without content and vice versa. However, if subject specific contents are thought in English, ultimately a more meaningful and authentic learning environment is generated, which may enhance foreign language learning.

This course familiarizes students with the principles and procedures of teaching a subject other than a language in two languages. Students following this course will both explore theoretical concepts and develop and discuss learning activities on concrete topics. The subject History will serve as a model for our studies, which implies that a scientific background is desirable, but not necessary.

Introductory Reading

- Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters, 2006.
- Bosenius, Petra, Jürgen Donnerstag, and Andreas Rohde, eds. *Der bilinguale Unterricht Englisch aus Sicht der Fachdidaktiken*. Trier: WVT, 2007.
- Caspari, Daniela et al., eds. *Bilingualer Unterricht macht Schule: Beiträge aus der Praxisforschung*. 2nd ed. Frankfurt am Main: Peter Lang, 2009.

- Coyle, Do, Philip Hood, and David Marsh. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge UP, 2010.
- Doff, Sabine, ed. *Bilingualer Sachfachunterricht in der Sekundarstufe: Eine Einführung*. Tübingen: Narr, 2010.
- 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

Dieses Seminar kann auch im bilingualen Zusatzstudiengang, für den Pflichtbereich 2: Reflexion von Theorie und Praxis des bilingualen Unterrichts: Englisch als Unterrichtssprache in verschiedenen Schulfächern, belegt werden.

154303				Developing EFL Students' Communicative Competences – What are the issues? (2 HS)			
		Mi 10:15 – 11:45	R. 0.220		Nold		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften			
	BA LA: 601, 602, 603 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} :		
	LPO 1994/2000: C				M.A. _{AS} :		
	LABG 2009						
G:		HRG:		GyGe/BK:		SP:	

In this class we will deal with **communicative language competences** such as language reception (listening, reading) production (speaking and writing) and mediation, and we will also take strategic competences (e.g. How to plan a presentation) into account.

The concept of language competence as described in *Bildungsstandards* and *the Common European Framework* will be considered and we will raise the issue to what extent language form is an indispensable part of the different competences.

In addition, there will be an **emphasis on methodological issues** that are involved as soon as we try to develop competences in the EFL classroom at different stages of the learners' development.

Every participant should become familiar with the *Common European Framework of Reference for Languages* (www.councilofEurope.com – text can be loaded down), and *Bildungsstandards* (texts on www for loading down). The results of the DESI study (an electronic text will be provided) will also be studied.

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

154304				Topics and Texts for Upper Secondary Level and Vocational Schools (2 HS)			
		Mi 16:00 – 17:30	R. 0.220		Nold		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften			
	BA LA: 601, 602, 603 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} :		
	LPO 1994/2000: C				M.A. _{AS} :		
	LABG 2009						
G:		HRG:		GyGe/BK:		SP:	

In this class we are going to discuss theories of *Textdidaktik* and *Literaturdidaktik*. To a certain extent, we will also consider language competences and intercultural competences. It will be a central issue to develop teaching objectives focused on literary and expository texts and to take into account methodological options. In addition, the theoretical issues will be studied by analysing videographed lessons.

Furthermore, we will apply and try out the theoretical tool in dealing with texts for teaching at upper secondary levels at regular and vocational schools.

We will start off with **texts taken from textbooks for 10th and 11th grade**. **Texts of fiction** will be included. Then we will get an overview of the topics and texts that are typically dealt with in the context of regular and vocational schools and create teaching lessons and units.

Moreover, we will deal with the requirements at Abitur level, based on the new *National Standards for Abitur* and the curricula of NRW. The special interests of students with a vocational school background will be taken care of, depending on the members' interests in the class.

A reader will be available.

154305	Examenskolloquium (1 K) für LPO 2003 und BML		
	Do 14:15 – 15:45 (ab 1. Dez. 2011)	R. 3.206	Ehrenreich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA		
	LPO 2003		
	GHR:	SP_{1,Fach}:	B.A._{ALK}:
	Gy/Ge:	SP_{2,Fach}:	B.A._{AS}:
	BK:		M.A._{ALK}:
	LPO 1994/2000:	M.A._{AS}:	
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

This course aims to help students prepare for their *Modul 6* and *Modul 11/LPO 2003* exams. Individual sessions will focus on topic selection, literature research and reading lists, the revision of key and specialist areas in *Englischdidaktik* and Applied Linguistics as well as on strategies for mastering oral and written exams (including practical mock exams). Students intending to do their *Modul 6* and *Modul 11/LPO 2003* exams after this semester are expected to attend this preparatory course. Additional information concerning the procedure (i.e. the scheduling of general sessions and sessions specifically geared towards *Modul 6* or *Modul 11/LPO 2003* candidates and towards oral vs written exams) will be provided in the first session on 1 December 2011. Registration during my office hours (by 1 December 2011).

154306	Intercultural Pragmatics and Language Education (2 HS)		
	Mi 10:15 – 11:45	R. 3.206	Ehrenreich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601,602		
	MA LA: 1101, 1102		
	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 PO09: Kern: 6b, 8c Komp: 4a
	BK: 2d,4d,5a, 5b		M.A._{ALK}:
	LPO 1994/2000: C1-4 (HS/PS)	M.A._{AS}: TG 4	
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

Pragmatic competence constitutes an integral part of a speaker's overall communicative competence, and learning how to use the language *appropriately* is generally seen as a key goal of ELT. However, what it actually means for a learner/user of English to be pragmatically competent is far from clear. While some researchers in the field of cross-cultural and interlanguage pragmatics usually define pragmatic competence as a mastery of speech acts in British or American English (cf. House et al. 1989), more recent studies are beginning to take into account the fact that English is a pluricentric language which has developed into many national and regional varieties as well as the fact that it is often used by speakers of different first languages as an (inter-)national lingua franca (e.g. Leung 2005, Firth 2009), two facets of language use which call for a re-conceptualization of established notions of appropriateness.

In this seminar we will first look at key pragmatic principles and concepts (e.g. implicature, speech acts, politeness, rapport management) and, following this, discuss recent research findings in the domains of cross-cultural, intercultural and interlanguage pragmatics. We will then move on to a critical examination of current curricular frameworks (including the *Bildungsstandards*), syllabi and teaching materials. Our aim is to identify the teaching objectives in the domains of pragmatics and discourse as stated in these documents, and to analyse the learning opportunities provided by recent ELT materials. Students are encouraged to develop their own teaching materials, which will be implemented in schools and evaluated in the context of small-scale action research projects.

Course requirements will be announced in the first session.

154307	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.206	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	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}:
	LPO 1994/2000: C	M.A._{AS}:	
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

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 im bilingualen Zusatzstudiengang, für den Pflichtbereich 1: Der theoretische Hintergrund des bilingualen Unterrichts, belegt werden.

154308	The Psychology of the Second Language Learner (2 HS)		
	Mo 16:00 – 17:30	R. 3.206	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1102		
	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 PO09: Kern: 6b, 8c Komp: 4a
	BK: 2d, 4d, 5a, 5b		M.A. _{ALK} :
LPO 1994/2000: C		M.A._{AS}:TG 4	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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 examining group dynamics, the psychology of co-operation, and studies which focus on the special characteristics of good and bad learners. While stressing theory and research, we will strive to be very much aware of their practical implications. Prospective students should be prepared to give a presentation. A website with readings and reading lists will be available on the university's intranet system.

The following secondary literature will form the basis for much of our discussion: Zoltan Dörnyei, *The Psychology of the language Learner: Individual Differences in Second Language Acquisition* and Carol Griffiths, *Lessons from Good Language Learners*.

154314	Oberseminar Applied Linguistics and ELT (2 HS)		
	Di 16:15 – 17:45	R. 3.207	Ehrenreich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1101,1002		
	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} :
	BK: 2d,4d,5a, 5b		M.A. _{ALK} :
LPO 1994/2000:		M.A._{AS}: PO09: 3b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This seminar is intended for students who are currently planning or completing their MA theses, *Staatsarbeiten* or doctoral dissertations in *Englische Fachdidaktik / Applied Linguistics*. Apart from input sessions focussing on the individual phases involved in the researching and writing of - literature-based or empirical - theses, the seminar will also provide a forum for the presentation and discussion of participants' current work-in-progress.

Course requirements will be announced in the first session.

154315	From Storytelling, Picture Books, Songs, and Games – English in the Primary School (2 HS)		
	Mo 14:15 – 15:45	R. 3.206	Strauss
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 6023MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP _{1,Fach} : 2d, 4a, 4b	B.A. _{ALK} :
	Gy/Ge: 2d, 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 5a, 5b		M.A. _{ALK} :
	LPO 1994/2000: C		M.A._{AS}:
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This class offers an overview about the theory and practice of learning and teaching English in primary schools. We will discuss currently debated issues in this subject area, such as the development of language competence, language awareness and intercultural competence. According to research findings in the field of second language acquisition, we will discuss general teaching methods and principles of the primary classroom, e.g. storytelling, the use of picture books, hand puppets, games, songs and rhymes. Your role as future teachers will always be a focus of this seminar and you will be encouraged to reflect on it. Furthermore, we will also evaluate current teaching material and see how it can be used in class. We will not only discuss theoretical issues, but also try out some concepts and ideas in class.

The exact requirements will be announced in the first session. Reading material will be made available on the EWS-Workspace for this course.

Recommended for purchase:

Legutke, M.K., & Müller-Hartmann, A., & Schocker-v. Ditfurth, M. (2009). *Teaching English in the Primary School*. Stuttgart: Klett.

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies – Group A (2 PS)			
	Mi 12:15 – 13:45	R. 3.208	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 101			
	MA LA:			
	LPO 2003			
	GHR: -	SP _{1,Fach} : -	B.A. _{ALK} : PO09: Kern: 1c, 2 Komp: 1b	
	Gy/Ge: -	SP _{2,Fach} : -	B.A. _{AS} : TG 5 Basis	
	BK: -		M.A. _{ALK} : -	
	LPO 1994/2000: -		M.A. _{AS} : -	
LABG 2009				
G: 401	HRG: 401	GyGe/BK: 401	SP: 401	

154202	Introduction to British Literary Studies – Group B (2 PS)			
	Do 8:30 – 10:00	R. 3.205	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 101			
	MA LA:			
	LPO 2003			
	GHR: -	SP _{1,Fach} : -	B.A. _{ALK} : PO09: Kern: 1c, 2 Komp: 1b	
	Gy/Ge: -	SP _{2,Fach} : -	B.A. _{AS} : TG 5Basis	
	BK: -		M.A. _{ALK} : -	
	LPO 1994/2000: -		M.A. _{AS} : -	
LABG 2009				
G: 401	HRG: 401	GyGe/BK: 401	SP: 401	

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

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

The course is structured in the form of alternating sessions:

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

Mandatory reading (for the course and the oral exam in module 1)

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

- William Shakespeare: *Romeo and Juliet*
- Oscar Wilde: *The Picture of Dorian Gray*
- Virginia Woolf: *To the Lighthouse*
- G.B. Shaw: *Pygmalion*
- Samuel Beckett: *Waiting for Godot*
- Ian McEwan: *Enduring Love*
- sowie weitere Texte aus dem Reader

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

William Shakespeare:	“My mistress’ eyes are nothing like the sun” (“Reader”)[SEK 600]
William Wordsworth:	“Ode: Intimations of Immortality from Recollections of Early Childhood” (“Reader”)[SEK 600]
Percy Bysshe Shelley:	“Ode to the Westwind”

G.B. Shaw:	('Reader')[SEK 600] <i>Pygmalion</i> (1913) [SEL S 13/25; SEL S 13/28; C 4788]
Kazuo Ishiguro:	<i>The Remains of the Day</i> (1989) [SEL 14/10]
Ian McEwan:	"Solid Geometry" ('Reader') "Butterflies" ('Reader') "Disguises" ('Reader')

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

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

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

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

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

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

154203	Introduction to British Literary Studies, Group C (2PS)			
	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} : PO09: Kern: 1c, 2 Komp: 1b	
	Gy/Ge: 1a	SP _{2,Fach} : 1a	B.A. _{AS} : TG 5 Basis	
	BK: 1a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
LABG 2009				
G: 401	HRG: 401	GyGe/BK: 401	SP: 401	

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

This is the reading list obligatory to all participants:

(Poetry)

William Shakespeare, Sonnet 116

Philip Sidney, Desire

William Wordsworth, To the Cuckoo

Wilfred Owen, Anthem for Doomed Youth

William Butler Yeats, An Irishman foresees his Death

Wendy Cope, Lonely Hearts

(Drama)

Oscar Wilde, *The Importance of Being Earnest*

(Prose)

James Joyce, Eveline

Michael Cunningham, Mister Brother

Ian McEwan, *Comfort of Strangers*

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

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

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

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

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

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

154214	Introduction to British Literary Studies, Group D (2 PS)		
	Mi 8:30 – 10:00	R. 3.206	Schlessag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 101		
	MA LA		
	LPO 2003		
	GHR:1a	SP _{1,Fach} : 1a	B.A. _{ALK} : PO09: Kern: 1c, 2 Komp: 1b
	Gy/Ge: 1a	SP _{2,Fach} : 1a	B.A. _{AS} : TG 5 Basis
	BK: 1a		M.A. _{ALK} :
	LPO 1994/2000:		M.A. _{AS} :
LABG 2009			
G: 401	HRG: 401	GyGe/BK: 401	SP: 401

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

This is the reading list obligatory to all participants:

Set textbooks for the course’s theoretical background:

Ansgar and Vera Nünning, *An Introduction to the Study of English and American Literature*, Stuttgart et al.: Ernst Klett 2007

Ansgar and Vera Nünning, *Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Ansätze – Grundlagen – Modellanalysen*, Stuttgart und Weimar: Metzler 2010

Books may be purchased or photocopied from the library.

Compulsory Reading:

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

Plays:

William Shakespeare: *The Tempest*, Penguin Popular Classics, 1994

Sarah Kane: *Phaedra’s Love*, Methuen, 2002

Both plays must be purchased. The editions above are recommended.

Novels:

Oscar Wilde: *The Picture of Dorian Gray*, Penguin Popular Classics, 1994

Martin Amis: *The Rachel Papers*, Vintage Books, 2004

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

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

154215	Introduction to British Literary Studies, Group E (2 PS)		
	Di 10:15 – 11:45	R. 3.208	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 101		
	MA LA		
	LPO 2003		
	GHR:1a	SP _{1,Fach} : 1a	B.A. _{ALK} : PO09: Kern: 1c, 2 Komp: 1b
	Gy/Ge: 1a	SP _{2,Fach} : 1a	B.A. _{AS} : TG 5 Basis
	BK: 1a		M.A. _{ALK} :
	LPO 1994/2000:		M.A. _{AS} :
LABG 2009			
G: 401	HRG: 401	GyGe/BK: 401	SP: 401

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

This is the reading list obligatory to all participants:

(Poetry)

William Shakespeare, Sonnet 116
 Philip Sidney, Desire
 William Wordsworth, To the Cuckoo
 Wilfred Owen, Anthem for Doomed Youth
 William Butler Yeats, An Irishman foresees his Death
 Wendy Cope, Lonely Hearts
 (Drama)
Oscar Wilde, The Importance of Being Earnest
 (Prose)
 James Joyce, Eveline
 Michael Cunningham, Mister Brother
Ian McEwan, Comfort of Strangers

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

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

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

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

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

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

154204	Nationalism in Pre- and Post-Devolution Scottish Literature and Culture (2 PS)		
	Do 10:15 – 11:45	R. 3.205	Hologa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 2bc, 3c Komp: 1b, 2d
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e, 4b		M.A. _{ALK} :
LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

After the Treaty of Union with England in 1707, the Scottish Parliament in Edinburgh was dissolved and for almost 300 years, Scottish politics were mostly decided about in London. But in 1997, the Scottish people voted in favour of the re-installation of the Holyrood Parliament in a referendum and in 1999, 129 Scottish members of parliament (SMPs) resumed work.

This seminar will focus on the mechanisms of devolution in Great Britain and the concept of the modern European nation-state at the turn of the millennium by having a closer look at Scottish political and cultural (anti-)nationalism and Scotland's literary output in this crucial phase. Both historical and political documents as well as literary texts will be discussed following themes such as national identities and postcolonialism in order to demonstrate the ways in which contemporary Scottish literature has its repercussions on shifting concepts of 'Scottishness'.

Students will be encouraged to explore their individual interpretation of texts using and developing skills in cultural analysis and knowledge of contexts in small project groups and presentations. Credits will be given for project work, active participation and a term paper (10-12 pages).

154205	Novels of the Fantastic (2 PS)		
	Fr 12:15 – 13:45	R. 3.205	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR:1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3c Komp: 1b, 2d
	Gy/Ge: 1e	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e		M.A. _{ALK} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

In this Proseminar we shall read and enjoy the charms of fantastic literature. According to Russian structuralist Tzvetan Todorov (cf. Todorov 1973) the fantastic only exists as long as the reader hesitates about the events in a narrative and does not know whether they are natural or supernatural. The thrill that this hesitation entails is what we all know from Alfred Hitchcock's, as rumour has it, most popular movie "The Birds" (1963).

We shall read the following texts starting with tales or novelettes and finishing with two long novels. Thus, the classics join texts so far seldom considered in academic research due to their alleged trivial quality only. However, we shall work out why all the texts are everything but light.

The compulsory reading list is the following:

Edgar A. Poe, The Fall of the House of Usher
 Daphne du Maurier, The Birds
 Edward Morgan Forster, The Celestial Omnibus
Mary Shelley, Frankenstein
Daphne du Maurier, Rebecca

The short stories in conjunction with secondary material you will find in the **Reader** to be available at the start of term (on my Wiki page or in the "Copyshop"). We shall analyse and interpret the short stories together using various approaches such as structuralism, hermeneutics but also deconstruction and psychological approaches. This will be a sound basis for the consideration of the two longer novels in bold print which are recommended for purchase and with which we shall conclude the seminar.

The novels will be discussed with students delivering talks or presenting a project upon them. The exciting film adaptations of these novels might be included as well.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper, written assignment+oral presentation, project work, Take-Home Exam.

154206		The Emerald Isle: Irish Literature and Culture (2 PS)		
	Mo 12:15 – 13:45	R. 3.208	Piskurek	
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 103			
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 2bc, 3c Komp: 1b, 2d	
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis	
	BK: 1e, 4b		M.A. _{ALK} :	
LPO 1994/2000: E1		M.A. _{AS} :		
LABG 2009				
G:	HRG: 403	GyGe/BK: 403	SP:	

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

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

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

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

154207		Twentieth Century Poetry (2 PS)		
	Mi 12:15 – 13:45	R. 3.206	Bell	
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 103			
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 2bc Komp: 1b	
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis	
	BK: 1e		M.A. _{ALK} :	
LPO 1994/2000:		M.A. _{AS} :		
LABG 2009				
G: 601	HRG: 403	GyGe/BK: 403	SP:	

The 20th Century provided some of the most exciting and innovative developments in the history of poetry. This course will focus on the works of some of the most important poets of the last century, such as Berryman, Cummings, Eliot, Ginsberg, Hughes, Plath and Pound. A reader will be available with the poems to be studied. All students wishing to attend will be required to hold a class presentation.

154217	Reading Skills for Literary Texts (2 PS)		
	Do 12:15 – 13:45	R. 3.206	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR:1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 4a Komp: 1b, 2a
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e		M.A. _{ALK} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

Having taught at our university for some semesters I have recognised that students increasingly need to train a number of basic skills without which complex literature is hard if not impossible to read let alone to understand.

As a BA student you might, for example, wonder about the following:

- Given my many courses, how can I manage to read everything that I am supposed to read?
- How can I get a good overview of a text whose language is so complicated that I do not know twenty words on a page?
- How can I learn to read allegedly dated English (Shakespeare) more easily given that grammatical constructions and vocabulary so widely differ from today's usage?
- What is the point in all the theory? Is not my own reading, if I know all the words in a text, sufficient for understanding a literary work of art?

The list of the questions above could be widened.

In this Proseminar, we shall discuss and also give answers to the questions above. We shall be concerned with short, but very difficult exemplary texts both from primary and secondary literature. We shall read, explain vocabulary and grammar, and look for the necessary sources if we feel lost. We shall talk about how to translate difficult passages into German. Furthermore, vocabulary training will be practiced, too.

Last but not least, we shall interpret and analyse the exemplary texts, and this will result in the awareness that all the linguistic and preparatory work above is not an annoying *conditio sine qua no* but proves to be already part of the critic's profound work and analysis. The better you get at it the more you will also appreciate the fun of it.

In the **Reader** available at the start of term (on my Wiki page or in the "Copyshop") you will find the primary texts from various centuries and various genres. Poetry, essays, excerpts from novels and drama and also short stories will be included; among them are so eminent writers as William Shakespeare, Samuel Taylor Coleridge, David Herbert Lawrence, James Joyce, Virginia Woolf, and Colum McCann. Secondary material, especially on the question of what makes a good reader, will be included as well.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper, written assignment+oral presentation, project work, Take-Home Exam.

154219	"Shakespeare on Screen" (2 PS)		
	Blockseminar 14.10. 14-16 Uhr 28.10. 14-18 Uhr, 29.10. 12-16 Uhr 04.11. 14-18 Uhr, 05.11. 12-16 Uhr 11.11 14-18 Uhr, 12.11. 12-16 Uhr 18.11, 14-18 Uhr	R. 3.205	Gerhards
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} :
LPO 1994/2000:		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

Shakespeare is boring and old-fashioned. These are two prejudices about the Bard which almost every student has heard at least once. But actually, they can be proven wrong very easily: we just have to look at the myriad of adaptations. Then we can find "McBeth's", the burger restaurant, the "Elsinore Corporation" in New York, Othello at an American high school and Shakespeare himself being in love. This course aims at revealing Shakespeare's impact on contemporary culture as well as showing the versatility of the plays in various adaptations.

In order to understand all the implications of the adaptation process, Linda Hutcheon's *A Theory of Adaptation* will be the basic theoretical text. Furthermore, critical essays on Shakespeare on film by Richard Burt, Douglas Lanier, Samuel Crowl and others serve as additional source material. Thus, the widespread opinions on this topic can be taken into consideration.

Apart from the scholarly perspective, this course also tries to provide the students with methods of how to work with films. Specific vocabulary, ways to "read" a film and comparative analyses are just some of the objectives. Hence, the aim of the course is twofold: first, to give an insight into Shakespeare adaptations, and second, to learn how to deal with films in an academic context.

We will focus on selected plays (*Hamlet*, *Macbeth*, *Othello*, *The Taming of the Shrew*) and their adaptations. Films include, but are not limited to, the following: *Rave Macbeth* (dir. Klaus Knoesel, 2001), *Scotland, P.A.* (dir. Billy Morrisette, 2000), *O* (dir. Tim Blake Nelson, 2001), *Hamlet* (dir. Kenneth Branagh, 1995 and dir. Franco Zeffirelli, 1990).

Knowledge of the complete plays is not required, but it is an advantage. A reader with the texts used in the seminar will be handed out.

Recommended texts:

- Any of the Arden editions of Shakespeare's plays
- Crowl, Samuel. *Shakespeare and Film. A Norton Guide*. New York, London: W.W. Norton & Company, 2008. Print.

2. STUDIENPHASE

154208 Contemporary British Drama: The Theatrical Approach, Group A (2 HS)			
	Di 12:15 – 13:45	Studiobühne	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 801, 802, 803 MA LA: 1301, 1302, 1303 LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4a	B.A. _{AS} : TG 5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : PO09: 1, 2, 1b
	LPO 1994/2000: B3, E1		M.A. _{AS} : TG 5
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

154209 Contemporary British Drama: The Theatrical Approach, Group B (2 HS)			
	Di 14:15 – 15:45	Studiobühne	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 801, 802, 803 MA LA: 1301, 1302, 1303 LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4a	B.A. _{AS} : TG 5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : PO09: 1, 2, 1b
	LPO 1994/2000: B3, E1		M.A. _{AS} : TG 5
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

The unusual approach of the course is that the plays are not primarily regarded in the traditional way as literature in the same sense that a novel or a poem can be *read*. The focus is not on drama as a book (playtext), but as a performed event (performance, production), i.e. as *theatre* - drama as being written for and functioning on the stage. The course thus abandons the traditional separation of literary and theatre studies still common in Germany and practises an Anglo-American crossover of the disciplines instead.

Work in the course will be conducted in various forms:

- **study** of dramatic/theatrical communication, the relationship between text and stage directions, the multimedial qualities of theatrical representation (visuality of the stage business, use of colour, lighting, sound effects; stage form, scenery, and props; physical movement, body language and voice; relationship with the audience)
- **readings and discussions** of scenes
- **group and team work** (analysis, discussion)
- **role games** to test the relationship between speaking and acting and explore the expressivity of the *dramatis personae* in their theatrical embodiments on stage.
- **creative writing**

Mandatory reading (recommended for purchase)

Caryl Churchill:	<i>Top Girls</i> (1982)	[SEL C 67-10]
Timberlake Wertenbaker:	<i>Our Country is Good</i> (1987)	[SEL W 64-10]
Edward Bond:	<i>Lear</i> (1971)	[SEL B 48-50; Rahmenrichtlinien]
Howard Barker:	<i>The Castle</i> (1985)	[SEL B 108/1-1]

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop"). You are expected to have it with you from the beginning. The primary texts are recommended for purchase.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are (all deadlines during the semester):

- ❖ aktive Teilnahme'
- ❖ ‚Hausarbeit'/term paper
- ❖ Literature and Culture 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!

154210	Food as a Cultural Metaphor in British Fantasies for Children, Group A (2 HS)		
	Do 8:30 – 10:00	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 801, 802, 803		
	MA LA:1301, 1302, 1303		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} : PO03: 6, 17 PO09: Kern: 6,7a Komp: 3
	Gy/Ge: 7a,b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : PO09: 1
LPO 1994/2000: B 3, E 1		M.A. _{AS} : TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154211	Food as a Cultural Metaphor in British Fantasies for Children, Group B (2 HS)		
	Do 10:15 – 11:45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 801, 802, 803		
	MA LA:1301, 1302, 1303		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} : PO03: 6, 17 PO09: Kern: 6,7a Komp: 3
	Gy/Ge: 7a,b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : PO09: 1
LPO 1994/2000: B3, E1		M.A. _{AS} : TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

The course addresses all lovers of British children's literature. Quite a number of it seems to be obsessed with eating and drinking. We are going to study the rich and varied functions of food and meals as a cultural metaphor in four British children's classics. The texts chosen are fantasies for children from the Victorian and Edwardian periods and the time between the two World Wars. For our topic the interrelatedness of food and fantasy is of special importance. In the seminar we will be exploring the ways in which all the texts make important statements about the nature of childhood and negotiate cultural diversity, status, power and identity. The investigations will be embedded in respective discussions of

- the history of British children's literature and of the children's culture
- children's literature theory and criticism
- the poetics of the fantasy
- studies of metaphors
- a semiotics of food and fantasy

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

Mandatory reading (recommended for purchase)

- Carroll, Lewis: *Alice's Adventures in Wonderland* (1865)
Through the Looking-Glass (1871/72)
[SEF 40/7; SEL C 5-1, 5-2, 5-4, 5-10, 5-11; C 7992]
- Nesbit, Edith: *Five Children and It* (1902)
[SEM 430-5]
- Graham, Kenneth: *The Wind in the Willows* (1908)
[SEM 40-4; SEM 40-21; C 11360; C 21498]
- Tolkien, J. R. R.: *The Hobbit* (1937)
[SEL T13-14/5; C 21498]

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop"). You are expected to have it with you from the beginning. The primary texts are recommended for purchase.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are (all deadlines during the semester):

- ❖ ‚Hausarbeit'/term paper
- ❖ 'aktive Teilnahme' („Referat und Ausarbeitung')
- ❖ Literature and Culture Project

❖ ,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!**

154212	British Religious Poetry (2 HS)		
	Mo 14:15 – 15:45	R. 3.112	Kane
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: 6, 17 PO09: Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 6b	SP _{2,Fach} : 4b	B.A. _{AS} : TG5 (Vertiefung)
	BK: 6b		M.A. _{ALK} : 1
	LPO 1994/2000: E1		M.A. _{AS} : TG5
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Religious Poetry in Britain

In line with Marx's ironic but empathetic dictum that religion is "the heart of a heartless world," this seminar sees religious literary discourse as an attempt to construct, buttress and shape cultural meanings and practices. Such practices can provide a haven from social and economic pressures by providing support for marginalised subjectivities. The seminar will focus on the thematic continuity of religious discourse and will attempt to show how radically religious poetry emphasises subjective experience as a counterweight to hegemonic discourse. It will emerge that "orthodox" believers, radical "heretics", and non-believers share similar strategies and interests.

Texts to be discussed will include the following:

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

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

154213	Victorian Visions (2 HS)		
	Di 10:15 – 11:45	R. 3.205	Schleisag
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} : PO03:6ac, 17 PO09:Kern:6bc, 7;Komp:3bc, 4a
	Gy/Ge: 6b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6b		M.A. _{ALK} : PO09: 1bc, 2
	LPO 1994/2000: E1		M.A. _{AS} : TG 5
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This class aims at students with a particular interest in literature and culture of the late 19th century. We shall, however, explore the heterogeneous climate of this period from a twofold perspective.

Firstly, we will look at cultural, political and artistic ideas – some of which proved to be influential, others rather obscure - that were disseminated towards the turn of the century. In our research we will discuss questions of social and political history, gender relations, religion and the natural sciences. Our critical focus will be on projections of the complex realities of Victorian society onto a possible future.

William Morris' well-known book *News From Nowhere* (1890) is often regarded as a key case study for students and scholars with an interest in Victorian culture. But as we shall see Morris' ideas are rather a helpful starting point for a journey into a variety of texts dealing with visions of Victorian society.

Secondly, we shall also look at ways of "redisseminating" Victorian ideas and ideals in various discourses of our own time. Retro trends such as *Steampunk* and artistic grass-roots movements such as *Stuckism* offer students sites for studying the impact and reception of historical ideas in contemporary cultural contexts.

A reader will be provided at the beginning of the semester. The reader contains full translations of all texts discussed in class. Course requirements will be discussed in the first session.

154216	John Keats: Poetry and Poetics (2 HS)			
	Do 08:30 – 10:00	R. 3.208	Schlesag	
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: 6a, 7b, 9, 17ac, 18b; PO09: Kern:6c, 7a, 3c	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6a, 6b		M.A. _{ALK} :	
LPO 1994/2000: B3, E1			M.A. _{AS} :	
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

The aim of this class is to discuss the poetry and poetic principles of arguably one of the most skilled and gifted poets of Romanticism in the English language.

Although John Keats died untimely at a very young age he left us with a body of work of the finest water. Literary critics called Keats' major odes "final masterpieces of human work in all time and for all ages" or "a group of works in which the English language would find ultimate embodiment". Methodologically, we shall pursue two ways of gaining insight into these complex texts: Close reading and both literal and creative translation.

This class will offer to students with a keen interest in poetry a series of some of the most important poems by John Keats. It will also explore Keats' ideas on romantic self-hood and subjectivity, such as "negative capability", put forward in his letters.

MASTERSTUDIENGÄNGE LEHRAMT

154208	Contemporary British Drama: The Theatrical Approach, Group A (2 HS)			
	Di 12:15 – 13:45	Studiobühne	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 801, 802, 803			
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03: 6, 7, 9, 17, 18 PO09: Kern: 6,7ac, 8a Komp: 3, 4ab	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4a	B.A. _{AS} : TG 5 Vertiefung	
	BK: 7a,b		M.A. _{ALK} : PO09: 1, 2, 1b	
LPO 1994/2000: B3, E1			M.A. _{AS} : TG 5	
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

154209	Contemporary British Drama: The Theatrical Approach, Group B (2 HS)			
	Di 14:15 – 15:45	Studiobühne	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 801, 802, 803			
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO03: 6, 7, 9, 17, 18 PO09: Kern: 6,7ac, 8a Komp: 3, 4ab	
	Gy/Ge: 7a,b	SP _{2.Fach} : 4a	B.A. _{AS} : TG 5 Vertiefung	
	BK: 7a,b		M.A. _{ALK} : PO09: 1, 2, 1b	
LPO 1994/2000: B3, E1			M.A. _{AS} : TG 5	
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

The unusual approach of the course is that the plays are not primarily regarded in the traditional way as literature in the same sense that a novel or a poem can be *read*. The focus is not on drama as a book (playtext), but as a performed event (performance, production), i.e. as *theatre* - drama as being written for and functioning on the stage. The course thus abandons the traditional separation of literary and theatre studies still common in Germany and practises an Anglo-American crossover of the disciplines instead.

Work in the course will be conducted in various forms:

- **study** of dramatic/theatrical communication, the relationship between text and stage directions, the multimedial qualities of theatrical representation (visuality of the stage business, use of colour, lighting, sound effects; stage form, scenery, and props; physical movement, body language and voice; relationship with the audience)
- **readings and discussions** of scenes
- **group and team work** (analysis, discussion)
- **role games** to test the relationship between speaking and acting and explore the expressivity of the *dramatis personae* in their theatrical embodiments on stage.
- **creative writing**

Mandatory reading (recommended for purchase)

Caryl Churchill:	<i>Top Girls</i> (1982)	[SEL C 67-10]
Timberlake Wertenbaker:	<i>Our Country is Good</i> (1987)	[SEL W 64-10]
Edward Bond:	<i>Lear</i> (1971)	[SEL B 48-50; Rahmenrichtlinien]
Howard Barker:	<i>The Castle</i> (1985)	[SEL B 108/1-1]

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop"). You are expected to have it with you from the beginning. The primary texts are recommended for purchase.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are (all deadlines during the semester):

- ❖ aktive Teilnahme'
- ❖ ‚Hausarbeit‘/term paper
- ❖ Literature and Culture 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!

154210	Food as a Cultural Metaphor in British Fantasies for Children, Group A (2 HS)			
	Do 8:30 – 10:00	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 801, 802, 803			
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1,Fach} : 5a		B.A. _{ALK} : PO03: 6, 17 PO09: Kern: 6,7a Komp: 3
	Gy/Ge: 7a,b	SP _{2,Fach} : 4b		B.A. _{AS} : TG 5 Vertiefung
	BK: 7a,b			M.A. _{ALK} : PO09: 1
	LPO 1994/2000: B 3, E 1		M.A. _{AS} : TG 5	
	LABG 2009			
	G:	HRG:	GyGe/BK: SP:	

154211	Food as a Cultural Metaphor in British Fantasies for Children, Group B (2 HS)			
	Do 10:15 – 11:45	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 801, 802, 803			
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5a	SP _{1,Fach} : 5a		B.A. _{ALK} : PO03: 6, 17 PO09: Kern: 6,7a Komp: 3
	Gy/Ge: 7a,b	SP _{2,Fach} : 4b		B.A. _{AS} : TG 5 Vertiefung
	BK: 7a,b			M.A. _{ALK} : PO09: 1
	LPO 1994/2000: B3, E1		M.A. _{AS} : TG 5	
	LABG 2009			
	G:	HRG:	GyGe/BK: SP:	

The course addresses all lovers of British children's literature. Quite a number of it seems to be obsessed with eating and drinking. We are going to study the rich and varied functions of food and meals as a cultural metaphor in four British children's classics. The texts chosen are fantasies for children from the Victorian and Edwardian periods and the time between the two World Wars. For our topic the interrelatedness of food and fantasy is of special importance. In the seminar we will be exploring the ways in which all the texts make important statements about the nature of childhood and negotiate cultural diversity, status, power and identity. The investigations will be embedded in respective discussions of

- the history of British children's literature and of the children's culture
- children's literature theory and criticism
- the poetics of the fantasy
- studies of metaphors
- a semiotics of food and fantasy

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

Mandatory reading (recommended for purchase)

Carroll, Lewis:	<i>Alice's Adventures in Wonderland</i> (1865) <i>Through the Looking-Glass</i> (1871/72)	[SEF 40/7; SEL C 5-1, 5-2, 5-4, 5-10, 5-11; C 7992]
Nesbit, Edith:	<i>Five Children and It</i> (1902)	[SEM 430-5]
Graham, Kenneth:	<i>The Wind in the Willows</i> (1908)	[SEM 40-4; SEM 40-21; C 11360; C 21498]
Tolkien, J. R. R.:	<i>The Hobbit</i> (1937)	[SEL T13-14/5; C 21498]

A **'Reader'** with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop"). You are expected to have it with you from the beginning. The primary texts are recommended for purchase.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are (all deadlines during the semester):

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ (‚Referat und Ausarbeitung‘)
- ❖ Literature and Culture Project
- ❖ ‚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!**

Britische Kulturwissenschaft (British Studies)

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} : PO09: Kern: 2b, 3a; Komp: 2c	
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : TG 5 Basis	
	BK: 1b		M.A. _{ALK} :	
	LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009				
G: 403	HRG: 402	GyGe/BK: 402	SP: 402	
154502	English-speaking Cultures of the World - Group B (2 PS)			
	Di 16:00 – 17:30	R. U 331	Schlensag	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 102			
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : PO09: Kern: 2b, 3a; Komp: 2c	
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : TG 5 Basis	
	BK: 1b		M.A. _{ALK} :	
	LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009				
G: 402	HRG: 402	GyGe/BK: 402	SP: 402	
154503	English-speaking Cultures of the World - Group C (2 PS)			
	Mi 10:15 – 11:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 103			
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : PO09: Kern: 2b, 3a; Komp: 2c	
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : TG 5 Basis	
	BK: 1b		M.A. _{ALK} :	
	LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009				
G: 402	HRG: 402	GyGe/BK: 402	SP: 402	
154506	English-speaking Cultures of the World - Group D (2 PS)			
	Do 10:15 – 11:45	R. 3.208	Piskurek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 103			
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : PO09: Kern: 2b, 3a; Komp: 2c	
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : TG 5 Basis	
	BK: 1b		M.A. _{ALK} :	
	LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009				
G: 402	HRG: 402	GyGe/BK: 402	SP: 402	

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.

154204	Nationalism in Pre- and Post-Devolution Scottish Literature and Culture (2 PS)		
	Do 10:15 – 11:45	R. 0.220	Hologa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 2bc, 3c Komp: 1b, 2d
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e, 4b		M.A. _{ALK} :
LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

After the Treaty of Union with England in 1707, the Scottish Parliament in Edinburgh was dissolved and for almost 300 years, Scottish politics were mostly decided about in London. But in 1997, the Scottish people voted in favour of the re-installation of the Holyrood Parliament in a referendum and in 1999, 129 Scottish members of parliament (SMPs) resumed work.

This seminar will focus on the mechanisms of devolution in Great Britain and the concept of the modern European nation-state at the turn of the millennium by having a closer look at Scottish political and cultural (anti-)nationalism and Scotland's literary output in this crucial phase. Both historical and political documents, as well as literary texts will be discussed following themes such as national identities and postcolonialism in order to demonstrate the ways in which contemporary Scottish literature has its repercussions on shifting concepts of 'Scottishness'.

Students will be encouraged to explore their individual interpretation of texts using and developing skills in cultural analysis and knowledge of contexts in small project groups and presentations. Credits will be given for project work, active participation and a term paper (10-12 pages).

154206	The Emerald Isle: Irish Literature and Culture (2 PS)		
	Mo 12:15 – 13:45	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} : PO09: Kern: 1c, 2bc, 3c Komp: 1b, 2d
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e, 4b		M.A. _{ALK} :
LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

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

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

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

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

154504	Perceptions of South African Reality (2 PS)		
	Fr 10:15 – 11:45	R. 3.208	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3ac Komp: 1b, 2cd
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1e, 4b		M.A. _{ALK} :
LPO 1994/2000: B5, E1		M.A. _{AS} :	
LABG 2009			
G:	HRG: 403	GyGe/BK: 403	SP:

Numerous books and films have documented South Africa's *apartheid* system and its demise. As historians and literary experts look back on the last century, the question continues to be: Who will tell the story? One of South Africa's 3 million whites? Or some of South Africa's 25 million black people? Who will produce the movies that shape the world's perceptions of this era? Hollywood or South Africans themselves?

In this Proseminar we will examine the way in which a white Afrikaner in *A Dry White Season* understands the past and present history of his country. We will also read several of the stories from the *Drum* decade and examine how Black Africans portray their reality. We will then compare how these accounts are portrayed both in Hollywood and in other films.

Required Texts:Andre Brink: *A Dry White Season*Michael Chapman (ed.) *The Drum Decade*Class Reader: Excerpts from Mphahlele: *The Wanderers* (The Bongo Story)**2. STUDIENPHASE**

154512	Punk! (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlesag
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: 6ac, 17 PO09: Kern: 6bc, 7, 3bc, 4a
	Gy/Ge: 7b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7b		M.A. _{ALK} :
LPO 1994/2000: E1		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Broadly speaking this class will deal with noise, art and resistance. In particular it will deal with a very complex and influential subculture that has been characterised as a fashion movement, a youth rebellion, an artistic or a political statement.

There are many myths about the origin and influence of Punk: Perhaps it had its heyday only in a period as brief as three years, namely between 1976 and 1979. Maybe it started as a marginal movement most visible in the USA and Great Britain. Surely, its impact on almost all levels of cultural discourse was strong and is still powerfully felt today. Whereas in the past the aesthetics of Punk were related to subcultural and satirical artwork on record covers, flyers and fanzines, punk art today has arrived at the centre of the dominant discourse of the fine arts: the Tate Modern.

We will critically analyse the multi-layered myths that surround punk. We shall discuss music, art, fashion and social resistance within a theoretical framework of cultural studies as signifying practices of encoding and decoding but also as what Raymond Williams called "a way of life".

A reader will be provided at the beginning of the semester. The reader contains full translations of all texts discussed in class. Course requirements will be discussed in the first session.

154212	British Religious Poetry (2 HS)		
	Mo 14:15 – 15:45	R. 3.112	Kane
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: 6, 17 PO09: Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 6b	SP _{2,Fach} : 4b	B.A. _{AS} : TG5 (Vertiefung)
	BK: 6b		M.A. _{ALK} : 1
LPO 1994/2000: E1		M.A. _{AS} : TG5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Religious Poetry in Britain

In line with Marx's ironic but empathetic dictum that religion is "the heart of a heartless world," this seminar sees religious literary discourse as an attempt to construct, buttress and shape cultural meanings and practices. Such practices can provide a haven from social and economic pressures by providing support for marginalised subjectivities. The seminar will focus on the thematic continuity of religious discourse and will attempt to show how radically religious poetry emphasises subjective experience as a counterweight to hegemonic discourse. It will emerge that "orthodox" believers, radical "heretics", and non-believers share similar strategies and interests.

Texts to be discussed will include the following:

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

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

154213	Victorian Visions (2 HS)		
	Di 10:15 – 11:45	R. 3.205	Schlesag
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} : PO03:6ac, 17 PO09:Kern:6bc, 7;Komp:3bc, 4a
	Gy/Ge: 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6b		M.A. _{ALK} : PO09: 1bc, 2
	LPO 1994/2000: E1		M.A. _{AS} : TG 5
LABG 2009			
G:		HRG:	GyGe/BK:
SP:			

This class aims at students with a particular interest in literature and culture of the late 19th century. We shall, however, explore the heterogeneous climate of this period from a twofold perspective.

Firstly, we will look at cultural, political and artistic ideas – some of which proved to be influential, others rather obscure - that were disseminated towards the turn of the century. In our research we will discuss questions of social and political history, gender relations, religion and the natural sciences. Our critical focus will be on projections of the complex realities of Victorian society onto a possible future.

William Morris' well-known book *News From Nowhere* (1890) is often regarded as a key case study for students and scholars with an interest in Victorian culture. But as we shall see Morris' ideas are rather a helpful starting point for a journey into a variety of texts dealing with visions of Victorian society.

Secondly, we shall also look at ways of "redisseminating" Victorian ideas and ideals in various discourses of our own time. Retro trends such as *Steampunk* and artistic grass-roots movements such as *Stuckism* offer students sites for studying the impact and reception of historical ideas in contemporary cultural contexts.

A reader will be provided at the beginning of the semester. The reader contains full translations of all texts discussed in class. Course requirements will be discussed in the first session.

154216	John Keats: Poetry and Poetics (2 HS)		
	Do 08:30 – 10:00	R. 3.208	Schlesag
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: 6a, 7b, 9, 17ac, 18b; PO09: Kern:6c, 7a, 3c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6a, 6b		M.A. _{ALK} :
	LPO 1994/2000: B3, E1		M.A. _{AS} :
LABG 2009			
G:		HRG:	GyGe/BK:
SP:			

The aim of this class is to discuss the poetry and poetic principles of arguably one of the most skilled and gifted poets of Romanticism in the English language.

Although John Keats died untimely at a very young age he left us with a body of work of the finest water. Literary critics called Keats' major odes "final masterpieces of human work in all time and for all ages" or "a group of works in which the English language would find ultimate embodiment". Methodologically, we shall pursue two ways of gaining insight into these complex texts: Close reading and both literal and creative translation.

This class will offer to students with a keen interest in poetry a series of some of the most important poems by John Keats. It will also explore Keats' ideas on romantic self-hood and subjectivity, such as "negative capability", put forward in his letters.

154508	Portrayals of Crime and Violence (2 HS)		
	Fr 12:15 – 13:45	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: 6ac, 17 PO09: Kern: 6bc, 7 Komp: 3bc, 4a
	Gy/Ge: 7a, 7b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7a, 7b		M.A. _{ALK} :
	LPO 1994/2000: B5, E1		M.A. _{AS} :
LABG 2009			
G:		HRG:	GyGe/BK:
SP:			

Athol Fugard, a white South African writer, published his only novel *Tsotsi* in 1980. It became an international bestseller. Later the film *Tsotsi* told the story from Hollywood's perspective. However, already in 1951 Henry Nxumalo had published the story *The Birth of a Tsotsi* and Es'kia Mphahlele published *The Suitcase* in 1955. As black writing was either non-existent in *apartheid* South Africa or had to go underground, both these black writers published their stories in the only publication open to them – *Drum* magazine. Is it a coincidence that Athol Fugard's novel combines the themes of both these stories? Is this a

case of plagiarism? Or was it possible for a white person to truly understand life and crime on black South Africa's streets?

In this Hauptseminar we will explore some of these questions as we read these stories and this novel and compare them to Hollywood's perspective. We will pay attention to how black Africans are portrayed in literature and in film, and how they portray their own reality. We will then contrast the stories, the novel and the film to *Ways of Dying* – written by the post-apartheid Black African novelist Zakes Mda who likewise portrays the violence which grips South Africa – this time during the transition period that ended *apartheid*.

Required Texts:

Athol Fugard: *Tsotsi*

Zakes Mda: *Ways of Dying*

A class reader (*Drum Stories*)

154513	NY-LON: Love & Laugh		
	22.10.; 05.11.; 12.11.; 26.11.; 17.12.	R. 3.208	Laemmerhirt / Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 803, 903		
	MA LA: LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} : PO03: 6ac, 7, 9, 17, 18; PO09: Kern: 6bc, 7, 8 Komp: 3bc, 4
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK:		M.A. _{ALK} :
	LPO 1994/2000: E1, E2		M.A. _{AS} :
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

It seems that everyone has an opinion about romantic comedies: either you love them or you don't (putting it mildly). We intend to challenge this binary and look at various discourses that inform rom-coms, past and present: What are new trends, is the rom-com old-fashioned or even misogynist and what is a 'bromantic comedy'?

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. 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. As this is a project seminar, we can take only 15 participants in the "2. Studienphase". Students who would like to participate should apply via email to christian.lenz@tu-dortmund.de by September 30th. Accepted students are expected to purchase and read Claire Mortimer: *Romantic Comedy* (ISBN: 978-0415548632).

! Der Anmeldeschluss für den Kurs wird um zwei Wochen vorverlegt (auf den 19.09.), da das Buch ggf. längere Lieferzeit braucht und eine umfangreichere Vorbereitung eingeplant werden muss!

MASTERSTUDIENGÄNGE LEHRAMT

154213	Victorian Visions (2 HS)		
	Di 10:15 – 11:45	R. 3.205	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 501, 802, 803		
	MA LA: 1302, 1303 LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO03:6ac, 17 PO09:Kern:6bc, 7;Komp:3bc, 4a
	Gy/Ge: 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6b		M.A. _{ALK} : PO09: 1bc, 2
	LPO 1994/2000: E1		M.A. _{AS} : TG 5
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This class aims at students with a particular interest in literature and culture of the late 19th century. We shall, however, explore the heterogeneous climate of this period from a twofold perspective.

Firstly, we will look at cultural, political and artistic ideas – some of which proved to be influential, others rather obscure - that were disseminated towards the turn of the century. In our research we will discuss questions of social and political history, gender relations, religion and the natural sciences. Our critical focus will be on projections of the complex realities of Victorian society onto a possible future.

William Morris' well-known book *News From Nowhere* (1890) is often regarded as a key case study for students and scholars with an interest in Victorian culture. But as we shall see Morris' ideas are rather a helpful starting point for a journey into a variety of texts dealing with visions of Victorian society.

Secondly, we shall also look at ways of "redisseminating" Victorian ideas and ideals in various discourses of our own time. Retro trends such as *Steampunk* and artistic grass-roots movements such as *Stuckism* offer students sites for studying the impact and reception of historical ideas in contemporary cultural contexts.

A reader will be provided at the beginning of the semester. The reader contains full translations of all texts discussed in class. Course requirements will be discussed in the first session.

Amerikanistik

1. STUDIENPHASE

154601	Einführung in die Angewandte Literatur- und Kulturwissenschaften (4 PS)		
	Do 10:15 – 13:45	R. 3.428	Eßmann/Gerhard
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP_{1,Fach}:	B.A._{ALK}: PO09: Kern: 1a, Komp.: 1a
	Gy/Ge:	SP_{2,Fach}:	B.A._{AS}:
	BK:		M.A._{ALK}:
LPO 1994/2000:		M.A._{AS}:	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course, offered together with Ute Gerhard from the *Institut für Deutsche Sprache und Literatur*, is mandatory for all beginning students in the "Angewandte Literatur- und Kulturwissenschaften" program. 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)		
	Do 12:15 – 13:45	R. 0.420	Theis
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP_{1,Fach}: 1d	B.A._{ALK}: PO09: Kern: 2ac
	Gy/Ge: 1d	SP_{2,Fach}: 1d	B.A._{AS}: TG 5 Basis
	BK: 1d		M.A._{ALK}:
LPO 1994/2000: B4, E2		M.A._{AS}:	
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154603	Introduction to American Literary and Cultural Studies – Gruppe B (2 PS)		
	Di 08:30 – 10:00	R. 0.406	Grünzweig
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP_{1,Fach}: 1d	B.A._{ALK}: PO09: Kern: 2ac
	Gy/Ge: 1d	SP_{2,Fach}: 1d	B.A._{AS}: TG 5 Basis
	BK: 1d		M.A._{ALK}:
LPO 1994/2000: B4, E2		M.A._{AS}:	
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154604	Introduction to American Literary and Cultural Studies – Gruppe C (2 PS)		
	Do 08:30 – 10:00	R. 0.406	Ogihara-Schuck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP_{1,Fach}: 1d	B.A._{ALK}: PO09: Kern: 2ac
	Gy/Ge: 1d	SP_{2,Fach}: 1d	B.A._{AS}: TG 5 Basis
	BK: 1d		M.A._{ALK}:
LPO 1994/2000: B4, E2		M.A._{AS}:	
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154605	Introduction to American Literary and Cultural Studies – Gruppe D (2 PS)		
	Di 10:15 – 11:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis
	BK: 1d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154606	Introduction to American Literary and Cultural Studies – Gruppe E (2 PS)		
	Do 10:15 – 11:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis
	BK: 1d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154607	Introduction to American Literary and Cultural Studies – Gruppe F (2 PS)		
	Do 12:15 – 13:45	R. 0.406	Furlanetto
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis
	BK: 1d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154608	Introduction to American Literary and Cultural Studies – Gruppe G (2 PS)		
	Mo 10:15 – 11:45	R. 0.406	Bojahr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis
	BK: 1d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154609	Introduction to American Literary and Cultural Studies – Gruppe H (2 PS)		
	Do 14:15 – 15:45	R. 0.420	Feier
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis
	BK: 1d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154610	Introduction to American Literary and Cultural Studies – Gruppe I (2 PS)		
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	Di 18:00 – 19:30	R. 0.406	Schwarz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 201			
	MA LA:			
	LPO 2003			
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac	
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis	
	BK: 1d		M.A. _{ALK} :	
LPO 1994/2000: B4, E2		M.A. _{AS} :		
LABG 2009				
G: 501		HRG: 501	GyGe/BK: 501	SP: 501

154611	Introduction to American Literary and Cultural Studies – Gruppe J (2 PS)			
	Mo 12:15 – 13:45	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 201			
	MA LA:			
	LPO 2003			
	GHR: 1d	SP _{1,Fach} : 1d	B.A. _{ALK} : PO09: Kern: 2ac	
	Gy/Ge: 1d	SP _{2,Fach} : 1d	B.A. _{AS} : TG 5 Basis	
	BK: 1d		M.A. _{ALK} :	
LPO 1994/2000: B4, E2		M.A. _{AS} :		
LABG 2009				
G: 501		HRG: 501	GyGe/BK: 501	SP: 501

This mandatory introductory course offers an introduction to basic issues and methods of American Studies. Groups A-J offer identical contents.

154612	America during the Civil Rights Movement and the Vietnam War (2 PS)			
	Mo 14:15 – 15:45	R. 0.420	Dunkel	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3c Komp: 1b, 2d	
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis	
	BK: 1f, 4c		M.A. _{ALK} :	
LPO 1994/2000: B4, E2		M.A. _{AS} :		
LABG 2009				
G:		HRG: 503	GyGe/BK: 503	SP:

Whereas the Civil Rights Movement has often been explored as a primarily national movement, the Vietnam War tends to be seen as a concern of US foreign policy rather than an inner-American struggle. This seminar aims to dissolve this distinction. In *How Far the Promised Land? World Affairs and the Civil Rights Movement*, Jonathan Rosenberg demonstrates how ostensibly national conflicts often take on transnational dimensions, while international events have larger implications for internal domestic struggles. Thus, the Vietnam War had profound effects on the struggle for civil rights, while, in turn, the Civil Rights Movement influenced the war in Vietnam. This seminar concentrates on these interconnections by investigating primary literature from the era by such authors as Martin Luther King, Jr., James Baldwin, Frances Fitzgerald, Michael Herr, George Davis, and others.

154613	Evangelicalism in the US (2 PS)			
	Blockseminar Januar 2012	R. 0.420	Lutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2bc, 3c, 4a Komp: 1b, 2ad	
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis	
	BK: 1f, 4c		M.A. _{ALK} :	
LPO 1994/2000: B4, E2		M.A. _{AS} :		
LABG 2009				
G:		HRG: 503	GyGe/BK: 503	SP:

Today American Evangelicalism as it is represented in mass media often seems to be perceived solely as the current Religious Right, but neither is Evangelicalism in the US a recent movement nor are the political positions of Evangelicals as uniform as they might appear.

The first part of this class will focus on the role of Evangelical groups during political and social struggles throughout the history of the United States, such as the Abolition of slavery, Women's Suffrage and the African-American Civil Rights Movement. In the second part of the class, we will look at the political involvement of Evangelicals today and explore their perspectives on issues such as abortion, capital punishment, education, global warming, health care, poverty and war.

Sessions will take place on December 15 (4-7pm) and on January 12 (4-8pm), 13 (2-7pm), 14 (10am-4:30pm) and 19 (4-8pm).

Please purchase the reader at the copy shop.

154614	Experiencing War: Women in the Contested Gender Arena (2 PS)		
	Blockseminar Dezember 2011	R. 0.420	Twardowska
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3bc Komp: 1b, 2d
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

Given the historical and socio-cultural underpinnings of the respective discourses of femininity and male-dominated war, the overarching aim of this block seminar is to introduce and explore various aspects pertaining to the media representations of women in different war contexts. As pointed out by Simone de Beauvoir, the concept of womanhood tends to be defined in terms of what a man is not. Although the dualistic cultural representation of sexes in a war context cannot be denied, we will also try to look beyond the discursive gender polarization and focus on the correlation between women's participation in war reality and its groundbreaking impact on the redefinition of gender power relations. Visual, audio-visual and literary texts will serve as grounds for the analysis and discussion of the above-mentioned phenomenon.

Classes take place:

Friday, 21 October 2011: 2 p.m. – 5:15 p.m.

Friday, 09 December 2011: 2 p.m. – 7 p.m.

Sat., 10 December 2011: 9 a.m. – 5:30 p.m.

Sun., 11 December 2011: 9 a.m. – 5:30 p.m.

Especially recommended for students of the Angewandte programs.

154615	Furies and Chimeras. Greek Mythology in Contemporary American Literature (2 PS)		
	Fr 12:15 – 13:45	R. 0.420	Furlanetto
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2b Komp: 1b
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

There is something about Greek mythology that never ceases to fascinate us. Somehow, Greek myths have held their grip on human sensitivity throughout the ages and have represented an inexhaustible means of self-interpretation for the Western (and Westernized) world. Still today, "Know Thyself," the commandment inscribed on the temple of Apollo in Delphi, quietly presents humanity with a colossal, unresolved challenge.

In this course, we will explore three American novels of great beauty and complexity, where creatures and legends from Greek mythology are transported into contemporary reality. In *The Centaur*, John Updike blends the myth of Chiron, the noblest Centaur, with the story of a father and a son left alone in a blizzard. John Barth's *Chimera* reinterprets the tales of Perseus slaying the snake-haired creature Medusa and of Bellerophon riding the winged horse Pegasus. In *Fury*, the Erynies, black goddesses of wrath and revenge, hover and scream over a dystopian New York.

Why do we still keep on looking back at ancient Greece? Is it still possible to think of the Greek civilization as the "cradle" of Western culture? How do Greek myths resonate in a contemporary American reality? Is it true that who drinks from the springs of Delphi becomes immortal?

154616	Revolutions at the Table - Food and American Culture (2 PS)		
	Fr 10:15 – 11:45	R. 0.420	Siedlarek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3c Komp: 1b, 2d
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

Beyond nourishment, food, cooking and eating reflect powerful symbols and practices people use to negotiate cultural identities. In this course students will encounter U.S. American culture(s) through representations of food in literature, film, the visual arts and other media from the late 19th to the 21st century. We will explore changing meanings of food, taste and consumption at times of cultural crisis, and

discuss how they can either establish or subvert notions of Self and Other in terms of ethnicity, class and gender.

Minimum course requirements include two essays, one in-class presentation, as well as regular online responses to the assigned readings.

Please read and prepare Upton Sinclair's *The Jungle* (1906). A reader with additional material will be available at the beginning of the course.

Especially recommended for students of the Angewandte programs.

154617	Law in Literature: Lawmakers and Lawbreakers (2 PS)		
	Di 12:15 – 13:45	R. 0.420	Goldblatt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2bc, 3, 4a / Komp: 1b, 2acd
	Gy/Ge: 1f, 4c	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

How do legal paradigms inform and structure literature as we know it? What is the relationship between the operation of lawful society within and without the text? How might authors serve as legal advocates or critics, and to what extent do they invite audiences to judge scenarios for themselves? To explore and suggest answers to these questions, students will approach literary and cinematic works from a legalistic perspective, focusing upon characters who uphold or undermine the "letter of the law." We will identify the legal paradigms which undergird these texts, including property law, marriage law, and the mechanisms of conflict resolution, with an aim towards the evaluation of each work as a specimen of legal practice for its period. We will pay special attention to scenarios in which gender, race, economics and politics intersect. Students will read selected works from authors such as Gottfried, Shakespeare, Hawthorne, Kleist, Melville, Kafka, Dürrenmatt, and Morrison. This course will also screen and discuss two films, Fritz Lang's *M* and Signey Lumet's *12 Angry Men*.

Dylan Goldblatt is guest lecturer from the University of Virginia.

Especially recommended for students of the Angewandte programs.

154618	Film Noir and the Aesthetics of German Expressionism (2 PS)		
	Mi 10:15 – 11:45	R. 0.406	Goldblatt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2bc, 3ac, 4a / Komp: 1b, 2acd
	Gy/Ge: 1f, 4c	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

In the wake of Freudian metapsychology, the German Expressionist movement established a new aesthetic approach which achieved mystification through visual distortions, dream-like trances, and plots which revolved around a character's deeply held and frequently inescapable criminal motivations. How did this unsettling artistic current arrive, and to what degree can it be regarded as the source of Hollywood noir? In this course, we will examine the psychological and literary context which bore out German Expressionism and its successors. In the first half of this course, we will articulate the unique visual and auditory aesthetics of German Expressionism, facilitated through screenings and discussions of the most recently restored versions of Robert Wiene's *Das Cabinet des Dr. Caligari*, F. W. Murnau's *Der letzte Mann* and *Nosferatu*, as well as several films from Fritz Lang, including *Metropolis*, *M*, *Das Testament des Dr. Mabuse* and *Fury*. In the second half of this course, students will study the influence and transition of this movement into the American context, which was largely driven by authors of the hard-boiled detective fiction like Raymond Chandler and Dashiell Hammett. For this purpose, we will screen and discuss the following noir films: John Huston's *The Maltese Falcon*, Howard Hawks' *The Big Sleep*, Billy Wilder's *Double Indemnity* and *Out of the Past*, and finally Orson Welles' *Touch of Evil*.

Dylan Goldblatt is guest lecturer from the University of Virginia.

Especially recommended for students of the Angewandte programs.

154619	Play Ball! – The United States and its National Pastime Baseball (2 PS)		
	Mo 16:00 – 17:30	R. 0.406	Eßmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3c Komp: 1b, 2d
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

Baseball is a sport so central to the US American culture that it can be found in all kinds of texts. In this course we will look not only at the game itself but also at how it is used in novels, films, cartoons, and TV shows. Students participating in this course will need to get a copy of Bernard Malamud's novel *The Natural*, which will be dealt with in the first weeks of class.

154620	German Culture in a Transnational and Transatlantic Context (2 PS)		
	Di 16:16 – 17:45	R. 0.406	Grünzweig
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: --		
	MA LA: --		
	LPO 2003		
	GHR: --	SP _{1.Fach} : --	B.A. _{ALK} : PO09: Kern: 1c, 2, 3a Komp: 1b, 2c
	Gy/Ge: --	SP _{2.Fach} : --	B.A. _{AS} : TG 5 Basis
	BK: --		M.A. _{ALK} :
LPO 1994/2000: --		M.A. _{AS} :	
LABG 2009			
G: --	HRG: --	GyGe/BK: --	SP: --

This course looks at German cultural history in a transnational and transatlantic context. Following the format of the "intercultural classroom", it is open to international exchange students studying in Dortmund and students in the *Angewandte Studiengänge*. Basic reading will be Tony Judt's seminal *Postwar: A History of Europe Since 1945* (2005). Dortmund students should register directly with Walter.Gruenzweig@udo.edu. *Especially recommended for students of the Angewandte programs.*

154621	"Black, Brown, and Beige": Duke Ellington's America (2 PS)		
	Blockseminar	R. 0.420	Dunkel
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO09: Kern: 1c, 2b, 3c Komp: 1b, 2d
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG: 503	GyGe/BK: 503	SP:

"We, Too, Sing America," demanded composer and pianist Edward Kennedy "Duke" Ellington in a speech delivered to black church-goers in Los Angeles in 1941. Echoing the poetry of both Walt Whitman and Langston Hughes, his speech places African Americans at the center of American society. African Americans have been indispensable for America, he argues, they were "the injection, the shot in the arm, that has kept America and its forgotten principles alive in the fat and corrupt years intervening between our divine conception and our near tragic present."

In addition to claiming recognition of the central position of African Americans in US society, Ellington's words provided a key to decipher the composer's musical innovations, which were becoming more and more programmatic: Ellington's 1943 composition "Black, Brown, and Beige," for instance, is a musical re-telling of the history of African Americans in the United States. Duke Ellington has been described as the greatest composer of the 20th century (Blumenthal). In this seminar, we will investigate the interaction between his music and his writings, looking at the composer as both artist and intellectual.

The course will be offered as a *Blockseminar*. Classes are scheduled for Jan 19, 2012, 6-7:30pm; Jan 20, 2-7pm; Jan 21, 9am-5pm; Jan 22, 9am-5pm. A first meeting will take place on Oct 31, 2011, 6pm, in EF 50, room 0.420.

154623	Intensivseminar American Studies (2 PS)		
	Mi 18:00 – 19:30	R. 0.406	Gunzenhäuser, Grünzweig, et al
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP_{1.Fach}:	B.A._{ALK}:
	Gy/Ge:	SP_{2.Fach}:	B.A._{AS}:
	BK:		M.A._{ALK}:
LPO 1994/2000:		M.A._{AS}:	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

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

2. STUDIENPHASE

154624	How Modern Is Modernism? Modernisms from 1893 until World War II (2 HS)		
	Mo 14:15 – 15:45; film screening Mo 16-18	R. 0.406	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP_{1.Fach}: 5b	B.A._{ALK}: PO03: 6,17 PO09: Kern: 6, 7 Komp:3, 4a
	Gy/Ge: 7c, 7d	SP_{2.Fach}: 4b	B.A._{AS}: TG 5 Vertiefung
	BK: 7c,7d		M.A._{ALK}:
LPO 1994/2000: B4, E2		M.A._{AS}:	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Modernism is a central period in American literary and cultural studies because the time from 1893 (Chicago World's Fair) until World War II brought massive changes in both 'high' and popular cultures. New economic, social, and cultural formations, new media and genres, and new communities of interpretation are typical for the time.

We will read print texts, analyze photographs, watch films, and discuss world expositions.

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

154625	"Home is where the heart is": The Melodramatic Mode in Hollywood Film (2 HS)		
	Do 10:15 – 11:45; film screening Mo 16-18	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP_{1.Fach}: 5b	B.A._{ALK}: PO03: 6ac, 7, 9,17, 18 PO09: Kern: 6bc, 7, 8 Komp: 3bc, 4
	Gy/Ge: 6c, 6d, 7c, 7d	SP_{2.Fach}: 4b	B.A._{AS}: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._{ALK}: PO09: 1bc, 2, 1ab
LPO 1994/2000: B4, E2		M.A._{AS}: TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

The melodramatic mode can be found in all media and in all kinds of texts in American culture, but it has a tradition of its own in Hollywood Film. 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. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

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

154626	Sitcoms (2 HS)		
	Di 16:15 – 17:45; film screening Mo 16-18	R. 0.420	Gunzenhäuser
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6ab, 7, 9, 17, 18 / PO09: Kern: 6ac, 7bc, 8 Komp: 3ac, 4
	Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7c, 7d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

We will read and discuss theories of Television Studies, the history of the sitcom, and specific examples of American sitcoms as well as discuss sitcoms as a topic in the classroom.

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

Requirements: The theory will be made use of in a project. 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.

Especially recommended for students of the Angewandte programs.

154627	The Whiteboard in Cultural and Media Studies (2 HS)		
	Di 18:00 – 19:30; film screening Mo 16-18	R. 0.420	Gunzenhäuser
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6ab, 7, 8, 9, 17, 18 PO09: Kern: 6ac, 7bc, 8ab / Komp: 3ac, 4
	Gy/Ge: 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course will deal with the white board in theory and practice. We will discuss Cultural Studies and media theories and develop projects within this theoretical framework.

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

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

154628	The World's Biggest Book Club? Oprah Winfrey, Literature, and the Politics of Reading – Group A (2 HS)		
	Mi 8:30 – 10:00	R. 0.420	Erdogdu-Volmerich
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6a, 17ac PO09: Kern: 6c, 7ab Komp: 3c
	Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7c, 7d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154629	The World's Biggest Book Club? Oprah Winfrey, Literature, and the Politics of Reading – Group B (2 HS)			
	Mi 10:15 – 11.45	R. 0.420	Erdogdu-Volmerich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 502, 902, 903			
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6a, 17ac PO09: Kern: 6c, 7ab Komp: 3c	
	Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 7c, 7d		M.A. _{ALK} : PO09: 2ac	
LPO 1994/2000: B4, E2		M.A. _{AS} : TG5		
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

There is at least one thing that Toni Morrison's *Song of Solomon*, Jonathan Franzen's *The Corrections*, and Maeve Binchy's *Tara Road* have in common. They are all novels that Oprah Winfrey chose as readings for *Oprah's Book Club*. With her book club Winfrey, host of the famous *The Oprah Winfrey Show*, shared her passion for literature with her audience, among them people who had not read a single book since high school as well as college graduates. In this class, taking specific examples from *Oprah's Book Club* as our point of departure, we will explore a variety of related issues such as Winfrey's choice of novels, the impact Winfrey's selection of a book had on its sales, and different responses to Winfrey's new role as a "promoter" of literary texts. We will also explore how categories such as "high" and "low" culture and "women's literature" have played a role in *Oprah's Book Club*—both in the dynamics of book selection and discussion on the show as well as in media responses to the book club. Among the authors whose significance for *Oprah's Book Club* we will examine more closely are Toni Morrison and Jonathan Franzen.

154630	Project Seminar: Poetry Slams (2 HS)			
	Di 12:15 – 13:45	R. 0.406	Pfeiler	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 502, 902, 903			
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6a, 7a, 9a, 17ac, 18 PO09: Kern: 6c, 7, 8a Komp: 3a, 4ab	
	Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 7c, 7d		M.A. _{ALK} :	
LPO 1994/2000: B4, E2		M.A. _{AS} :		
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

After the first poetry slam was staged in July 1986 at the Green Mill Club in Chicago, poetry slams immediately spread to most major cities on the East and West Coast. Twenty-five years later, slams have globally encouraged hundreds of thousands of people of all ages, ethnicities, professions, sexual orientations and literary backgrounds to not only write poetry, but also to share it with fellow poets and their audiences in a live situation. This seminar seeks to critically investigate the cultural politics of this popular genre of poetry – both in the USA as well as from a transatlantic perspective. We will analyze slam poems from a literary, cultural and media studies perspective and focus on poets such as Tracie Morris, Saul Williams, Bob Holman, Patricia Smith, Mark Smith (aka Slam Papi), Zora Howard, Sherman Alexie, Taylor Mali, Jamaica Osorio and Mayda del Valle. As part of the project requirement for this seminar you will have a number of opportunities to act as avid critical observers within your local poetry scene and write and stage your own poem.

Especially recommended for students of the Angewandte programs.

154631	A Battle Cry for Unity: The American Civil War – Group A (2 HS)			
	Mi 14:15 – 15:45	R. 0.406	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 502, 901, 902, 903			
	MA LA: 1401, 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6ac, 17 PO09: Kern: 6bc, 7 Komp: 3bc, 4a	
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1b, 2bc	
LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5		
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

154632	A Battle Cry for Unity: The American Civil War – Group B (2 HS)		
	Mi 16:15 – 17:45	R. 0.406	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : B.A. _{ALK} : PO03: 6ac, 17 PO09: Kern: 6bc, 7 Komp: 3bc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1b, 2bc
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5
LABG 2009			
G:		HRG:	GyGe/BK:
SP:			

The American Civil War continues to hold a powerful grip upon the American imagination. In this course, we will explore the causes, course, and consequences of the war and discuss in how far it shaped the young nation. The course will explore the multiple, often contested meanings of the American Civil War by focusing on its portrayals in the fiction of Stephen Crane (*The Red Badge of Courage*) as well as in the poetry of Walt Whitman and other poets of the Civil War era. Furthermore we will discuss Hollywood's approach on the war in movies such as *Gone with the Wind* (1939), *Glory* (1989), *Ride with the Devil* (1999), and *Cold Mountain* (2003). Last but not least, we will also discuss how the American Civil War is commemorated in contemporary America.

Please be aware that there will be three additional screenings after the seminar (Wed. 18 – 20). A reader will be made available at the beginning of the semester at the copyshop below the "Sonnendeck".

Especially recommended for students of the Angewandte programs.

154633	Growing Old in the 20th and the 21st Centuries: Transnational Perspectives on the Culture of Aging (2 HS)		
	Fr 08:30 – 10:00	R. 0.420	Ogihara-Schuck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} :	B.A. _{ALK} : PO03: 6bc, 17 PO09 Kern: 6bc, 7, Komp. 3bc, 4a
	Gy/Ge: 7c, 7d	SP _{2.Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK: 7c, 7d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
LABG 2009			
G:		HRG:	GyGe/BK:
SP:			

In the West it has often been said that the general attitude toward aging is negative. Where did this assumption originate and how did it develop? To what extent is this assumption true? By introducing to students a wide range of literary and non-literary texts that deal with old age, this Cultural Studies course attempts to answer these questions. We will begin with the premise that aging is a universal biological process but also a cultural construct which is distinctive to a specific geographical, societal, and political context. By taking a transnational approach and thus consulting with texts dealing with immigration, ethnic, and borderland experiences centered around 20th and 21st century America, this course will investigate cultural diversity of the representation of old age. The texts to be read in this course include Ernest Hemingway's *The Old Man and the Sea*, F. Scott Fitzgerald's "The Curious Case of Benjamin Button," and Alan Isler's *The Prince of West End Avenue*.

Especially recommended for students of the Angewandte programs.

154634	Emerson: American Cultural Criticism and Its Legacy (2 HS)		
	Di 14:15 – 15:45	R. 0.406	Grünzweig
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 901, 903 MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6, 7b, 9, 17, 18b / PO09 Kern: 6, 7a, 8b Komp. 3, 4c
	Gy/Ge: 6c, 6d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d		M.A. _{ALK} : PO09: 1, 1a
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5
LABG 2009			
G:		HRG:	GyGe/BK:
SP:			

This seminar will investigate lesser-known, later essays by Ralph Waldo Emerson collected in his book *The Conduct of Life* (1860). Starting out with his early text "The American Scholar" (1837), we will move to the later texts attempting to sketch both continuities and discontinuities in this seminar American thinker. Participants will both analyze the relevancy of these essays for the critique of contemporary European, American, and Global cultures, update the meagre wikipedia entry of this work (http://en.wikipedia.org/wiki/The_Conduct_of_Life) and create a German version of it.

Participants are required to have a printed copy of these essays in front of them. A cheap reprinted edition for 11 € is available through Amazon:

<http://www.amazon.de/Conduct-Life-Classic->

[Reprint/dp/144005729X/ref=sr_1_13?ie=UTF8&qid=1307984786&sr=8-13](http://www.amazon.de/Conduct-Life-Classic-)

154635	Walt Whitman: Temperance Writer, Bar-goer, and Civil War Hospital Volunteer (2 HS)		
	Di 14:15 – 15:45	R. 0.420	Blabck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 901		
	MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6ac, 17 PO09 Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 6c, 6d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d		M.A. _{ALK} :
LPO 1994/2000: B4, E2		M.A. _{AS} :	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

Walt Whitman, often referred to as America's poet, began his writing career as a journalist and a fiction writer. Before Andrew Rome published the first edition of Whitman's poetic masterwork, *Leaves of Grass* in 1855, Whitman was an advocate of the nineteenth century's temperance reform movements, and he even authored a popular temperance novel, *Franklin Evans*. At the age of forty, as he was working on his third edition of *Leaves of Grass* (1860), which included his sexually radical *Calamus* and *Enfans d'Adam* poems, he became a bar-going Bohemian poet at Pfaff's beer cellar in New York. After three years at Pfaff's, he moved to Washington to serve as a volunteer in the Civil War Hospitals in Washington, bringing food and gifts to the nation's wounded soldiers.

In this course we will explore Whitman's writing and his life before and during the Civil War. We will spend time on Whitman's little-known early works and attempt to discover how Whitman made the personal and professional transitions from temperance writer to barroom regular to hospital volunteer. We will read his prose and his poetry, paying particular attention to the historical, cultural, and political contexts from which his writing emerged. We will also examine the social spaces—like Pfaff's beer cellar—that Whitman visited and how the communities of men and women he met there as well as the men he would later meet in the hospitals shaped his poetic vision for the United States.

Course Readings will likely include, but are not limited to: *Franklin Evans* (temperance novel); "The Tomb-Blossoms" (short fiction); "The Child's Champion" (short fiction); "The Boy-Lover" (short fiction); "One Wicked Impulse" (short fiction); Preface to the 1855 edition of *Leaves of Grass*; Poems from the 1855, 1856, and 1860 editions of *Leaves of Grass*, including: "Song of Myself" (Poem); "Broad-Axe Poem"; "Sun-Down Poem" (later "Crossing Brooklyn Ferry"); "Enfans d'Adam" (Poem); "Calamus" (Poem); "So Long!" (Poem); Excerpts from *Drum-Taps* (Poems); Excerpts from *Memoranda During the War* (Non-fiction prose); Excerpts from Whitman's Notebooks and Civil War Correspondence; Excerpts from Sheila Coghill and Thom Tamaro, eds., *Visiting Walt: Poems Inspired by the Life and Work of Walt Whitman*
Stephanie Blabck is guest lecturer from the University of Iowa.

154636	American Detective Narratives of the Nineteenth and Early-Twentieth Centuries (2 HS)		
	Di 10:15 – 11:45	R. 0.420	Blabck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 901, 902,		
	MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6a, 17 PO09 Kern: 6bc, 7b Komp: 3ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1
LPO 1994/2000: B4, E2		M.A. _{AS} : TG5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course focuses primarily on the genre of detective fiction in the United States, from its roots in the nineteenth-century short stories of Edgar Allan Poe to the sensational dime novel detective Nick Carter, who gained popularity in the early-twentieth century. In this course, we will read a variety of detective narratives written by men and women, including stories of sensational murders, deceit, thievery, and clever disguises. We will follow the adventures of lawyers, private eyes, and even a boy-detective as they attempt to track down evidence, solve crimes, and bring criminals to justice. As we read these stories of mystery, intrigue, and romance, we will attempt to understand why and how the genre of detective fiction became popular in the United States in addition to investigating how detective stories and the figure of the detective developed from the early-nineteenth to the early-twentieth centuries. We will pay particular attention to the historical, cultural, and political milieus in which each text was produced. In doing so, we will attempt to discover what detective narratives reveal about nineteenth-century values, social and cultural anxieties, and gender relations. We will also consider what nineteenth-century texts can help us understand about ourselves and about the continuing appeal of detective fiction (and the detectives, themselves) today.

Course Readings will likely include, but are not limited to:

Edgar Allan Poe, "The Murders in the Rue Morgue"

Edgar Allan Poe, "The Mystery of Marie Roget"

Metta Fuller Victor, *The Dead Letter*

Excerpts from Allan Pinkerton, *Criminal Reminiscences and Detective Sketches* (Non-fiction detective stories)

Excerpts from LeRoy Lad Panek and Mary M. Bendel-Simso, eds. *Early American Detective Stories*, including "The Tell-Tale Key; or A Woman as detective," "The Girl Detective," "An Old Offender," and "Clubnose."

Harry Enton, From *Young Sleuth, the Keen Detective*, printed in James Gifford, ed., *Glances Backward: An Anthology of American Homosexual Writing (1830-1920)*

Anna Katharine Green, excerpts from *Room number 3: and other detective stories*

Mark Twain, *Tom Sawyer, Detective*

Pauline Hopkins, "Talma Gordon"

Various authors, *Dr. Quartz II at Bay, or A Man of Iron Nerve* printed in *Dashing Diamond Dick and other classic dime novels* (Penguin).

Susan Glaspell, *Trifles* (a one-act play)

Stephanie Blalock is guest lecturer from the University of Iowa.

Especially recommended for students of the Angewandte programs.

154637	A State of War: American Conflict and Culture from Vietnam to Iraq (2 HS)		
	Blockseminar 08. – 11.12.2011	R. 0.406	Dunst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403 LPO 2003		
	GHR: 5b	SP _{1.Fach} :	B.A. _{ALK} : B.A. _{ALK} : PO03: 6ac,17 PO09: Kern: 6bc, 7 Komp:3bc, 4a
	Gy/Ge: 7c, 7d	SP _{2.Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK: 7c, 7d		M.A. _{ALK} :
	LPO 1994/2000: B4, E2		M.A. _{AS} :
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

No country has fought more wars and has intervened militarily more often in other countries over the last century than the United States. At the same time, the U.S. economy depends on the development, production and eventual use of weapons like no other. How have Americans themselves reacted to this constant state of war? And do they understand their own country as a state built on war?

This seminar will investigate the centrality of armed conflict for American culture from Vietnam to the ongoing military occupations of Iraq and Afghanistan. We will look at a variety of different media and genres – from novels and literary journalism, to film and television, popular music and poetry – to see how these authors and artists have at times cheered and supported, or criticized and resisted America's wars.

Students will be expected to read required texts before coming to class, attend two screenings of films, and to participate actively in discussion. Credits will be awarded on the basis of an end-of-term seminar paper, written exam, or multimedia project. The seminar will take place in the form of a "Blockseminar" between 8 and 11 December and interested students are encouraged to contact the instructor at alexander.dunst@gmail.com. Walter Grünzweig will hold an introductory information session on 12 October at 7.30 p.m. in room 0.406.

154638	RUHRBANITÄT: Raumplanung und Kulturwissenschaften (2 HS)		
	Blockseminar 12. - 15.01.2012; Vorbespr., Oktober; Termin wird noch bekannt gegeben	R.	Grünzweig/Polivka/Reicher/Sattler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE: --		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: -- MA LA: -- LPO 2003		
	GHR: --	SP _{1.Fach} : -	B.A. _{ALK} : PO03: 6ac, 7, 9, 17, 18 PO09: Kern: 6bc, 7bc, 8a Komp: 3bc, 4ab
	Gy/Ge: --	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Vertiefung
	BK: --		M.A. _{ALK} :
	LPO 1994/2000: --		M.A. _{AS} :
	LABG 2009		
G:-	HRG:-	GyGe/BK:-	SP:-

Bedingt durch den langfristigen Strukturwandel, der spezifische Frei-Räume im Ruhrgebiet geschaffen hat, durch die Begründung einer "Bildungslandschaft", die versucht hat, die langfristigen Folgen des Niedergangs von Kohle und Stahl abzufedern, aber auch durch gezielte (Umnutzungs-) Strategien für vormalig industrielle Strukturen im Rahmen der IBA Emscherpark (1989-1999) und der Kulturhauptstadt RUHR.2010 hat sich die Ruhr-Region in den letzten Jahren kulturell wie räumlich sehr verändert. Damit einhergehend hat die öffentliche und wissenschaftliche Auseinandersetzung mit dem Ruhrgebiet und seinen spezifischen, auch historisch bedingten urbanen Eigenarten, kulturellen, demographischen und ethnischen Strukturen, aber auch die Frage nach der Zukunft dieser Region starke Impulse gewonnen. Im Zentrum steht die Frage nach den metropolitanen Qualitäten des Ruhrgebiets genauso wie die nach der weiteren umfassenden Gestaltung der Region unter den gegebenen Voraussetzungen.

Im interdisziplinären Dialog zwischen Raumplanung und Kulturwissenschaften bzw. zwischen Lehrenden und Studierenden dieser Fächer soll in dieser Blockveranstaltung die Bedeutung des Ruhrgebiets und zukünftige Perspektiven aufgezeigt werden. Anmeldungen bitte direkt an Julia.Sattler@udo.edu.
Nur für Studierende der "Angewandten" Studiengänge.

154513	NY-LON: Love & Laugh		
	22.10.; 05.11.; 12.11.; 26.11.; 17.12.	R. 3.208	Laemmerhirt / Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 803, 903 MA LA: LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} : PO03: 6ac, 7, 9, 17, 18; PO09: Kern: 6bc, 7, 8 Komp: 3bc, 4
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} : TG 5 Vertiefung
	BK:		M.A. _{ALK} :
	LPO 1994/2000: E1, E2		M.A. _{AS} :
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

It seems that everyone has an opinion about romantic comedies: either you love them or you don't (putting it mildly). We intend to challenge this binary and look at various discourses that inform rom-coms, past and present: What are new trends, is the rom-com old-fashioned or even misogynist and what is a 'bromantic comedy'?

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. 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. As this is a project seminar, we can take only 15 participants in the "2. Studienphase". Students who would like to participate should apply via email to christian.lenz@tu-dortmund.de by September 30th. Accepted students are expected to purchase and read Claire Mortimer: *Romantic Comedy* (ISBN: 978-0415548632).

MASTERSTUDIENGÄNGE LEHRAMT

154625	"Home is where the heart is": The Melodramatic Mode in Hollywood Film (2 HS)		
	Do 10:15 – 11:45; film screening Mo 16-18	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: MA LA: 1401, 1402, 1403 LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6ac, 7, 9,17, 18 PO09: Kern: 6bc, 7, 8 Komp: 3bc, 4
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1bc, 2, 1ab
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5
	LABG 2009		
G:	HRG:	GyGe/BK:	SP:

The melodramatic mode can be found in all media and in all kinds of texts in American culture, but it has a tradition of its own in Hollywood Film. 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. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

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

154628	The World's Biggest Book Club? Oprah Winfrey, Literature, and the Politics of Reading – Group A (2 HS)		
	Mi 8:30 – 10:00	R. 0.420	Erdogdu-Volmerich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A.ALK: PO03: 6a, 17ac PO09: Kern: 6c, 7ab Komp: 3c
	Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A.AS: TG 5 Vertiefung
	BK: 7c, 7d		M.A.ALK: PO09: 2ac
LPO 1994/2000: B4, E2		M.A.AS: TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154629	The World's Biggest Book Club? Oprah Winfrey, Literature, and the Politics of Reading – Group B (2 HS)		
	Mi 10:15 – 11.45	R. 0.420	Erdogdu-Volmerich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A.ALK: PO03: 6a, 17ac PO09: Kern: 6c, 7ab Komp: 3c
	Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A.AS: TG 5 Vertiefung
	BK: 7c, 7d		M.A.ALK: PO09: 2ac
LPO 1994/2000: B4, E2		M.A.AS: TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

There is at least one thing that Toni Morrison's *Song of Solomon*, Jonathan Franzen's *The Corrections*, and Maeve Binchy's *Tara Road* have in common. They are all novels that Oprah Winfrey chose as readings for *Oprah's Book Club*. With her book club Winfrey, host of the famous *The Oprah Winfrey Show*, shared her passion for literature with her audience, among them people who had not read a single book since high school as well as college graduates. In this class, taking specific examples from *Oprah's Book Club* as our point of departure, we will explore a variety of related issues such as Winfrey's choice of novels, the impact Winfrey's selection of a book had on its sales, and different responses to Winfrey's new role as a "promoter" of literary texts. We will also explore how categories such as "high" and "low" culture and "women's literature" have played a role in *Oprah's Book Club*—both in the dynamics of book selection and discussion on the show as well as in media responses to the book club. Among the authors whose significance for *Oprah's Book Club* we will examine more closely are Toni Morrison and Jonathan Franzen.

154631	A Battle Cry for Unity: The American Civil War – Group A (2 HS)		
	Mi 14:15 – 15:45	R. 0.406	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401,1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A.ALK: PO03: 6ac,17 PO09: Kern: 6bc, 7 Komp:3bc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A.AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A.ALK: PO09: 1b, 2bc
LPO 1994/2000: B4, E2		M.A.AS: TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

154632	A Battle Cry for Unity: The American Civil War – Group B (2 HS)		
	Mi 16:15 – 17:45	R. 0.406	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1401,1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6ac,17 PO09: Kern: 6bc, 7 Komp:3bc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1b, 2bc
LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

The American Civil War continues to hold a powerful grip upon the American imagination. In this course, we will explore the causes, course, and consequences of the war and discuss in how far it shaped the young nation. The course will explore the multiple, often contested meanings of the American Civil War by focusing on its portrayals in the fiction of Stephen Crane (*The Red Badge of Courage*) as well as in the poetry of Walt Whitman and other poets of the Civil War era. Furthermore we will discuss Hollywood's approach on the war in movies such as *Gone with the Wind* (1939), *Glory* (1989), *Ride with the Devil* (1999), and *Cold Mountain* (2003). Last but not least, we will also discuss how the American Civil War is commemorated in contemporary America.

Please be aware that there will be three additional screenings after the seminar (Wed. 18 – 20). A reader will be made available at the beginning of the semester at the copyshop below the "Sonnendeck".

154634	Emerson: American Cultural Criticism and Its Legacy (2 HS)		
	Di 14:15 – 15:45	R. 0.406	Grünzweig
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6, 7b, 9, 17, 18b / PO09 Kern: 6, 7a, 8b Komp. 3, 4c
	Gy/Ge: 6c, 6d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d		M.A. _{ALK} : PO09: 1, 1a
LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This seminar will investigate lesser-known, later essays by Ralph Waldo Emerson collected in his book *The Conduct of Life* (1860). Starting out with his early text "The American Scholar" (1837), we will move to the later texts attempting to sketch both continuities and discontinuities in this seminar American thinker. Participants will both analyze the relevancy of these essays for the critique of contemporary European, American, and Global cultures, update the meagre wikipedia entry of this work (http://en.wikipedia.org/wiki/The_Conduct_of_Life) and create a German version of it.

Participants are required to have a printed copy of these essays in front of them. A cheap reprinted edition for 11 € is available through Amazon:

<http://www.amazon.de/Conduct-Life-Classic->

[Reprint/dp/144005729X/ref=sr_1_13?ie=UTF8&qid=1307984786&sr=8-13](http://www.amazon.de/Conduct-Life-Classic-)

154636	American Detective Narratives of the Nineteenth and Early-Twentieth Centuries (2 HS)		
	Di 10:15 – 11:45	R. 0.420	Blalock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1401,1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO03: 6a, 17 PO09 Kern: 6bc, 7b Komp: 3ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1
LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course focuses primarily on the genre of detective fiction in the United States, from its roots in the nineteenth-century short stories of Edgar Allan Poe to the sensational dime novel detective Nick Carter, who gained popularity in the early-twentieth century. In this course, we will read a variety of detective narratives written by men and women, including stories of sensational murders, deceit, thievery, and clever disguises. We will follow the adventures of lawyers, private eyes, and even a boy-detective as they attempt to track down evidence, solve crimes, and bring criminals to justice. As we read these stories of mystery, intrigue, and romance, we will attempt to understand why and how the genre of detective fiction became popular in the United States in addition to investigating how detective stories and the figure of the detective developed from

the early-nineteenth to the early-twentieth centuries. We will pay particular attention to the historical, cultural, and political milieus in which each text was produced. In doing so, we will attempt to discover what detective narratives reveal about nineteenth-century values, social and cultural anxieties, and gender relations. We will also consider what nineteenth-century texts can help us understand about ourselves and about the continuing appeal of detective fiction (and the detectives, themselves) today.

Course Readings will likely include, but are not limited to:

Edgar Allan Poe, "The Murders in the Rue Morgue"

Edgar Allan Poe, "The Mystery of Marie Roget"

Metta Fuller Victor, *The Dead Letter*

Excerpts from Allan Pinkerton, *Criminal Reminiscences and Detective Sketches* (Non-fiction detective stories)

Excerpts from LeRoy Lad Panek and Mary M. Bendel-Simso, eds. *Early American Detective Stories*, including "The Tell-Tale Key; or A Woman as detective," "The Girl Detective," "An Old Offender," and "Clubnose."

Harry Enton, From *Young Sleuth, the Keen Detective*, printed in James Gifford, ed., *Glances Backward: An Anthology of American Homosexual Writing* (1830-1920)

Anna Katharine Green, excerpts from *Room number 3: and other detective stories*

Mark Twain, *Tom Sawyer, Detective*

Pauline Hopkins, "Talma Gordon"

Various authors, *Dr. Quartz II at Bay, or A Man of Iron Nerve* printed in *Dashing Diamond Dick and other classic dime novels* (Penguin).

Susan Glaspell, *Trifles* (a one-act play)

Stephanie Blalock is guest lecturer from the University of Iowa.

154640	Herman Melville: Hunting Moby Dick in Global Contexts (2 HS)		
	Do 14:15 – 15:45	R. 0.406	Pfeiler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA:		
	MA LA: 1401,1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO03: 6a, 17 PO09: Kern: 6c, 7ab Komp: 3c, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO09: 1b, 2b
LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This project seminar will take you on a *tour de force* of hunting *Moby Dick* in global contexts. In the first part of the semester we will focus on Herman Melville's role within the national climate of the American Renaissance and discuss Melville's literary and cultural transgressions in *Moby Dick* (1851). We will not only explore how 'Melville' and 'Moby Dick' – as two important US cultural tropes – are embedded in an intertextual web on a global scale, but also how they provide us with cultural insights about adaptations and appropriations in a transnational context. For that purpose we will, among other texts, read John Giorno's *Melville zum Gruß*, watch a couple of film adaptations of *Moby Dick*, some episodes of the Japanese anime series *Hakugei. Legend of Moby Dick* as well as Guy Ben Ner's cross-cultural film *Moby Dick*. In order to fulfill your project requirements for this class, you are asked to sign a white whaling contract, in which you agree to hunting transnational appropriations and adaptations of *Moby Dick* in all kinds of media and countries. Throughout the course, we will also discuss adaptation and appropriation theories (e.g. Stam, Sanders, Hutcheon), and we will explore recent trends in global and transnational studies (e.g. Appadurai, Storey, Pieterse, Fisher Fishkin).

PROMOTIONSSTUDIENGANG AMERIKANISTIK

154639	Oberseminar Amerikanistik (2 OS; zugangsbeschränkt)		
	Mi 12:30 – 14:00	R. 0.406	Grünzweig/Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE: --		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: --		
	MA LA:-		
	LPO 2003		
	GHR: --	SP _{1,Fach} : --	B.A. _{ALK} :
	Gy/Ge: --	SP _{2,Fach} : --	B.A. _{AS} :
	BK: --		M.A. _{ALK} :
LPO 1994/2000: --		M.A. _{AS} :	
LABG 2009			
G:-	HRG:-	GyGe/BK:-	SP:-

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

154641	"Widerstand" als internationales und transnationales Forschungsdesiderat		
	Mi 18:15 – 19:45	Ruhruni Bochum	Wala
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE: --		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: --		
	MA LA:-		
	LPO 2003		
	GHR: --	SP _{1.Fach} : -	B.A. _{ALK} :
	Gy/Ge: --	SP _{2.Fach} : -	B.A. _{AS} :
	BK: --		M.A. _{ALK} :
	LPO 1994/2000: --		M.A. _{AS} :
LABG 2009			
G:-	HRG:-	GyGe/BK:-	SP:-

Über die intensive Beschäftigung mit den grundlegenden methodischen und theoretischen Fragestellungen sowie der bereits existierenden Forschungsliteratur zum Thema "Widerstand", konzipieren die Teilnehmer des Kolloquiums unter Anleitung eines Projektteams eine internationale "virtuelle" Tagung, die als Ziel haben soll, ein Forschungsprojekt zum Thema "Widerstand" in seiner historischen Dimension und transnationalen und internationalen Ausprägungen vorzubereiten. Sie treffen eine Themenauswahl, die sowohl methodische wie theoretische Fragen in den Vordergrund stellt als auch durch exemplarische Beispiele die bisherige Forschung problematisiert. Sie stellen Sektionen zusammen und wählen Vortragende aus dem Inn- und Ausland aus.

Den Doktoranden und M.A.-Kandidaten wird eine Tagungsassistentin (Hilfskraft) zur Verfügung gestellt; die Gruppen werden darüber hinaus in Gruppendiskussionen über erreichte Meilensteine sowie in Plenumsdiskussionen intensiv vom Antragsteller unterstützt.

Das Projekt verbindet etablierte wissenschaftliche Forschung, virtuelle Tagungserfahrung und eigenständige wissenschaftliche Forschungskonzeption in einer frühen Phase der wissenschaftlichen Ausbildung.

Über das Medium der Tagungskonzeption -- die auch praktisch mit der virtuellen Anmietung von Räumen und Hotels, der Erstellung einer web-Seite, Druck von Programmen etc. durchgespielt wird -- sollen übertragbare Bausteine der Konzeption eines Forschungsprojektes und der wissenschaftlichen Tagungsorganisation an junge Wissenschaftler vermittelt werden. Dass die Tagung nur virtuell "stattfinden" wird, schmälert den Vermittlungserfolg nicht.

Nach einer Evaluation zum Ende des Projektes, könnten die Ergebnisse der Arbeit des Kolloquiums in eine tatsächlich an der RUB geplante internationale Tagung zum Thema "Widerstand als Forschungsfeld und in seiner historischen Dimension" einfließen.

Dass "Widerstand" ein wichtiges gesellschaftliches und politisches Thema ist, braucht vor dem Hintergrund der derzeitigen Ereignisse in Nordafrika nicht weiter ausgeführt zu werden. Die Relevanz einer historischen Untersuchung, die über den Tellerrand der deutschen Geschichte hinausblickt, ist daher sicherlich unstrittig.

Bildung und Wissen

154701	Außerschulisches vermittlungsorientiertes Praktikum (AvP), Praktikumsbegleitung		
		nach Vereinbarung mit der Betreuungslehrper son	Lehrende des IAA/ Osterried

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		
		R. 3.333	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.

154703	Ringvorlesung Berufsfeld Kulturwissenschaften			
	Mi 16.15 – 17.45	IBZ / EF 50 R. 3.427	Märtin, Mathias	
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: BWI_M4.4 Brückenschlag			
	MA LA:			
	LPO 2003			
	GHR:	SP_{1,Fach}:	B.A._{ALK}: PO09: Kern: 2c, 4a, 6c Komp: 3c	
	Gy/Ge:	SP_{2,Fach}:	B.A._{AS}: TG5, Kulturmanagement	
	BK:		M.A._{ALK}: PO03: 10d; PO09: Ib	
LPO 1994/2000:		M.A._{AS}: TG5		
LABG 2009				
G:	HRG:	GyGe/BK:	SP:	

Diese Veranstaltung ist in Kooperation aller Institute der Fakultät konzipiert worden und richtet sich an alle Studierenden der Fakultät. Verschiedene Gastvorträge informieren über spezifische Praxisfelder der kulturellen Berufswelt. Fast alle Veranstaltungen der Ringvorlesung Berufsfeld Kulturwissenschaften finden im IBZ, Emil-Figge-Str 59, statt. Lediglich am 19.10., 2.11., und 9.11.2011 treffen wir uns in Raum 3.427 (EF 50).

Das Programm wird vor Vorlesungsbeginn auf den Homepages der TU, der Fakultät und der Angewandten Studiengänge sowie auf Aushängen in der Fakultät veröffentlicht.

Die Veranstaltung kann mit der Veranstaltung des Instituts für Erziehungswissenschaften und Soziologie (Herr Goll) frei kombiniert werden. Sie müssen die Einführungsveranstaltung zur Ringvorlesung am 12.10. und zusätzlich insgesamt 12 Vorträge besuchen. Die Veranstaltung ist für die Studierenden der Angewandten Studiengänge (sowohl Angewandte Literatur- und Kulturwissenschaften als auch Angewandte Sprachwissenschaften) sehr geeignet. Teilleistungen können allerdings nur in den Basismodulen des Bachelor-Studiums erbracht werden.

Weitere Informationen zu Teil- und Studienleistungen erhalten Sie in der Einführungsveranstaltung. Sollten Sie nur an einzelnen Veranstaltungen interessiert sein, sind Sie herzlich eingeladen, an diesen ohne Anmeldung spontan teilzunehmen.