

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Wintersemester 2008/09

Allgemeine Informationen finden Sie unter www.englisch.fb15.uni-dortmund.de

Wichtige Informationen des Instituts für Anglistik und Amerikanistik

Die Einführungsveranstaltung für Studienanfänger findet am Montag, 6. Oktober 2008, 14:00 – 16:00 Uhr, im Raum 3.427/EF 50 statt.

Course Registration

THERE HAVE BEEN SOME CHANGES FOR THE WS2008/09, SO PLEASE READ THE INFORMATION BELOW CAREFULLY.

Course registration for **all courses** (except where otherwise noted in the KVV) in the Institut für Anglistik und Amerikanistik will now take place **online**.

The procedure for **New Students** will be announced at the Einführungsveranstaltung (see above).

Continuing Students can register at the end of the SS2008 (**25 July 2008 – 11 September 2008**) for courses for the WS2008/09.

When you apply has no impact on your chances, as long as you apply before registration closes.

The forms will be in the **Institut für Anglistik und Amerikanistik** "Veranstaltung" on **EWS2**. This is the **only** EWS2 site for course registration. This should not be confused with the EWS2 sites for individual courses – they have nothing to do with registration.

There will be separate forms for Grund- and/or Hauptstudium courses in each Bereich (i.e. Sprachwissenschaft, Fachdidaktik, Britische Literaturwissenschaft, Amerikanistik, Britische Kulturwissenschaft, and Sprachpraxis).

If you wish to take more than one course in one Bereich, e.g. 2 or more Hauptseminars in Fachdidaktik, you will be able to indicate this on the form. However, you should be aware that our first priority is to ensure that every student is able to get one course. **This does not mean that you will get your first preference automatically.**

Putting down just one preference does not mean that you will automatically get that course. The more preferences you give us, the greater the chance of getting a course (although it may not be your first preference).

Students will receive an email on **12 September 2008** confirming that we have received your application. If you do not receive an email on this date (please check spam folders first), you should email your course preferences directly to iaa.courserereg@googlemail.com, and your details will be added to the database.

The course offers will be posted on the IAA EWS2 site by **19 September 2008**.

If you wish to take this course, you can simply show up to the first session. If you cannot accept the offer of a place, we ask you to email us as soon as possible, so that we can offer your place to another student.

For queries about courses, modules, Hauptstudium requirements and so on, please use the following email addresses:

Sprachwissenschaft: **linguistik.fragen@googlemail.com**

Fachdidaktik: **fachdidaktik.fragen@googlemail.com**

Britische Literaturwissenschaft: **britlit.fragen@googlemail.com**

Amerikanistik: **amerikanistik.fragen@googlemail.com**

Britische Kulturwissenschaft: **britkult.fragen@googlemail.com**

Sprachpraxis: **sprachpraxis.fragen@googlemail.com**

If you have any questions, please consult the FAQ in the forum at the IAA EWS2 site. The email for any other queries about the course registration process itself is **iaa.coursereg@googlemail.com**.

Please add these addresses (as well as the mailing list address **iaa@ews2.uni-dortmund.de**) to your email address book to ensure that these addresses are not blocked.

Veranstaltungen beginnen am 13.10.2008

BML-Modul „Bildung und Wissen“ (BiWi)

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

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs, die ihr außerschulisches vermittlungsorientiertes Praktikum im Fach Englisch machen möchten. Hierfür müssen Sie sich einen Praktikumsplatz mit Englischbezug organisieren und sich aus den Lehrpersonen des Instituts für Anglistik und Amerikanistik eine(n) Lehrende(n) aussuchen, der/die das Praktikum betreut und mit dem/der Sie dann den Ablauf des Praktikums und weitere Termine besprechen.

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

Diese Veranstaltung richtet sich an die Studierenden des Modellversuchs und ist Teil des BiWi-Moduls "Bildung und Pluralität" (interdisziplinär).

Diese projektartig angelegte Veranstaltung findet statt in Kleingruppen zu verschiedenen Themen, die in das wissenschaftliche Arbeiten und dessen Vermittlung einführen. Auf einer Infoveranstaltung am 09.07.2008 um 18 Uhr in Raum 3.406 (EF 50) werden Form und Ablauf dieser Veranstaltung vorgestellt. Im Anschluss hängen vor Raum 3.432 (Studienberatung) Listen zur Anmeldung. Das erste gemeinsame Treffen aller Projektgruppen findet am Mittwoch, 29.10.2008, ab 18:00 Uhr, im R. 3.427/EF 50 statt.

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

154703	BiWi: Ringvorlesung Brückenschlag Studium-Beruf (2 SWS, 2 CP)	
	wird noch bekanntgegeben	Schulz

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

Englische Sprachwissenschaft

1. STUDIENPHASE

154101	Introduction to Linguistics - Kurs A (2 Ü)		
	Do 14:15 – 15:45	R. 3.208/EF 50	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} : 1, 15
	BK: 2a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154102	Introduction to Linguistics - Kurs B (2 Ü)		
	Di 10:15 – 11:45	R. 3.208/EF 50	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} : 1, 15
	BK: 2a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154103	Introduction to Linguistics - Kurs C (2 Ü)		
	Mi 16:15 – 17:45	R. 3.205/EF 50	Reinertz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP _{1,Fach} : 2a	B.A. _{ALK} :
	Gy/Ge: 2a	SP _{2,Fach} : 2a	B.A. _{AS} : 1, 15
	BK: 2a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

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

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

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

Credits will be awarded on the basis of:

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

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

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

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

154104	English Semantics (2 PS)		
	Di 16:15 – 17:45	R. 3.208/EF 50	Jansing
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} : 1d, 3a, 4b, 15c, 16c
	BK: 2b		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) A1, 2, 3			

"Language without meaning is meaningless." Most people, no doubt, would agree with this statement, even if they might have to brood about its meaning a little. So what exactly is "meaning"? Semantics as the branch of linguistics studying the nature of meaning in language is concerned with finding an answer to this question. We will, therefore, in this seminar be looking at different theories of meaning and various approaches to the study of meaning incorporating both structural and cognitive perspectives, building on knowledge you have acquired in the Introduction to Linguistics. Successful completion of the Introduction to Linguistics is therefore a requirement for attending this seminar.

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

The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Required reading:

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

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

154105	English Syntax (2 PS)		
	Mi 12:15 – 13:45	R. 3.205/EF 50	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 302 MA LA		
	LPO 2003		
	GHR: 2b	SP _{1,Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2,Fach} : 2b	B.A. _{AS} : 1d, 3a, 4b, 15c, 16c
	BK: 2b		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) A1, 2			

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

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

Introductory reading:

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

154106	English Morphology and Word-Formation (2 PS)		
	Mo 16:15 – 17:45	R. 3.112/EF 50	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} : 1d, 3a, 4b, 15c, 16c
BK: 2b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000) A1, 2, 3			

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

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

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

Required reading:

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

154107	English Pragmatics (2 PS)		
	Mo 10:15 – 11:45	R. 3.207/EF 50	Bauernfeind
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} : 2b	B.A. _{AS} : 1d, 3a, 4b, 15c, 16c
BK:		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000) A1, 2, 3			

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.

2. STUDIENPHASE

154108	Historical Dimensions of the English Language (2 S)		
	Do 14:15 – 15:45	R. 3.205/EF 50	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} : 1d, 3a, 15c, 16c
	BK: 4a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) A1, 2, 4, 5			

154109	Historical Dimensions of the English Language (2 S)		
	Mi 16:15 – 17:45	R. 3.206/EF 50	Lowerre
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} : 1d, 3a, 15c, 16c
	BK: 4a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) A1, 2, 4, 5			

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

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

154110	Cognitive Linguistics (2 HS)		
	Di 14:15 – 15:45	R. 3.205/EF 50	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 503, 702, 703		
	MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a,b	SP _{2,Fach} : 4b	B.A. _{AS} : 8, 9
BK: 8a, b		M.A. _{ALK} :	
		M.A. _{AS} : 11, 12, 13	
	LA: alte LPO (1994/2000) A1, 2, 3		

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

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

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

In the seminar, we will study the effects that these hypotheses have on the description and explanation of linguistic phenomena mostly from the fields of lexical semantics and grammar.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "hans.peters@uni-dortmund.de".

Recommended introductory reading:

Lee, David. 2001. *Cognitive Linguistics. An Introduction*. Oxford: Oxford University Press.

154111	Words and their History (2 HS)		
	Do 10:15 – 11:45	R. 3.208/EF 50	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 503, 702, 703		
	MA LA		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2,Fach} : 4b	B.A. _{AS} : 8, 9
BK: 8a, b		M.A. _{ALK} :	
		M.A. _{AS} : 11, 12, 13	
	LA: alte LPO (1994/2000) A1, 2, 3, 4, 5		

Once upon a time, there were villains in every village. Some of the trees were straight, others wrong. The lords guarded their loaves, and the ladies were busy kneading the dough. The person of the village had an ass, and was greeted awfully by the churls. Some of the knaves he taught how to chant. During the summer months, everyone had enough meat, but some people starved.

If all this does not appear to make much sense, this is because quite a few words have changed their meaning quite drastically over the years. How and why did this happen? Didn't it confuse speakers? Are there general patterns which could help explain (and even predict?) changes in meaning?

Beginning in the next harvest (sorry, I mean fall) we will look for a framework in which semantic change can be described and explained; this will include a discussion of the concept of "meaning (or sense) of a word", and of both types and processes which play a role in changes of meaning. Evidently, we will also look at a number of words which display "interesting" changes – like the ones in the introductory passage.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "hans.peters@uni-dortmund.de".

Introductory reading: the chapters on semantic change/change of meaning in:

Ullmann, Stephen. 1962. *Semantics. An Introduction to the Science of Meaning*. Oxford: Blackwell.

McMahon, April M.S. 1994 *Understanding Language Change*. Cambridge: Cambridge University Press.

154112	Second Language Acquisition (2 HS)		
	Di 08:30 – 10:00	R. 3.208	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 503, 702, 703		
	MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A.ALK:
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A.AS: 8, 9
BK: 8a, b		M.A.ALK:	
		M.A.AS: 11, 12, 13	
	LA: alte LPO (1994/2000) A1, 2, 3		

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.

Further topics will include commonly used research methodologies and data collection techniques, especially in instructed SLA research.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

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

MASTERSTUDIENGÄNGE LEHRAMT

154110	Cognitive Linguistics (2 HS)		
	Di 14:15 – 15:45	R. 3.205/EF 50	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 503, 702, 703		
	MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A.ALK:
	Gy/Ge: 8a,b	SP _{2.Fach} : 4b	B.A.AS: 8, 9
BK: 8a, b		M.A.ALK:	
		M.A.AS: 11, 12, 13	
	LA: alte LPO (1994/2000) A1, 2, 3		

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become more and more fruitful since the 1980s. Most of the research has focused on seman-

tics, but morphology and syntax also figure significantly, plus other linguistic areas like language acquisition, phonology, and historical linguistics.

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

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

In the seminar, we will study the effects that these hypotheses have on the description and explanation of linguistic phenomena mostly from the fields of lexical semantics and grammar.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "hans.peters@uni-dortmund.de".

Recommended introductory reading:

Lee, David. 2001. *Cognitive Linguistics. An Introduction*. Oxford: Oxford University Press.

154112	Second Language Acquisition (2 HS)		
	Di 08:30 – 10:00	R. 3.208	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 503, 702, 703		
	MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : 8, 9
	BK: 8a, b		M.A. _{ALK} :
LA: alte LPO (1994/2000) A1, 2, 3		M.A. _{AS} : 11, 12, 13	

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. Further topics will include commonly used research methodologies and data collection techniques, especially in instructed SLA research.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

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

Sprachpraxis

1. Studienphase

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

Integrated Foundation Courses (IFC)

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

154401	IFC I (4 Ü)		
	Mo 16:15 – 17:45 Fr 14:15 – 15:45	R. 3.208/EF 50 R. 3.208/EF 50	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000):			

154402	IFC II (4 Ü)		
	Di 16:15 – 17:45 Mi 16:15 – 17:45	R. 3.205/EF 50 R. UH 300/EF 50	Jones
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000):			

154403	IFC III (4 Ü)		
	Di 18:15 – 19:45 Mi 14:15 – 15:45	R. 3.205/EF 50 R. 3.206/EF 50	Jones
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2,Fach} : 1e, 2c	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000):			

154404	IFC IV (4 U)		
	Mi 10:15 – 11:45 Fr 10:15 – 11:45	R. 3.205/EF 50 R. 3.205/EF 50	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2,Fach} : 1e, 2c	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000):			

154405	IFC V (4 U)		
	Mo 12:15 – 13:45 Do 16:15 – 17:45	R. 3.206/EF 50 R. 3.206/EF 50	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2,Fach} : 1e, 2c	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000):			

Written and Oral Communication (WOC)

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

154406	WOC: Drama (2 U)		
	Fr 12:15 – 13:45	R. 3.208/EF 50	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<i>BA LA 402</i>		
	<i>MA LA</i>		
	<i>LPO 2003</i>		
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000):		

154407	WOC: Short Stories (2 U)		
	Fr 16:00 – 17:30	R. 3.208/EF 50	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<i>BA LA 402</i>		
	<i>MA LA</i>		
	<i>LPO 2003</i>		
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000):		

154408	WOC: British Literature (2 Ü)		
	Mo 14:15 – 15:45	R. 3.206/EF 50	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<i>BA LA 402</i>		
	<i>MA LA</i>		
	<i>LPO 2003</i>		
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : --
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : 1b
	BK: 3a		M.A. _{ALK} : --
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000):		

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.

1./2. Studienphase Project Design and Evaluation

154409		Project Design and Evaluation: Teaching practice in England (1 Ü)	
			Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<i>BA LA 403</i>		
	<i>MA LA</i>		
	<i>LPO 2003</i>		
	GHR: 4d	SP _{1,Fach} : 4d	B.A. _{ALK} :
	Gy/Ge: 5d	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5c		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

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

154410		Project Design and Evaluation: Ireland/Scotland/USA (1 Ü)	
			Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	<i>BA LA 403</i>		
	<i>MA LA</i>		
	<i>LPO 2003</i>		
	GHR: 4d	SP _{1,Fach} : 4d	B.A. _{ALK} :
	Gy/Ge: 5d	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5c		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

This particular course is of a tutorial nature, and is offered on an informal and individual basis each semester. Students can come to my (or for that matter, any of my fellow lecturers') office hours to discuss the theme of a thesis paper "before" they leave for an English-speaking country of their choice in order to fill the department's language requirement for an "Auslandsaufenthalt". The particular countries for which I am responsible are Ireland and Scotland. Please consult our English department's "Studienordnung" for more specifically detailed requirements.

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

This is for students interested in preparing a thesis paper about their stay abroad.

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

2. Studienphase

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

Academic Writing

These courses aim at developing the understanding and writing of academic English and will guide students through the processes of text analysis, evaluation, drafting and editing. Classroom work will focus on identifying features of language at different levels of textual design and will show how vocabulary and grammar relate to the rhetorical function and context of communication. Model essays and practice material will be available during the course of the seminar. Students will be expected to contribute work on a regular basis. Access to these classes will be regulated through the EWS intranet platform.

Highly recommended background reading: Emily Purser, *Studienbegleiter: Academic Writing*, Cornelsen.

154413	Academic Writing I: American Literature (2 Ü)		
	Do 12:15 – 13:45	R. 3.206/EF 50	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1002		
	MA LA 1502		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154414	Academic Writing II: British Literature (2 Ü)		
	Di 12:15 – 13:45	R. 3.206/EF 50	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1002		
	MA LA 1502		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154415	Academic Writing III: The Gothic (2 Ü)		
	Do 12:15 – 13:45	R. 3.207/EF 50	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1002		
	MA LA 1502		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154416	Academic Writing IV: Literature into Film (2 Ü)		
	Mi 16:15 – 17:45	R. 3.207/EF 50	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1002		
	MA LA 1502		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154417	Academic Writing V: Slayer Studies (2 Ü)		
	Fr 14:15 – 15:45	R. 3.207/EF 50	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1002		
	MA LA 1502		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

Translation

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

Highly recommended background reading:

Barry Baddock & Susie Vrobel:

Translation Skills German-English Hueber

Emily Purser & Linda Paul:

Translation: Übersetzung Cornelsen

Richard Humphrey:

Grundkurs Übersetzen Deutsch-Englisch Klett

Richard Humphrey:

Aufbaukurs Übersetzen Deutsch-Englisch Klett

Recommended dictionary:

Langenscheidt/Collins *Großwörterbuch Englisch*, Munich 2004

154418 Translation German/English I (2 Ü)			
	Di 10:15 – 11:45	R. 3.206/EF 50	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1001		
	MA LA 1501		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} : TG 6	
LA: alte LPO (1994/2000)			

154419 Translation German/English II (2 Ü)			
	Di 12:15 – 13:45	R. 3.207/EF 50	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1001		
	MA LA 1501		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} : TG 6	
LA: alte LPO (1994/2000)			

154420	Translation German/English III (2 Ü)		
	Do 10:15 – 11:45	R. 3.207/EF 50	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1001		
	MA LA 1501		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} : TG 6	
LA: alte LPO (1994/2000)			

154421	Translation German/English IV (2 Ü)		
	Do 12:15 – 13:45	R. 3.208/EF 50	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1001		
	MA LA 1501		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} : TG 6	
LA: alte LPO (1994/2000)			

154422	Translation German/English V (2 Ü)		
	Mo 12:15 – 13:45	R. 3.207/EF 50	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 1001		
	MA LA 1501		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} :
	BK: 8b		M.A. _{ALK} : 11b
		M.A. _{AS} : TG 6	
LA: alte LPO (1994/2000)			

Englische Fachdidaktik

1. Studienphase

154301	Introduction to English as a Second/Foreign Language, Gruppe A (2 V/PS)		
	Do 8:30-10:00	R. 3.206/EF 50	Weishaupt
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} :	B.A. _{AS} :
	BK: 2c		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

154302	Introduction to English as a Second/Foreign Language, Gruppe B (2 V/PS)		
	Di 16:00-17:30	R. 3.206/EF 50	Papenberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 303		
	MA LA		
	LPO 2003		
	GHR: 2c	SP _{1,Fach} : 2C	B.A. _{ALK} :
	Gy/Ge: 2c	SP _{2,Fach} :	B.A. _{AS} :
	BK: 2c		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

In dieser Veranstaltung wird ein Überblick gegeben über

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

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

Es wird erwartet, dass Sie regelmäßig teilnehmen, über fünf Aufsätze Ihrer Wahl aus fachdidaktischen Zeitschriften schriftliche Aufzeichnungen anfertigen, um sie zusammen mit Ihrer Abschlussklausur einzureichen, und regelmäßig am Tutorium teilnehmen. Im Verlauf des Semesters sind im Rahmen des Tutoriums

Übungsaufgaben zur Vorbereitung auf die Klausur zu erledigen. In der abschließenden Klausur wird von Ihnen erwartet, dass Sie die Themen der Veranstaltung auf neue Fragestellungen hin anwenden können.

Literaturempfehlungen:

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

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

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

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

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

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

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

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

2. Studienphase

154211	Picture Books in the Primary English Classroom (2 HS)			
	Do 12:15 – 13:45	R. 3.205/EF 50	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA 602, 603, 801, 802, 803			
	MA LA -			
	LPO 2003			
	GHR: 4b, 5c	SP _{1.Fach} : 4 b, 5 c		B.A. _{ALK} : -
	Gy/Ge: 5b, 7a,b	SP _{2.Fach} : 4 b		B.A. _{AS} : -
	BK: 5b, 7a,b			M.A. _{ALK} : -
LA: alte LPO (1994/2000): Primarstufe			M.A. _{AS} : -	

By now we know 'all' about reading: Anglo-American reading research has proved it that children will only then become active, critical and live-long readers when they have experienced the pleasure of reading, of sharing meaning with others once in their own childhood – at school, in extra-curricular activities or at home. To make sense of words and pictures, to decode texts and images and relate them to each other, to construct meaning on various levels – all this is 'reading' in the sense of a cultural technique. Moreover, these faculties provide an important foundation for the development of the child's personality. Therefore there's no time to lose to initiate kids into that area of emotional and intellectual enrichment and psychological empowerment. Let's make an early start!

The course answers the long-felt need of more guidance of future teachers in the Primary English Classroom on making sensible choices of suitable texts. Furthermore, we will explore various ways of how to use them in lessons of English, lessons of other subjects and extra-curricular activities. The aim is to encourage children to read at all, to stimulate a positive future reading behaviour and to encourage them to keep on reading in the years to come. A **major advantage** that the course has to offer is that **students have the possibility to test their work in selected schools and Bilingual Kindergartens**.

The course has a practical focus, but of course some essential theoretical presuppositions will have to be provided. For this, we will draw on

- reading research
- the semiotics of the picture book
- techniques of story-telling
- the history and technology of book illustration and graphic design
- the didactics of primary school teaching
- pedagogical principles of the use of picture books in the Primary English Classroom,
- and approaches to multi- and interculturality

Knowledge and competencies in those areas will help you to make better choices, to judge competently and to use picture books with a sure eye for the quality of the picture-word-interaction and its possible effects on young learners of English.

The books chosen will cover a broad range of topics and subjects and involve a whole variety of style of illustration. Most of them will be available at our own library (BSP).

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

Salisbury, Martin: *Illustrating Children's Books.*

***Creating Pictures for Publication.* New York: Barron's 2004**

[ISBN 0-7641-2717-9; C 24012; LCa 341; SEM 920-67]

A '**Reader**' with a substantial bibliography, important terminology and selected secondary literature will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

- ❖ 'aktive Teilnahme' („Referat und Ausarbeitung')
- ❖ ‚Hausarbeit' + oral presentation
- ❖ projects incl. an oral presentation (only at school or Kindergarten)
- ❖ ‚Klausur'/written test

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

154303	The Theory of Microteaching (2 HS)		
	Compact seminar	wird noch bekannt gegeben	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 5a		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

This class will be a joint project in practical and theoretical approaches to EFL teaching. The two classes Theory and Practice will cooperate.

It will get you involved in experiential situations where you can try out and reflect specific teaching situations. At different times you will be in the role of a teacher and an observer. So this is a seminar for a restricted number of students who are willing to try out things related to their future career as EFL teachers and who trust that the class will help to develop a critical self-confidence. The theoretical part of the class will focus on criteria for judging the quality of teaching.

There will be three compact phases of this course: The first will take place on October 6 and 7, before the official start of the semester. Interested students should contact both, Dr. Kane and Prof. Nold, as soon as possible. You have to sign up for the seminar's EWS website.

A reader will be developed.

Every participant is expected to take an active part in the experiential situations and, in addition, to do the reading assignments based on the reader.

Writing a portfolio will be the specific requirement if you need a grade for your class - instead of a Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154304	The Practice of Microteaching (2 HS)		
	Compact seminar	wird noch bekannt gegeben	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 MA LA: 1101		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 5a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000)			

This class will be a joint project in practical and theoretical approaches to EFL teaching. The two classes Theory and Practice will cooperate.

It will get you involved in experiential situations where you can try out and reflect specific teaching situations. At different times you will be in the role of a teacher and an observer. So this is a seminar for a restricted number of students who are willing to try out things related to their future career as EFL teachers and who trust that the class will help to develop a critical self-confidence. The theoretical part of the class will focus on criteria for judging the quality of teaching.

There will be three compact phases of this course: The first will take place on October 6 and 7, before the official start of the semester. Interested students should contact both, Dr. Kane and Prof. Nold, as soon as possible. You have to sign up for the seminar's EWS website.

A reader will be developed.

Every participant is expected to take an active part in the experiential situations and, in addition, to do the reading assignments based on the reader.

Writing a portfolio will be the specific requirement if you need a grade for your class - instead of a Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154305	Teaching Pronunciation (2 HS)		
	Do 08:30 – 10:00	3.205/EF 50	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603 MA LA		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000):) : C 1-4 (PS/HS)			

Pronunciation has been described as "the Cinderella of language teaching", i.e. she never gets to go to the ball. This course will attempt to bring pronunciation away from the cinders. Building on a review of basic phonetic and phonological concepts, we will discuss models and objectives of pronunciation teaching. A central question throughout the seminar will be how to incorporate these concepts into practical classroom instruction. Students should be prepared to participate in pronunciation exercises both as instructors and as learners.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>). Once you have been assigned to this course, you should also register there. 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 EWSII-Workspace for this course.

154306	"To e- or not to e-" – Teaching Sh@kespeare		
	Di 08:30 – 10:00	R. UH 300/EF 50	Weishaupt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 602, 603		
	MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge: 5a, 5b	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5a, 5b		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

Although there are programmes like "Surfing with the Bard" or a "Virtual Tour of The Globe" available, at first glance the new technologies and William Shakespeare's works do not seem to have much in common. Yet, both are widely discussed, still up to date and thus compulsory for upper secondary education (*Romeo and Juliet* is the historical drama to be read for the *Zentralabitur* in 2009 and 2010). In an attempt to teach Shakespeare into the 21st century, scholars and teachers suggest to approach his works via the computer at least in some phases of EFL teaching.

In this course we will closely examine these ideas and develop our own approaches to teaching Shakespeare, e.g. by writing a weblog, watching performances online and developing webquests to discover Shakespeare from a new perspective.

After all, we will try to find an answer: "To e- or not to e-, that is the question".

For this course, you will need to know the plays *Romeo and Juliet* and *A Midsummer Night's Dream* and read articles on the topic that will be assigned to you in the first session of this seminar.

There will be an EWS2-workspace by the beginning of October. Please register if you get a place in this seminar in order to get access to materials and texts.

Should you have any questions concerning the course, don't hesitate to contact me (anja.weishaupt@uni-dortmund.de).

154307	English in everyday situations (2 HS)		
	Mo 16:15 – 17:45	R. 3.207/EF 50	Preedy
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 601, 602		
	MA LA		
	LPO 2003		
	GHR: 2d, 4a/b	SP _{1,Fach} : 2d, 4a/b	B.A. _{ALK} :
	Gy/Ge: 2d, 5a/b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d, 5a/b		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

This seminar discusses and tries out the different methods of bringing English nearer to the pupils and giving it meaning through activities and motivating activities. The seminar will be based amongst others on the following book: "For Real" Martyn Ford and Dave King, Cornelsen Intermediate Timesavers

154308	The use of games in teaching English (2 HS)		
	Do 16:15 – 17:45	R. 3.208/EF 50	Preedy
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 601		
	MA LA		
	LPO 2003		
	GHR: 2d, 4a	SP _{1,Fach} : 2d, 4a	B.A. _{ALK} :
	Gy/Ge: 2d, 5a	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK:		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

Why use games in the English language classroom?

"There are many valid reasons for using games, not least amongst them the sheer enjoyment of a moment of relaxation after some arduous drilling, or as a short respite after prolonged deskwork." George P. McCallum

This seminar will look into the various types of games which can be used in the English language classroom.

The books we shall be looking at include

"Elementary Vocabulary games" Jill Hadfield

"Vocabulary games and activities for teachers" Peter Watcyn-Jones

"Games for children" Gordon Lewis with Günther Bedson

"101 word games" George P. McCallum

"Games for language learning" Andrew Wright, et al

"Language games and contests" W R Lee

"Play and practise" Anthony Chamberlin

"Lernspiele im Englishunterricht" Friederike Klippel

As beginners English is very often game-based, this seminar will be especially useful to primary teachers.

154309	Bilingual Teaching		
	Kompaktseminar 13./14.9 & 01./02.11.08	Wird bekannt gegeben	Hinz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601/602		
	MA LA		
	LPO 2003		
	GHR: 4a/4b	SP _{1,Fach} : 4a/4b	B.A. _{ALK} :
	Gy/Ge: 5a/5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 5a/5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge			

Bilingual Teaching has become a well established concept. 250 schools all over Germany, among them more than 100 secondary schools (Haupt-/Realschulen), are applying curricular or modular models of teaching subject matters in a foreign language. In this course we will have a look at the historical development of bilingual teaching and content-and-language-integrated learning (CLIL) in Germany, and see how bilingual teaching can be implemented in our schools. In the theoretical part of this course we will scrutinize the following topics: models, theories and methodologies that have been developed in the field, cultural and language awareness, learning psychological aspects, role of teacher and students in the bilingual classroom, CLIL and the curricula, evaluation. In the more practical part of the seminar sample lessons will be worked out, analysed, discussed, and evaluated by students. If possible, a wide range of content subjects should be covered (history, politics, religion, art, mathematics, biology etc.).

If you have any questions, don't hesitate to ask via mail: silke.hinz@uni-dortmund.de

154310	Teacher Education in Germany and the US (2 HS)		
	Do 10:15 – 11:45	R. UH 300/EF 50	Roters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601,602		
	MA LA		
	LPO 2003		
	GHR: 4a, 4b	SP _{1,Fach} : 4a, 4b	B.A. _{ALK} : ---
	Gy/Ge: 5a, 5b	SP _{2,Fach} : 3a	B.A. _{AS} : ---
BK: 5a, 5b		M.A. _{ALK} : ---	
		M.A. _{AS} : ---	
	LA: alte LPO (1994/2000) C 1-4 HS		

To study the field of teacher education in two countries is challenging, yet revealing. Some recent developments in the US may soon enter the German discourse as it is the case with the emergence of alternative teacher education programs like Teach First Germany.

In this class, we attempt to critically examine the systems of teacher education from a socio-cultural and political perspective. Moreover, we will have a closer look at new developments in teacher education in Germany and the US such as a new call for accountability. Students' prior experiences with internships will serve as framework for discussion and reflection. In our analysis, we will also include empirical research showing the efficacy of teacher education programs.

As of September, there will be an EDO-Workspace for this class which will provide information on course requirements and reading materials. Please register for this workspace before coming to our first session.

154311	Content/Culture learning and CLIL - Topics and Texts in EFL Learning and Teaching (2 HS)		
	Do 08:30 – 10:00	R. 3.207/EF 50	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 602		
	MA LA 1102		
	LPO 2003		
	GHR: 4b	SP _{1,Fach} : 4b	B.A. _{ALK} :
	Gy/Ge: 5b	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge		

The centre of attention of this class will be dealing with content teaching, CLIL, and intercultural objectives in the EFL and CLIL classroom.

At the outset, the class will focus on EFL and CLIL textbooks. The content of these textbooks, the teaching/learning progression and the methodological and theoretical implications of the textbooks will be analysed. Prototypical teaching units will be developed based on the textbooks and/ or additional texts if the need arises.

The focus of the class will make it necessary to also take cultural and intercultural learning into account. So it is a second aim to deal with the concept of intercultural learning, Fremdverstehen, and to apply the developmental model of intercultural learning to possible classroom situations.

Every participant is expected to do the reading assignments. Your textbook analysis and reading will be the basis of the discussions in class. Also, every participant will be responsible for giving one brief oral summary of the texts that have to be read for each class or to prepare concrete teaching suggestions.

For those who want to take part in a Klausur at the end it is an additional requirement to concentrate on a specific topic and to be able to develop a teaching unit in outline. Before the end of January you are required to hand in a note that explains what your special focus will be for the Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154312	Results from the DESI-Study and possible consequences for teaching (2 HS)		
	Do 16:15 – 17:45	R. 3.207/EF 50	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 601 MA LA 1101		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 5a	SP _{2,Fach} : 4a	B.A. _{AS} :
	BK: 5a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000)			

In this class we will focus on the results of the DESI-Study (Deutsch-Englisch-Schülerleistungen-International) and look specifically at those aspects that address the role of the EFL teacher and the competence levels for the EFL learners. A critical appraisal of this large-scale study will be the special focus. This means we will look at the levels of student achievement and the variables explaining their achievement. We will critically look at the data/tests and questionnaires that this study is based on. And we will also try to find out how the students' competences can be supported by teaching situations favourable for learning. More generally, the ability to cope with research in the field of EFL teaching and learning will be the major objective of the class.

Set texts:

Beck, B. & Klieme, E. (Hrsg.) (2007): Sprachliche Kompetenzen: Konzepte und Testinstrumente zur Messung der Leistungen im Deutschen und Englischen. Weinheim: Beltz.

DESI-Konsortium (Hrsg.) (2008): Unterricht und Kompetenzerwerb in Deutsch und Englisch. Ergebnisse der DESI-Studie. Weinheim: Beltz.

Every participant is expected to do the reading assignments and to provide critical comments in both oral and written forms.

For those who want to take part in a Klausur at the end it is an additional requirement to concentrate on a specific topic and to show their skills in critically evaluating research. Before the end of January you are required to hand in a note that explains what your special focus will be for the Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154314	Examenskolloquium (1 K)		
	Mi 17:15 – 18:00	R. 3.237/EF 50	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA relevant MA LA relevant		
	LPO 2003 relevant		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) relevant			

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

154316	Content and language integrated EFL learning and teaching (2 HS)		
	Fr 10:15 – 11:45	R. 3.405/EF 50	N.N.
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 601		
	MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge			

MASTERSTUDIENGÄNGE LEHRAMT

154303	The Theory of Microteaching (2 HS)		
	Compact seminar	wird noch bekannt gegeben	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 5a	SP _{2,Fach} : 4a	B.A. _{AS} :
	BK: 5a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

This class will be a joint project in practical and theoretical approaches to EFL teaching. The two classes Theory and Practice will cooperate.

It will get you involved in experiential situations where you can try out and reflect specific teaching situations. At different times you will be in the role of a teacher and an observer. So this is a seminar for a restricted number of students who are willing to try out things related to their future career as EFL teachers and who trust that the class will help to develop a critical self-confidence. The theoretical part of the class will focus on criteria for judging the quality of teaching.

There will be three compact phases of this course: The first will take place on October 6 and 7, before the official start of the semester. Interested students should contact both, Dr. Kane and Prof. Nold, as soon as possible. You have to sign up for the seminar's EWS website.

A reader will be developed.

Every participant is expected to take an active part in the experiential situations and, in addition, to do the reading assignments based on the reader.

Writing a portfolio will be the specific requirement if you need a grade for your class - instead of a Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154304	The Practice of Microteaching (2 HS)		
	Compact seminar	wird noch bekannt gegeben	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 5a	SP _{2,Fach} : 4a	B.A. _{AS} :
BK: 5a		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

This class will be a joint project in practical and theoretical approaches to EFL teaching. The two classes Theory and Practice will cooperate.

It will get you involved in experiential situations where you can try out and reflect specific teaching situations. At different times you will be in the role of a teacher and an observer. So this is a seminar for a restricted number of students who are willing to try out things related to their future career as EFL teachers and who trust that the class will help to develop a critical self-confidence. The theoretical part of the class will focus on criteria for judging the quality of teaching.

There will be three compact phases of this course: The first will take place on October 6 and 7, before the official start of the semester. Interested students should contact both, Dr. Kane and Prof. Nold, as soon as possible. You have to sign up for the seminar's EWS website.

A reader will be developed.

Every participant is expected to take an active part in the experiential situations and, in addition, to do the reading assignments based on the reader.

Writing a portfolio will be the specific requirement if you need a grade for your class - instead of a Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154311	Content/Culture learning and CLIL - Topics and Texts in EFL Learning and Teaching (2 HS)		
	Do 08:30 – 10:00	R. 3.207/EF 50	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 602		
	MA LA 1102		
	LPO 2003		
	GHR: 4b	SP _{1,Fach} : 4b	B.A. _{ALK} :
	Gy/Ge: 5b	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge		

The centre of attention of this class will be dealing with content teaching, CLIL, and intercultural objectives in the EFL and CLIL classroom.

At the outset, the class will focus on EFL and CLIL textbooks. The content of these textbooks, the teaching/learning progression and the methodological and theoretical implications of the textbooks will be analysed. Prototypical teaching units will be developed based on the textbooks and/ or additional texts if the need arises.

The focus of the class will make it necessary to also take cultural and intercultural learning into account. So it is a second aim to deal with the concept of intercultural learning, Fremdverstehen, and to apply the developmental model of intercultural learning to possible classroom situations.

Every participant is expected to do the reading assignments. Your textbook analysis and reading will be the basis of the discussions in class. Also, every participant will be responsible for giving one brief oral summary of the texts that have to be read for each class or to prepare concrete teaching suggestions.

For those who want to take part in a Klausur at the end it is an additional requirement to concentrate on a specific topic and to be able to develop a teaching unit in outline. Before the end of January you are required to hand in a note that explains what your special focus will be for the Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154312	Results from the DESI-Study and possible consequences for teaching (2 HS)		
	Do 16:15 – 17:45	R. 3.207/EF 50	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 601 MA LA 1101		
	LPO 2003		
	GHR: 4a	SP _{1,Fach} : 4a	B.A. _{ALK} :
	Gy/Ge: 5a	SP _{2,Fach} : 4a	B.A. _{AS} :
	BK: 5a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge			

In this class we will focus on the results of the DESI-Study (Deutsch-Englisch-Schülerleistungen-International) and look specifically at those aspects that address the role of the EFL teacher and the competence levels for the EFL learners. A critical appraisal of this large-scale study will be the special focus. This means we will look at the levels of student achievement and the variables explaining their achievement. We will critically look at the data/tests and questionnaires that this study is based on. And we will also try to find out how the students' competences can be supported by teaching situations favourable for learning. More generally, the ability to cope with research in the field of EFL teaching and learning will be the major objective of the class.

Set texts:

Beck, B. & Klieme, E. (Hrsg.) (2007): Sprachliche Kompetenzen: Konzepte und Testinstrumente zur Messung der Leistungen im Deutschen und Englischen. Weinheim: Beltz.

DESI-Konsortium (Hrsg.) (2008): Unterricht und Kompetenzerwerb in Deutsch und Englisch. Ergebnisse der DESI-Studie. Weinheim: Beltz.

Every participant is expected to do the reading assignments and to provide critical comments in both oral and written forms.

For those who want to take part in a Klausur at the end it is an additional requirement to concentrate on a specific topic and to show their skills in critically evaluating research. Before the end of January you are required to hand in a note that explains what your special focus will be for the Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154626	Blended-Learning Concepts in American Studies (in Kooperation mit der Amerikanistik Bochum) (2 HS)		
	Time and place t.b.a.		Cortiel
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1101, 1104, 1402, 1403		
	LPO 2003		
	GHR:	SP_{1,Fach}:	B.A._{ALK}:
	Gy/Ge:	SP_{2,Fach}:	B.A._{AS}:
	BK:		M.A._{ALK}: 10d, 11a, 13a
		M.A._{AS}:	
	LA alte LPO (1994/2000)		

Hybrid learning environments ("blended learning") are all the rage in secondary and higher education, in part because they open doors for new ways of interacting with and engaging students of different learning styles and rhythms. These new learning environments call for a reassessment of teaching practices and (virtual) classroom interaction. This course addresses this need for the American Studies classroom and serves a dual purpose: On one level it is offered as an "Introduction to American Studies" for B.A.-level students in Bochum and Dortmund. On a second level, it introduces M.A.-level students to guiding and evaluating the teaching/learning processes in this hybrid learning environment. While the primary purpose of the course for the B.A.-level students is to understand and apply the theories and methods of American studies, the M.A. students will be introduced to concepts of learning and teaching in a hybrid online/classroom environment. They will be guided in developing learning materials, moderating discussions, and assessing student contributions. Grounded in this practical experience, we will critically engage with theories of reading and writing, community-building and interaction in the hybrid classroom, questions of media literacy, classroom discourse and assessment of student work. In focusing on the process of teaching and learning in the American Studies classroom, M.A. students will also consolidate and expand key skills, theories and methods of American Studies.

The course combines four in-class sessions with nine online sessions, in which students will be familiarized with central concepts of online learning and teaching through their practical application, including building an online community, facilitating asynchronous communication, motivating students to productively interact with each other in the learning process, and assessing student work. An important aspect will finally also be the analysis and evaluation of the course environment as a whole based on the projects and interactions with undergraduate students.

While regular access to the Internet is necessary, no computer skills beyond being able to use a browser and word processor are required.

This course can be taken for either *Amerikanistik* or *Didaktik*.

To enroll in the course please contact jeanne.cortiel@uni-dortmund.de as soon as possible.

Zusatzstudiengang 'Bilinguales Lernen und Lehren'

154309	Bilingual Teaching		
	Kompaktseminar 13./14.9 & 01./02.11.08	Wird bekannt gegeben	Hinz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601/602		
	MA LA		
	LPO 2003		
	GHR: 4a/4b	SP_{1,Fach}: 4a/4b	B.A._{ALK}:
	Gy/Ge: 5a/5b	SP_{2,Fach}: 3a	B.A._{AS}:
	BK: 5a/5b		M.A._{ALK}:
		M.A._{AS}:	
	LA: alte LPO (1994/2000)		

Bilingual Teaching has become a well established concept. 250 schools all over Germany, among them more than 100 secondary schools (Haupt-/Realschulen), are applying curricular or modular models of teaching subject matters in a foreign language. In this course we will have a look at the historical development of

bilingual teaching and content-and-language-integrated learning (CLIL) in Germany, and see how bilingual teaching can be implemented in our schools. In the theoretical part of this course we will scrutinize the following topics: models, theories and methodologies that have been developed in the field, cultural and language awareness, learning psychological aspects, role of teacher and students in the bilingual classroom, CLIL and the curricula, evaluation. In the more practical part of the seminar sample lessons will be worked out, analysed, discussed, and evaluated by students. If possible, a wide range of content subjects should be covered (history, politics, religion, art, mathematics, biology etc.).

If you have any questions, don't hesitate to ask via mail: silke.hinz@uni-dortmund.de

154311	Content/Culture learning and CLIL - Topics and Texts in EFL Learning and Teaching (2 HS)		
	Do 08:30 – 10:00	R. 3.207/EF 50	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 602		
	MA LA 1102		
	LPO 2003		
	GHR: 4b	SP _{1,Fach} : 4b	B.A. _{ALK} :
	Gy/Ge: 5b	SP _{2,Fach} : 4b	B.A. _{AS} :
	BK: 5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge			

The centre of attention of this class will be dealing with content teaching, CLIL, and intercultural objectives in the EFL and CLIL classroom.

At the outset, the class will focus on EFL and CLIL textbooks. The content of these textbooks, the teaching/learning progression and the methodological and theoretical implications of the textbooks will be analysed. Prototypical teaching units will be developed based on the textbooks and/ or additional texts if the need arises.

The focus of the class will make it necessary to also take cultural and intercultural learning into account. So it is a second aim to deal with the concept of intercultural learning, Fremdverstehen, and to apply the developmental model of intercultural learning to possible classroom situations.

Every participant is expected to do the reading assignments. Your textbook analysis and reading will be the basis of the discussions in class. Also, every participant will be responsible for giving one brief oral summary of the texts that have to be read for each class or to prepare concrete teaching suggestions.

For those who want to take part in a Klausur at the end it is an additional requirement to concentrate on a specific topic and to be able to develop a teaching unit in outline. Before the end of January you are required to hand in a note that explains what your special focus will be for the Klausur.

For those who want to write a critical paper it is obligatory to contact me during the semester and to reach an agreement on a possible topic.

154315	ESP: Business English (Bilingual) (2 U)		
	Do 16:15 – 17:45	R. 0.21/Pav. 8 Campus Süd	N.N.
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge			

154316	Content and language integrated EFL learning and teaching (2 HS)		
	Fr 10:15 – 11:45	R. 3.405/EF 50	N.N.
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 601		
	MA LA		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000) BILINGUAL für alle Studiengänge			

Theorie-Praxis-Modul

154313	Theorie-Praxis-Modul (TPM 2/5)		
	Mo 16:15 – 17:45	R. 3.237/EF 50	Aach
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA		
	LPO 2003		
	GHR: Studienanteil	SP _{1.Fach} :	B.A. _{ALK} :
	Gy/Ge: Studienanteil	SP _{2.Fach} :	B.A. _{AS} :
	BK: Studienanteil		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

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

Die Anmeldung erfolgt nicht elektronisch, sondern über Formular, welches bei Bianca Roters ausliegt. Anmeldeschluss ist der 1. Oktober 2008.

Britische Literaturwissenschaft

1. Studienphase

154201	Introduction to British Literary Studies (2 V/S)		
	Fr 10:15 – 11:45	R. 3.208/EF 50	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 101		
	MA LA		
	LPO 2003		
	GHR: 1a	SP _{1,Fach} : 1a	B.A. _{ALK} : 1a, 14a
	Gy/Ge: 1a	SP _{2,Fach} : 1a	B.A. _{AS} :
	BK: 1a		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

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

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

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

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

Reading list (primary literature)

William Shakespeare, Romeo and Juliet (1597)

William Shakespeare, The Merchant of Venice (1600)

Sir Philip Sidney, *Desire* (1591?)

William Blake, *The Tiger* (1994)

Lord Byron, *When We Two Parted* (1803)

William Wordsworth, *The Daffodils* (1807)

S.T. Coleridge, *Kubla Khan* (1816)

Percy B. Shelley, *Ozymandias* (1818)

Percy B. Shelley, *Mutability* (1824)

Oscar Wilde, The Picture of Dorian Gray (1890)

Wilfred Owen, *Anthem for Doomed Youth* (1917)

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

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

Virginia Woolf, *The New Dress* (1924/ 1973)

James Joyce, *Eveline* (1914)

John Braine, Room at the Top (1957)

Harold Pinter, *Last to go* (1960)

Harold Pinter, *Request Stop* (1960)

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

BML: oral presentation, a paper of theses, concluding essay or: successful passing of a written test (Klausur) on Friday, 16 January 2009

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

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

154202	Introduction to British Literary Studies (2 PS)		
	Mo 12:15 – 13:45	R. 3.205/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 101 MA LA -		
	LPO 2003		
	GHR: -	SP_{1,Fach}: -	B.A._{ALK}: 1a, 14a
	Gy/Ge: -	SP_{2,Fach}: -	B.A._{AS}: -
	BK: -		M.A._{ALK}:
			M.A._{AS}:
	LA: alte LPO (1994/2000):-		

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

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

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

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

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

Sir Philip Sidney: Excerpt from *The Defence of Poesy* (1595) ('Reader')

W. Wordsworth & S.T. Coleridge: *Preface to Lyrical Ballads* (1802) ('Reader')

William Shakespeare: Sonnet 73: "That time of year thou mayst in me behold"
(,Reader')

Oscar Wilde: *The Importance of Being Earnest* (1895)

Virginia Woolf: *To the Lighthouse* (1927)

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

Virginia Woolf: "How should one read a book?" (1925/32) ('Reader')

Rupert Brooke: "The Soldier" (1914/15) ('Reader')

Siegfried Sassoon: "They" (1916/17); "Glory of Women" (1917/18)('Reader')

Isaac Rosenberg: "Break of Day in the Trenches" (1916/22) ('Reader')

Wilfred Owen: "Dulce Et Decorum Est" (1917/20) ('Reader')

G.B. Shaw: *Pygmalion* (1913)

Samuel Beckett: *Waiting for Godot* (1955)

John Osborne: *Look Back in Anger* (1956)

Angela Carter: *Nights at the Circus* (1984)

Kazuo Ishiguro: *The Remains of the Day* (1989)

Ian McEwan: *Enduring Love* (1997)

The longer texts are recommended for purchase.

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

Vera & Ansgar Nünig: *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]

A **Reader** with the shorter primary texts and selected additional secondary literature will be available a week prior to the beginning of the course. You can purchase it at the "Copyshop" and are expected to have it with you from the beginning. Personal attendance during the first session is required to maintain the enrolment status. **The tasks will be assigned during the very first session already, so be here on time!**

154203	Scottish Literature and Culture (2 PS)		
	Mi 12:15 – 13:45	R. 3.206/EF 50	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 1c, 2abc, 14c,15a
	Gy/Ge: 1e	SP _{2,Fach} :	B.A. _{AS} :
BK: 1e		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) B		

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

154204	The Life and Works of G. K. Chesterton (2 PS)		
	Mo 16:15 – 17:45	R. 3.206/EF 50	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 2abc, 15a
	Gy/Ge: 1e	SP _{2,Fach} :	B.A. _{AS} :
BK: 1e		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) B3		

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

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

154205	Utopian Fiction (2 PS)		
	Mo 16:15 – 17:45	R. 3.205/EF 50	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA -		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 1c, 2abc,14c, 5a
	Gy/Ge: 1e	SP _{2,Fach} : -	B.A. _{AS} : -
BK: 1e		M.A. _{ALK} : -	
		M.A. _{AS} :-	
	LA: alte LPO (1994/2000):		

This seminar explores various inflections of utopian fiction, including blue prints for the future (e.g. Sir Thomas More's *Utopia* (1516)), enigmatic conundrums (e.g. Jonathan Swift's *Gulliver's Travels Part IV*(1726)), dystopic political visions (e.g. George Orwell's *1984* (1949)), and recent technological and apocalyptic ni-

ghtmares (e.g. Ridley Scott's *Blade Runner*, Cormac McCarthy's *The Road*). Prospective students should register on the seminar's ews2 site, where further information will be posted.

154206	Venice as a literary setting (2 PS)		
	Fr 14:15 – 15:45	R. 3.208/EF 50	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103 MA LA -		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 2a,b,c,d; 3a,b,c; 15a,b
	Gy/Ge: 1e, 4b	SP _{2,Fach} : -	B.A. _{AS} : -
	BK: 1e; 4b		M.A. _{ALK} : -
			M.A. _{AS} : -
LA: alte LPO (1994/2000): B2,B3, E1			

"Who would not, were it for the first time or after a long period of weaning, have had to fight an evanescent tremble, some furtive timidity and sinking at the heart, upon going aboard a Venetian gondola?" (Thomas Mann, *Der Tod in Venedig*, Frankfurt am Main ⁶1980, p. 31, my translation OP)

In this Proseminar, we shall explore Venice as a literary setting with the main focus on three modern narratives, and additionally on one Renaissance play for more differentiation. Both German and English twentieth century representations of Venice stress the cityscape's oscillation between beautiful romanticism and death respectively decay. The starting point will be what most readers will think of first as soon as Venetian literary discourse is concerned: Thomas Mann's novella *Der Tod in Venedig* (1912) in conjunction with excerpts from Luchino Visconti's filmic adaptation (1970). We shall interpret the original by also comparing the latest American translation by Jefferson P. Swales with it. This comparative approach will train our sensitivity for stylistic analysis for any translation definitely results in the interpretation of the work.

In contrast to Mann's philosophical-aesthetic tale, Daphne du Maurier's *Don't Look Now* (1970) and Ian McEwan's *The Comfort of Strangers* (1981) may be considered Venetian thrillers at a first glance with the symbolism of Venice as a supernatural place only becoming obvious at a second. Again, since two congenial filmic adaptations of these highly visual books exist (Nicolas Roeg 1973/ Paul Schrader 1990), we shall view excerpts from these to see whether the reader-response oriented images on our mind are comparable to those actually realised by the directors. Thus, a variety of readings will join the discussion to enrich it.

Last but not least the 'flashback' to Shakespeare's dark comedy *The Merchant of Venice* (1600) will provide a facet of Venice totally different from 20th century fiction: Venice, far from being romantically- or emotionally-laden, represents the centre of materialist business life, which Venice actually was in the bard's day. With this, we shall round off our picture, for, although the centre of world's business has moved to the Wall Street, Venice's view even nowadays is sharply influenced by business and the tourist industry: A number of essays will illustrate the shift from beauty to materialised beauty.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper for active participation, written assignment+oral presentation, project work, Klausur (Written test).

Students are supposed to purchase whatever **German** edition of *Der Tod in Venedig* and of course English editions of du Maurier's *Don't Look Now*, McEwan's *The Comfort of Strangers* and Shakespeare's *The Merchant of Venice*. (The Mann translation into English and the essays we shall read in addition will be made available in the form of a Reader at the beginning of term.)

154207	'He that will an alehouse keep:' The British Pub (2 PS)		
	Do 14:15 – 15:45	R. 3.206/EF 50	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA : 103		
	MA LA : --		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 2a, 2b, 2c, 15a, 15b
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : 5a
	BK: 1e, 4b		M.A. _{ALK} : --
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000) : B3, E1		

Many people agree that public houses are a central part of life in Britain. From the first Inns, established by the Romans, via the Anglo-Saxon alehouses to what we now understand as the traditional Pub, these houses have always been a focal point of local communities. Furthermore, important developments in music, theatre, sports and even politics can be linked to public houses.

In this proseminar, I should like to explore the fascinating history of pubs in Britain, analyse how pubs work in the fields of Cultural Geography and Identity, and try to understand how pubs have shaped British life and customs.

We will have a close look at representations of pubs in novels, paintings, songs and films by Charles Dickens, Graham Swift, Patrick Hamilton, William Hogarth and others.

In addition to that, participants will conduct a small research project on the authenticity, clientele and representation of British and Irish Pubs in the Ruhrgebiet.

Course requirements will be discussed in the first session. A reader with additional material will be made available by the start of term.

154208	"Pylon Poets" – Poetry of the 1930s		
	Mo 08:30 – 10:00	R. 3.205/EF 50	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 2a, 2b, 2c, 3a, 3b, 14c, 15a
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : 5a
	BK: 1e, 4b		M.A. _{ALK} : --
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000): B3		

In this class we will, read, study and translate the poetry of important figures in the second generation of modernism. Poets such as W. H. Auden, Louis MacNeice, C. Day Lewis, Stephen Spender and John Betjeman had as an outstanding a place in the thirties as Ezra Pound and T. S. Eliot had had in the twenties. But in contrast to Pound and Eliot this second generation of modernist was little interested in Mediterranean culture and the literatures and myths it had produced. They rather chose to be self-consciously concerned with their own time. Hence their poetry almost deliberately deals with the British landscape and cityscape of the thirties which is why they are often referred to as the "Pylon Poets".

In contrast also to the rather conservative and rightist position of poets like Pound and Eliot the "Pylon Poets" approached a socialist and Marxist position in their writings and lives. Many of them went to Spain in 1936 to fight the fascists in the Spanish civil war. The struggle between the Republican and National Forces in Spain not only engaged their imagination and aroused their conscience but seemed to be representative of a final clash between civilization and barbarism.

Lastly, another strain in their works deals with rather personal issues – sometimes seriously but sometimes, not to be underestimated, also light-heartedly. W. H Auden for example was one of the most accomplished writers of light and comic verse in an age where everybody else tended to take him- or herself seriously.

For our discussion in class the following collection of poetry must be purchased by all participants: "Poetry of the Thirties", Robin Skelton, ed., London: Penguin 1991. Course requirements will be discussed in the first session.

154505	"In Fair Verona Beach" – Filmic Shakespeare Adaptations in American Settings (2 PS)		
	Di 14:15 – 15:45	R. 3.207/EF 50	Schwarz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103, 203		
	MA LA:		
	LPO 2003		
	GHR: 1e/f	SP _{1.Fach} : 1e/f	B.A. _{ALK} : 1c, 2abc, 14c 15a
	Gy/Ge: 1e/f, 4b/c	SP _{2.Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
BK: 1e/f, 4b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B2, B4, E1, E2			

This seminar will take a look at the way in which Shakespeare's stories found their ways into the lives of High School prom queens, basketball players and troubled heirs of industrial magnates. We will read the original plays alongside with filmic interpretations that lead us to distinctly American settings and issues. The plays we will discuss are *Romeo and Juliet*, *Hamlet*, *The Taming of the Shrew*, *Othello* and *Henry IV*. Please be prepared to attend film screenings outside of the regular class hours.

This *Proseminar* can be taken for either *Anglistik* or *Amerikanistik*.

2. Studienphase

154209	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group A		
	Di 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : 6a, 17c
	Gy/Ge: 7a,b	SP _{2.Fach} : -	B.A. _{AS} : -
BK: 7a,b		M.A. _{ALK} : 10d	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): B3, E1			

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: *Mrs. Dalloway* (1925) [SEL W 27/50, C 23788]
Doris Lessing: *The Diaries of Jane Somers* (1983) [SEL L 11/18]
Nadine Gordimer: *None to Accompany Me* (1994) [SEL G 31/17; C 18826]

A **'Reader'** with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154210	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group B		
	Mi 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP_{1,Fach}: 5C	B.A.ALK: 6a, 17C
	Gy/Ge: 7a,b	SP_{2,Fach}: -	B.A.AS: -
	BK: 7a,b		M.A.ALK: 10d
LA: alte LPO (1994/2000): B3, E1		M.A.AS:-	

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: *Mrs. Dalloway* (1925) [SEL W 27/50, C 23788]
 Doris Lessing: *The Diaries of Jane Somers* (1983) [SEL L 11/18]
 Nadine Gordimer: *None to Accompany Me* (1994) [SEL G 31/17; C 18826]

A **'Reader'** with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154211	Picture Books in the Primary English Classroom (2 HS)		
	Do 12:15 – 13:45	R. 3.205/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 602, 603, 801, 802, 803		
	MA LA - LPO 2003		
	GHR: 4 b, 5c	SP _{1,Fach} : 4 b, 5 c	B.A.ALK: -
	Gy/Ge: 5b, 7a,b	SP _{2,Fach} : 4 b	B.A.AS: -
	BK: 5b, 7a,b		M.A.ALK: - M.A.AS: -
LA: alte LPO (1994/2000): Primarstufe			

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

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

The course answers the long-felt need of more guidance of future teachers in the Primary English Classroom on making sensible choices of suitable texts. Furthermore, we will explore various ways of how to use them in lessons of English, lessons of other subjects and extra-curricular activities. The aim is to encourage children to read at all, to stimulate a positive future reading behaviour and to encourage them to keep on reading in the years to come. A **major advantage** that the course has to offer is that **students have the possibility to test their work in selected schools and Bilingual Kindergartens.**

The course has a practical focus, but of course some essential theoretical presuppositions will have to be provided. For this, we will draw on

- reading research
- the semiotics of the picture book
- techniques of story-telling
- the history and technology of book illustration and graphic design
- the didactics of primary school teaching
- pedagogical principles of the use of picture books in the Primary English Classroom,
- and approaches to multi- and interculturality

Knowledge and competencies in those areas will help you to make better choices, to judge competently and to use picture books with a sure eye for the quality of the picture-word-interaction and its possible effects on young learners of English.

The books chosen will cover a broad range of topics and subjects and involve a whole variety of style of illustration. Most of them will be available at our own library (BSP).

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

Salisbury, Martin: *Illustrating Children's Books.*

***Creating Pictures for Publication.* New York: Barron's 2004**

[ISBN 0-7641-2717-9; C 24012; LCa 341; SEM 920-67]

A 'Reader' with a substantial bibliography, important terminology and selected secondary literature will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

- ❖ 'aktive Teilnahme' (Referat und Ausarbeitung)
- ❖ ‚Hausarbeit‘ + oral presentation
- ❖ projects incl. an oral presentation (only at school or Kindergarten)
- ❖ ‚Klausur‘/written test

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

154212	Retro! – Popular Culture and the Past (2 HS)		
	Mo 10:15 – 11:45	R. 3.205/EF 50	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} : 6a, 17a
	Gy/Ge: 7a, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : --
	BK: 7a, 7b		M.A. _{ALK} : 10a, 10d
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000) E1		

This class aims to explore some of the varieties in which contemporary popular culture incorporates trends, fashion, styles, designs and music of the recent past. Eventough every culture at every given point in history looked back on its cultural origins, the omnipresence of certain aspects of, more often than not, adolescent practices of the 1950's, 1960's and 1970's is not only conspicuous but has as a matter of fact given birth to a diverse (sub-) culture subsumed under the category "retro".

But what exactly is to be understood by "retro"? Visit a modern American-styled diner for example: They serve burgers and fries while you may listen to the latest songs of Kid Rock or Snoop. But be also sure to note the way the overall design of the place incorporates allusions to the era of chrome-streamlined rear tail fins on cars which we, consciously or not, associate with "Rock'n'Roll". But does that mean that there are certain elements of the past which are "timeless" and therefore have become iconic? Or is there more to the picture than meets the eye?

What was the appeal of British-Garage-Rock of the 60s to musicians in the 1980's giving birth to the sound and the look of the first "Garage-Revival" (e.g. The Milkshakes, The Fleshtones, The Fuzztones)? And how did the meaning of the original look and sound of the 60's change when hip youngsters in the second half of the 1990's began to build their own sound and look rather than on the 80's revivalists than on the original artefacts (e.g. The Hives, The White Stripes)? Were those bands merely "covering a cover band covering originals?", as a journalist in the retro-magazine "Shindig!" has put it.

History, says Raphael Samuel, is not only the work of academic scholars but "the ensemble of activities and practices in which ideas of history are embedded or a dialectic of past-present relations is rehearsed". The many varieties of "retro" are a rehearsal of that dialectic. We will focus on some of its forms such as retro-films (e.g. Tarrantino), retro-fashion (eg. mini-skirts, cuban heels, bell-bottom jeans), retro-cars (e.g. Austin Mini, Ford Mustang), retro-music (e.g. 60's Garage, Psychedelia and Soul), retro-erotica (e.g. pin-ups, microscope-cards) and retro-designs (e.g. lava lamps, Tiki).

Students who are interested in taking this course as part of a cultural project will be given the chance to present their findings in the context of a Cultural Studies conference that is held on the 23rd and the 24th of January 2009 at the Bahnhof Langendreer, Bochum.

Assignmmts for students include:

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

LPO 2003: 'Hausarbeit'

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

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

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

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

154213	Neil Jordan – Writer and Director (2 HS)		
	Di 12:15 – 13:45	R. 3.205/EF 50	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : 6a,b,c,d; 17a,b,c,d
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : --
BK: 6a, 6 b		M.A. _{ALK} : 10a,b,c,d	
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000) E1		

"Never make a promise. You may have to keep it.", says the Irish filmmaker Neil Jordan in an interview while shooting his 13th movie "The End of an Affair". And with regard to his immense and diverse body of work there is some truth in that comment. It is the recurring power of words that may be considered to be a leitmotif in Jordan's oeuvre. The idea that words - once said - may come back to haunt you binds together such controversial themes as ambiguous sexuality, the supernatural and mysterious, the psychological quest for identity and the construction of historical events as enduring myths. Hence this seminar will invite you to multiple readings of three of Jordan's films ("The Crying Game", 1992; "The Butcher Boy", 1997; "Breakfast on Pluto", 2005) from a variety of angles rooted in a single vision. In addition to his work as a director we will also discuss some of Jordan's published fiction. Again his work covers an amazingly creative output such as the novel, the short story, plays and screenplays. Our discussion will focus on a collection of early short stories ("Night in Tunisia", 1979) and two novels ("The Dream of a Beast", 1983; "Shade", 2004). Students will be asked to note similarities between Jordan's work as a filmmaker and writer and discuss their findings in the context of the cultural debates on representational practices, identity politics and postcolonial studies. A selection of short stories and further reading material will be provided as a reader. For our discussion of the novels the following editions are recommended and should be purchased by the participants: "The Dream of a Beast", John Murray, 2005, ISBN: 0719561922; "Shade", Bloomsbury Publishing PLC, 2005, ISBN: 158234602X.

Assignments for participants:

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

LPO 2003: 'Hausarbeit'

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

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

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

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

154214	The 1890s: A Period of Outstanding Achievements (2 HS)		
	Do 10:15 – 11:45	R. 3.205/EF 50	Steinmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802		
	MA LA -		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : 6a,c,d; 17a,c,d
	Gy/Ge: 6a,b	SP _{2.Fach} : 4b	B.A. _{AS} : --
BK: 6a,b		M.A. _{ALK} : 10 a,c,d,e	
		M.A. _{AS} : -	
	LA: alte LPO (1994/2000): B3, E1		

Some political problems, as for example the Irish issue, continue from the Victorian Age into the 1890s, and new ones, like the Boer wars, arise. Tremendous changes take place in everyday life. Public transport is revolutionized, electricity begins to be used in all sorts of fields, wireless telegraphy starts, the motor-car is developed, a steam-driven model aircraft is flown, and the first Zeppelin flies in 1900. The first skyscraper is built in 1889 in the USA. Moving-picture films introduce new types of entertainment, antitoxins make life safer, and Röntgen's X-rays improve medical treatments. Radio-activity is discovered. Free elementary education opens chances for everybody. The school leaving age is fixed at 14. In 1896 the Olympic Games

are revived and Nobel Prizes are established. The General Federation of Trade Unions and the Labour Party are formed in England. Feminist movements become more important and efficient. Parallel to the 'New Woman' the 'Dandy' influences social life.

In literature Realism, Naturalism, and Aestheticism determine topics and literary approaches. They are represented by an extraordinary number of exceptional writers some of whom explore subjects which had been avoided or ignored so far. They point out the horrors of the present and of future developments, implicitly warning and calling for drastic changes.

New techniques fascinate the connoisseurs in music and in painting, and some outstanding artists are still admired today. Science excites general interest and enthusiasm by its discoveries in various fields, including medicine. Max Planck proposes the quantum theory. New inventions and continually improved machines make everyday life more comfortable and allow everyman to become culturally more active.

A survey of major social, political, and cultural developments during this period will be given. The selected texts are representative of the respective trends and literary techniques.

Texts to be read by all students before the term begins:

Morris, William	<i>News from Nowhere.</i> 1890
Hardy, Thomas	<i>Tess of the D'Urbervilles.</i> 1891
Wilde, Oscar	<i>The Picture of Dorian Gray.</i> 1891
Wells, H.G.	<i>The Time Machine.</i> 1895
Shaw, George Bernard	<i>Mrs. Warren's Profession.</i> 1898
Conrad, Joseph	<i>Heart of Darkness.</i> 1899

The course requirements will be communicated in the first meeting.

154215	Examenskolloquium (1 K) für LPO 03 und BML		
Modulzuordnungen:	Fr 10:15 – 11:00	R. 3.207/EF 50	Bimberg
	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} :-
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} :-
	BK:		M.A. _{ALK} :-
			M.A. _{AS} :-
LA: alte LPO (1994/2000): -			

The course addresses students from both LPO 03 and BML and serves the function of helping them to prepare for the successful passing of their written and oral exams in English literature.

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

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

1. Transcript of records (Studienbuch)
2. Curricula/reading lists of the courses relevant for the upcoming exams

MASTERSTUDIENGÄNGE LEHRAMT

154209	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group A		
	Di 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5C	B.A. _{ALK} : 6a, 17C
	Gy/Ge: 7a,b	SP _{2,Fach} : -	B.A. _{AS} : -
	BK: 7a,b		M.A. _{ALK} : 10d
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B3, E1		

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: <i>Mrs. Dalloway</i> (1925)	[SEL W 27/50, C 23788]
Doris Lessing: <i>The Diaries of Jane Somers</i> (1983)	[SEL L 11/18]
Nadine Gordimer: <i>None to Accompany Me</i> (1994)	[SEL G 31/17; C 18826]

A '**Reader**' with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154210	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group B		
	Mi 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17c
	Gy/Ge: 7a,b	SP _{2,Fach} : -	B.A. _{AS} : -
	BK: 7a,b		M.A. _{ALK} : 10d
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B3, E1		

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: <i>Mrs. Dalloway</i> (1925)	[SEL W 27/50, C 23788]
Doris Lessing: <i>The Diaries of Jane Somers</i> (1983)	[SEL L 11/18]
Nadine Gordimer: <i>None to Accompany Me</i> (1994)	[SEL G 31/17; C 18826]

A '**Reader**' with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

Britische Kulturwissenschaft

1. Studienphase

154501	English-speaking Cultures of the World, Group A (2 PS)		
	Mo 10:15 – 11:45	R. 3.208/EF 50	Schwarz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA : 102		
	MA LA : --		
	LPO 2003		
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : --
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : 5a
	BK: 1b		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000): E1			

This is a course for beginners who want to be introduced to English-speaking cultures of the world. The focus will be on the Caribbean, African and Asian countries as well as Australia and New Zealand. A reader will be provided at the beginning of term.

154502	English-speaking Cultures of the World, Group B (2 PS)		
	Di 10:15 – 11:45	R. 3.208/EF 50	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA : 102		
	MA LA : --		
	LPO 2003		
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : --
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : 5a
	BK: 1b		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000): E1			

This is a course for beginners who want to be introduced to English-speaking cultures of the world. The focus will be on the Caribbean, African and Asian countries as well as Australia and New Zealand. A reader will be provided at the beginning of term.

154503	English-speaking Cultures of the World, Group C (2 PS)		
	Mi 10:15 – 11:45	R. 3.207/EF 50	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA : 102		
	MA LA : --		
	LPO 2003		
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : --
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : 5a
	BK: 1b		M.A. _{ALK} : --
		M.A. _{AS} : --	
LA: alte LPO (1994/2000): E1			

This is a course for beginners who want to be introduced to English-speaking cultures of the world. The focus will be on the Caribbean, African and Asian countries as well as Australia and New Zealand. A reader will be provided at the beginning of term.

154504	English-speaking Cultures of the World, Group D (2 PS)		
	Do 10:15 – 11:45	R. 3.206/EF 50	Hologa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA : 102		
	MA LA : --		
	LPO 2003		
	GHR: 1b	SP _{1,Fach} : 1b	B.A. _{ALK} : --
	Gy/Ge: 1b	SP _{2,Fach} : 1b	B.A. _{AS} : 5a
BK: 1b		M.A. _{ALK} : --	
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000): E1		

This is a course for beginners who want to be introduced to English-speaking cultures of the world. The focus will be on the Caribbean, African and Asian countries as well as Australia and New Zealand. A reader will be provided at the beginning of term.

154206	Venice as a literary setting (2 PS)		
	Fr 14:15 – 15:45	R. 3.208/EF 50	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA -		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 2a,b,c,d; 3a,b,c; 15a,b
	Gy/Ge: 1e, 4b	SP _{2,Fach} : -	B.A. _{AS} : -
BK: 1e; 4b		M.A. _{ALK} : -	
		M.A. _{AS} : -	
	LA: alte LPO (1994/2000): B2,B3, E1		
Anmeldung:	Electronic Course Registration		

"Who would not, were it for the first time or after a long period of weaning, have had to fight an evanescent tremble, some furtive timidity and sinking at the heart, upon going aboard a Venetian gondola?" (Thomas Mann, *Der Tod in Venedig*, Frankfurt am Main⁶1980, p. 31, my translation OP)

In this Proseminar, we shall explore Venice as a literary setting with the main focus on three modern narratives, and additionally on one Renaissance play for more differentiation. Both German and English twentieth century representations of Venice stress the cityscape's oscillation between beautiful romanticism and death respectively decay. The starting point will be what most readers will think of first as soon as Venetian literary discourse is concerned: Thomas Mann's novella *Der Tod in Venedig* (1912) in conjunction with excerpts from Luchino Visconti's filmic adaptation (1970). We shall interpret the original by also comparing the latest American translation by Jefferson P. Swales with it. This comparative approach will train our sensitivity for stylistic analysis for any translation definitely results in the interpretation of the work.

In contrast to Mann's philosophical-aesthetic tale, Daphne du Maurier's *Don't Look Now* (1970) and Ian McEwan's *The Comfort of Strangers* (1981) may be considered Venetian thrillers at a first glance with the symbolism of Venice as a supernatural place only becoming obvious at a second. Again, since two congenial filmic adaptations of these highly visual books exist (Nicolas Roeg 1973/ Paul Schrader 1990), we shall view excerpts from these to see whether the reader-response oriented images on our mind are comparable to those actually realised by the directors. Thus, a variety of readings will join the discussion to enrich it.

Last but not least the 'flashback' to Shakespeare's dark comedy *The Merchant of Venice* (1600) will provide a facet of Venice totally different from 20th century fiction: Venice, far from being romantically- or emotionally-laden, represents the centre of materialist business life, which Venice actually was in the bard's day. With this, we shall round off our picture, for, although the centre of world's business has moved to the Wall Street, Venice's view even nowadays is sharply influenced by business and the tourist industry: A number of essays will illustrate the shift from beauty to materialised beauty.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper for active participation, written assignment+oral presentation, project work, Klausur (Written test).

Students are supposed to purchase whatever **German** edition of *Der Tod in Venedig* and of course English editions of du Maurier's *Dont' Look Now*, McEwan's *The Comfort of Stangers* and Shakespeare's *The Merchant of Venice*. (The Mann translation into English and the essays we shall read in addition will be made available in the form of a Reader at the beginning of term.)

154505	"In Fair Verona Beach" – Filmic Shakespeare Adaptations in American Settings (2 PS)		
	Di 14:15 – 15:45	R. 3.207/EF 50	Schwarz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1e/f	SP _{1,Fach} : 1e/f	B.A. _{ALK} : 1c, 2abc, 14c 15a
	Gy/Ge: 1e/f, 4b/c	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
BK: 1e/f, 4b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B2, B4, E1, E2			

This seminar will take a look at the way in which Shakespeare's stories found their ways into the lives of High School prom queens, basketball players, and troubled heirs of industrial magnates. We will read the original plays alongside filmic interpretations that lead us to distinctly American settings and issues. The plays we will discuss are *Romeo and Juliet*, *Hamlet*, *The Taming of the Shrew*, *Othello*, and *Henry IV*. Please be prepared to attend film screenings outside of the regular class hours.

This *Proseminar* can be taken for either *Anglistik* or *Amerikanistik*.

154506	London Calling – Depictions and Images of London in Literature, Music and Film (2 PS)		
	Mi 12:15 – 13:45	R. 3.207	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103		
	MA LA: --		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : 2a, 2b, 2c, 15a, 15b
	Gy/Ge: 1e, 4b	SP _{2,Fach} : --	B.A. _{AS} : 5a
BK: 1e, 4b		M.A. _{ALK} : --	
		M.A. _{AS} : --	
LA: alte LPO (1994/2000): E1			

"You might laugh, you might frown / Walkin' round London town." (Lily Allen, *LDN*)

Great Britain's capital is one of the most famous cities of the world; it attracts millions of people every year, because of its history, culture and liveliness. Who hasn't heard of Big Ben, Notting Hill, or the Windsors? But what makes this metropolis so special? The course will deal with various texts – both fiction and non-fiction – in order to try to get behind the fascination and importance of London. Starting in the 17th century with the diary of Samuel Pepys and working our way to the futuristic London of Alfonso Cuarón's *Children of Men*, we will encounter hymns to the city, as well as depictions of a corrupt and morally dubious society. Additionally, there will be a comparison with another well-known metropolis as to determine London's uniqueness – or is it not that special after all? We will also deal with current problems such as the youth gang killings and focus especially on the people who inhabit London: In how far do their lives affect the city and vice versa? Is there a difference between how men perceive London and how women react to and interact with it?

Students should get hold of a copy of the following texts: Helen Fielding – *Bridget Jones's Diary* and Meera Syal – *Life Isn't All Ha Ha Hee Hee*. A Reader with additional material will be made available by the start of the semester (copyshop below 'Sonnendeck').

Course requirements will be discussed in the first session.

154507	The South African Short Story: From WW 2 to the End of Aprtheid (2 PS)		
	Fr 10:15 – 11:45	R. 3.206/EF 50	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA ---		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : 2a, 2b, 2c, 14c, 15a
	Gy/Ge: 1e, 4b	SP _{2.Fach} : ---	B.A. _{AS} : ---
BK: 1e, 4b		M.A. _{ALK} : ---	
		M.A. _{AS} : ---	
	LA: alte LPO (1994/2000) E1, B3		

The vignettes in South African short stories often give a more poignant insight into the culture, society and psyche of South Africans than the novel does. Taken together they provide glimpses into the diverse worlds of South Africa's many different peoples. They include stories from the oral tradition, folk-tale, anecdote, myth and parable. They span the history of South Africa from its earliest colonial beginnings, through the National Party's *apartheid* era, to the early 1990s when the legal framework of *apartheid* was abolished, to the new South African popular culture when being young and alive means participating in a new and vibrant cultural experience.

Required Text:

Denis Hirson: *The Heinemann Book of South African Short Stories* (African Writers) (1994)

Dave Chislett: *Urban 2: South African Short Fiction* (2003)

154207	'He that will an alehouse keep:' The British Pub (2 PS)		
	Do 14:15 – 15:45	R. 3.206/EF 50	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA : 103		
	MA LA : --		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : 2a, 2b, 2c, 15a, 15b
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A. _{AS} : 5a
BK: 1e, 4b		M.A. _{ALK} : --	
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000) : B3, E1		

Many people agree that public houses are a central part of life in Britain. From the first Inns, established by the Romans, via the Anglo-Saxon alehouses to what we now understand as the traditional Pub, these houses have always been a focal point of local communities. Furthermore, important developments in music, theatre, sports and even politics can be linked to public houses.

In this proseminar, I should like to explore the fascinating history of pubs in Britain, analyse how pubs work in the fields of Cultural Geography and Identity, and try to understand how pubs have shaped British life and customs.

We will have a close look at representations of pubs in novels, paintings, songs and films by Charles Dickens, Graham Swift, Patrick Hamilton, William Hogarth and others.

In addition to that, participants will conduct a small research project on the authenticity, clientele and representation of British and Irish Pubs in the Ruhrgebiet.

Course requirements will be discussed in the first session. A reader with additional material will be made available by the start of term.

2. Studienphase

154209	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group A		
	Di 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5C	B.A. _{ALK} : 17C
	Gy/Ge: 7a,b	SP _{2,Fach} : -	B.A. _{AS} : -
	BK: 7a,b		M.A. _{ALK} : 10d
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B3, E1		

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: <i>Mrs. Dalloway</i> (1925)	[SEL W 27/50, C 23788]
Doris Lessing: <i>The Diaries of Jane Somers</i> (1983)	[SEL L 11/18]
Nadine Gordimer: <i>None to Accompany Me</i> (1994)	[SEL G 31/17; C 18826]

A '**Reader**' with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154210	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group B		
	Mi 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	<i>LPO 2003</i>		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 17c
	Gy/Ge: 7a,b	SP _{2,Fach} : -	B.A. _{AS} : -
	BK: 7a,b		M.A. _{ALK} : 10d
			M.A. _{AS} : -
	LA: alte LPO (1994/2000): B3, E1		

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: <i>Mrs. Dalloway</i> (1925)	[SEL W 27/50, C 23788]
Doris Lessing: <i>The Diaries of Jane Somers</i> (1983)	[SEL L 11/18]
Nadine Gordimer: <i>None to Accompany Me</i> (1994)	[SEL G 31/17; C 18826]

A **'Reader'** with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154211	Picture Books in the Primary English Classroom (2 HS)		
	Do 12:15 – 13:45	R. 3.205/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 602, 603, 801, 802, 803 MA LA -		
	<i>LPO 2003</i>		
	GHR: 4 b, 5c	SP _{1,Fach} : 4 b, 5c	B.A. _{ALK} : -
	Gy/Ge: 5b, 7a,b	SP _{2,Fach} : 4 b	B.A. _{AS} : -
	BK: 5b, 7a,b		M.A. _{ALK} : -
			M.A. _{AS} : -
	LA: alte LPO (1994/2000): Primarstufe		

By now we know 'all' about reading: Anglo-American reading research has proved it that children will only then become active, critical and live-long readers when they have experienced the pleasure of reading, of sharing meaning with others once in their own childhood – at school, in extra-curricular activities or at home. To make sense of words and pictures, to decode texts and images and relate them to each other, to construct meaning on various levels – all this is 'reading' in the sense of a cultural technique. Moreover, these

faculties provide an important foundation for the development of the child's personality. Therefore there's no time to lose to initiate kids into that area of emotional and intellectual enrichment and psychological empowerment. Let's make an early start!

The course answers the long-felt need of more guidance of future teachers in the Primary English Classroom on making sensible choices of suitable texts. Furthermore, we will explore various ways of how to use them in lessons of English, lessons of other subjects and extra-curricular activities. The aim is to encourage children to read at all, to stimulate a positive future reading behaviour and to encourage them to keep on reading in the years to come. A **major advantage** that the course has to offer is that **students have the possibility to test their work in selected schools and Bilingual Kindergartens.**

The course has a practical focus, but of course some essential theoretical presuppositions will have to be provided. For this, we will draw on

- reading research
- the semiotics of the picture book
- techniques of story-telling
- the history and technology of book illustration and graphic design
- the didactics of primary school teaching
- pedagogical principles of the use of picture books in the Primary English Classroom,
- and approaches to multi- and interculturality

Knowledge and competencies in those areas will help you to make better choices, to judge competently and to use picture books with a sure eye for the quality of the picture-word-interaction and its possible effects on young learners of English.

The books chosen will cover a broad range of topics and subjects and involve a whole variety of style of illustration. Most of them will be available at our own library (BSP).

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

Salisbury, Martin: *Illustrating Children's Books. Creating Pictures for Publication.* New York: Barron's 2004 [ISBN 0-7641-2717-9; C 24012; LCa 341; SEM 920-67]

A 'Reader' with a substantial bibliography, important terminology and selected secondary literature will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

- ❖ 'aktive Teilnahme' („Referat und Ausarbeitung)
- ❖ ‚Hausarbeit‘ + oral presentation
- ❖ projects incl. an oral presentation (only at school or Kindergarten)
- ❖ ‚Klausur‘/written test

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

154212	Retro! – Popular Culture and the Past (2 HS)		
	Mo 10:15 – 11:45	R. 3.205/EF 50	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} : 6a, 17a
	Gy/Ge: 7a, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : --
BK: 7a, 7b		M.A. _{ALK} : 10a, 10d	
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000) E1		

This class aims to explore some of the varieties in which contemporary popular culture incorporates trends, fashion, styles, designs and music of the recent past. Eventough every culture at every given point in history looked back on its cultural origins, the omnipresence of certain aspects of, more often than not, adolescent practices of the 1950's, 1960's and 1970's is not only conspicuous but has as a matter of fact given birth to a diverse (sub-) culture subsumed under the category "retro".

But what exactly is to be understood by "retro"? Visit a modern American-styled diner for example: They serve burgers and fries while you may listen to the latest songs of Kid Rock or Snoop. But be also sure to note the way the overall design of the place incorporates allusions to the era of chrome-streamlined rear tail fins on cars which we, consciously or not, associate with "Rock'n'Roll". But does that mean that there are certain elements of the past which are "timeless" and therefore have become iconic? Or is there more to the picture than meets the eye?

What was the appeal of British-Garage-Rock of the 60s to musicians in the 1980's giving birth to the sound and the look of the first "Garage-Revival" (e.g. The Milkshakes, The Fleshtones, The Fuzztones)? And how did the meaning of the original look and sound of the 60's change when hip youngsters in the second half of the 1990's began to build their own sound and look rather on the 80's revivalists than on the original artefacts (e.g. The Hives, The White Stripes)? Were those bands merely "covering a cover band covering originals?", as a journalist in the retro-magazine "Shindig!" has put it.

History, says Raphael Samuel, is not only the work of academic scholars but "the ensemble of of activities and practices in which ideas of history are embedded or a dialectic of past-present relations is rehearsed". The many varieties of "retro" are a rehearsal of that dialectic. We will focus on some of its forms such as retro-films (e.g. Tarrantino), retro-fashion (eg. mini-skirts, cuban heels, bell-bottom jeans), retro-cars (e.g. Austin Mini, Ford Mustang), retro-music (e.g. 60's Garage, Psychedelia and Soul), retro-erotica (e.g. pin-ups, motoscope-cards) and retro-designs (e.g. lava lamps, Tiki).

Students who are interested in taking this course as part of a cultural project will be given the chance to present their findings in the context of a Cultural Studies conference that is held on the 23rd and the 24th of January 2009 at the Bahnhof Langendreer, Bochum.

Assignments for students include:

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

LPO 2003: 'Hausarbeit'

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

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

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

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

154214	The 1890s: A Period of Outstanding Achievements (2 HS)		
	Do 10:15 – 11:45	R. 3.205/EF 50	Steinmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802		
	MA LA -		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a,c,d; 17a,c,d
	Gy/Ge: 6a,b	SP _{2,Fach} : 4b	B.A. _{AS} : --
	BK: 6a,b		M.A. _{ALK} : 10 a,c,d,e
		M.A. _{AS} :-	
	LA: alte LPO (1994/2000): B3, E1		

Some political problems, as for example the Irish issue, continue from the Victorian Age into the 1890s, and new ones, like the Boer wars, arise. Tremendous changes take place in everyday life. Public transport is revolutionized, electricity begins to be used in all sorts of fields, wireless telegraphy starts, the motor-car is developed, a steam-driven model aircraft is flown, and the first Zeppelin flies in 1900. The first skyscraper is built in 1889 in the USA. Moving-picture films introduce new types of entertainment, antitoxins make life safer, and Röntgen's X-rays improve medical treatments. Radio-activity is discovered. Free elementary education opens chances for everybody. The school leaving age is fixed at 14. In 1896 the Olympic Games are revived and Nobel Prizes are established. The General Federation of Trade Unions and the Labour Party are formed in England. Feminist movements become more important and efficient. Parallel to the 'New Woman' the 'Dandy' influences social life.

In literature Realism, Naturalism, and Aestheticism determine topics and literary approaches. They are represented by an extraordinary number of exceptional writers some of whom explore subjects which had been avoided or ignored so far. They point out the horrors of the present and of future developments, implicitly warning and calling for drastic changes.

New techniques fascinate the connoisseurs in music and in painting, and some outstanding artists are still admired today. Science excites general interest and enthusiasm by its discoveries in various fields, including medicine. Max Planck proposes the quantum theory. New inventions and continually improved machines make everyday life more comfortable and allow everyman to become culturally more active.

A survey of major social, political, and cultural developments during this period will be given. The selected texts are representative of the respective trends and literary techniques.

Texts to be read by all students before the term begins:

Morris, William	<i>News from Nowhere.</i> 1890
Hardy, Thomas	<i>Tess of the D'Urbervilles.</i> 1891
Wilde, Oscar	<i>The Picture of Dorian Gray.</i> 1891
Wells, H.G.	<i>The Time Machine.</i> 1895
Shaw, George Bernard	<i>Mrs. Warren's Profession.</i> 1898
Conrad, Joseph	<i>Heart of Darkness.</i> 1899

The course requirements will be communicated in the first meeting.

154508	Black British Culture (2 HS)		
	Mo 12:15 – 13:45	R. 3.208/EF 50	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17ac
	Gy/Ge: 7a, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : ---
	BK: 7a, 7b		M.A. _{ALK} : 10a, 10d
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000) E1			

In this course we shall (i) reconstruct the history of Black Britons in the British Isles, (ii) analyse their present situation and (iii) read and discuss literary and other texts which focus on the construction of Black British Identity (or Identities?). An early sketch of the topic can be found in my essay "Black Britons: From slave ship to citizenship", *Der Fremdsprachliche Unterricht: Englisch* 2/1994, 4-11. Try to get hold of No 77 of the journal *Hard Times* whose topic is "Black British Culture" (<http://www.hard-times-magazine.de/>).

Amongst others the following books and films will be discussed in class:

- Andrea Levy, *Small Island* (2004)
- Hanif Kureishi, *The Buddha of Suburbia* (1990)
- Monica Ali, *Brick Lane* (2003)
- *My Beautiful Laundrette* (1985)
- *My Son the Fanatic* (1997)

Watch out for further information concerning this course on the EWS. A reader will be available by mid-September.

154509	What is Postcolonial Culture? (2 HS)		
	Mo 14:15 – 15:45	R. 3.208/EF 50	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802		
	MA LA ---		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17a
	Gy/Ge: 7a, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : ---
BK: 7a, 7b		M.A. _{ALK} : 10a, 10d	
		M.A. _{AS} : ---	
	LA: alte LPO (1994/2000) E1		

In this course the term "postcolonial" will be explored. The central textbook of the course will be Tobias Döring's *Postcolonial Literatures in English*, Stuttgart: Klett, 2008 (€ 11,95). In addition to this, we will read and discuss (i) theoretical texts by, amongst others, Stuart Hall, Paul Gilroy and bell hooks as well as (ii) literary texts and films from Africa, India, Australia, New Zealand and the Caribbean.

Watch out for further information concerning this course on the EWS. A reader will be available by mid-September.

154510	Studying culture(s): British Cultural Studies Projects (2 HS)		
	Di 10:15 – 11:45	R. 3.205/EF 50	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 803		
	MA LA ---		
	LPO 2003		
	GHR: ---	SP _{1,Fach} : ---	B.A. _{ALK} : ---
	Gy/Ge: ---	SP _{2,Fach} : ---	B.A. _{AS} : ---
BK: ---		M.A. _{ALK} : 10a, 10d	
		M.A. _{AS} : ---	
	LA: alte LPO (1994/2000) ---		

In this course we will explore different cultural topics – first and foremost in relation to an up-coming conference in January 2009 entitled "Mini meets Mini – Kultur der Sechziger Jahre zwischen Mobilität und Mode". As one may gather from this title the conference is about the car and the skirt as well as about their common and different cultural context(s).

Students' products which, it is to be hoped, will range from readings and teaching packs to video clips and beyond will be exhibited/performed at the conference. Watch out for further information concerning this course on the EWS.

154511	Transatlantic Slavery (2 HS)		
	Di 14:15 – 15:45	R. 3.208/EF 50	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17a
	Gy/Ge: 6b, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : ---
BK: 6b, 7b		M.A. _{ALK} : 10a, 10d	
		M.A. _{AS} : ---	
	LA: alte LPO (1994/2000) E1		

In his book *De l'esprit des lois* Montesquieu answered the question why it was necessary to transport African slaves to the Americas: 'The Europeans, having extirpated the [native] Americans, were obliged to make slaves of the Africans for clearing such vast tracts of land.' It is not entirely clear how many people lived in the Americas before the Europeans arrived but the latest estimates give figures of between 80 and 100 m peo-

ple. Roughly 100 years later about 8 to 10 m people were left; the others had died through diseases, wars and exploitation. The consequent lack of human labour power impeded the production of agricultural raw materials and the extraction of mineral resources. The Amerindian labourers were succeeded by the poor whites that came as indentured servants, 'redemptioners' or convicts. But white servitude had serious disadvantages. White labourers might wish to rival the mother country in manufacturing; they could escape quite easily; their supply could dry up; they had a right to a piece of land at the end of their contract. All these disadvantages pointed to the African slave as a viable alternative, which had the additional benefit of being cheaper: the money to be paid for a white man's services for ten years could buy an African for life.

In this course I should like to explore the history and culture of transatlantic slavery. In addition to a collection of historical documents we shall read/view and discuss, amongst others, the following literary texts and films:

- Alex Haley, *Roots* (1977; the part depicting the Middle Passage)
- John Hearne, *The Sure Salvation* (1981)
- Charles Johnson, *Middle Passage* (1990)
- Barry Unsworth, *Sacred Hunger* (1992)
- Fred D'Aguiar, *Feeding the Ghosts* (1997)
- *Amistad* (1997)

Watch out for further information concerning this course on the EWS. A reader will be available by mid-September.

154512	Blood, Gold, Oil and Diamonds (2 HS)		
	Fr 12:15 – 13:45	R. 3.206/EF 50	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA ---		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17a
	Gy/Ge: 7a, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : ---
	BK: 7a, 7b		M.A. _{ALK} : 10a, 10d
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000) E1			

Incredibly rich both in the culture of its people and in natural minerals, the African continent was, till the middle of the 20th century, the playground of the colonial powers which had divided it up amongst themselves. After "the winds of change" swept the continent and *Uhuru* became the cry of the 1960s, corporate neo-colonialism became the new reality, and a new "scramble for Africa" began. With the help of proxy governments, the exploitation and disinheritance of the African people, the destruction of their cultures continued. After World War Two, South Africa was only one of four independent African countries. Peter Abrahams' *Mine Boy* tells of the impact of the gold mining industry on the lives of black South Africans in a white-dominated country. Ken Saro-Wiwa, the Ogoni Minority and Human Rights activist, judicially murdered in 1995, was hanged for his political views on the majority/minority discourse in Nigerian politics and for his criticism of the international oil corporations. *A Month and a Day: A Detention Diary* tells the story of the conflict for which he lived and died. Do freedom fighters necessarily make good politicians? In *The Wretched of the Earth*, the psychiatrist Frantz Fanon draws on his experiences in Algeria during its war of independence against France to provide a psychological perspective on colonization and to address the role of violence in de-colonization.

Required Texts:

Frantz Fanon: *The Wretched of the Earth*;

Peter Abrahams: *Mine Boy*

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

154213	Neil Jordan – Writer and Director (2 HS)		
	Di 12:15 – 13:45	R. 3.205/EF 50	Schleisag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a,b,c,d; 17a,b,c,d
	Gy/Ge: 6a, 6b	SP _{2,Fach} : 4b	B.A. _{AS} : --
BK:6a, 6 b		M.A. _{ALK} : 10a,b,c,d	
		M.A. _{AS} : --	
	LA: alte LPO (1994/2000) E1		

"Never make a promise. You may have to keep it.", says the Irish filmmaker Neil Jordan in an interview while shooting his 13th movie "The End of an Affair". And with regard to his immense and diverse body of work there is some truth in that comment. It is the recurring power of words that may be considered to be a leitmotif in Jordan's oeuvre. The idea that words - once said - may come back to haunt you binds together such controversial themes as ambiguous sexuality, the supernatural and mysterious, the psychological quest for identity and the construction of historical events as enduring myths. Hence this seminar will invite you to multiple readings of three of Jordan's films ("The Crying Game", 1992; "The Butcher Boy", 1997; "Breakfast on Pluto", 2005) from a variety of angles rooted in a single vision. In addition to his work as a director we will also discuss some of Jordan's published fiction. Again his work covers an amazingly creative output such as the novel, the short story, plays and screenplays. Our discussion will focus on a collection of early short stories ("Night in Tunisia", 1979) and two novels ("The Dream of a Beast", 1983; "Shade", 2004). Students will be asked to note similarities between Jordan's work as a filmmaker and writer and discuss their findings in the context of the cultural debates on representational practices, identity politics and postcolonial studies. A selection of short stories and further reading material will be provided as a reader. For our discussion of the novels the following editions are recommended and should be purchased by the participants: "The Dream of a Beast", John Murray, 2005, ISBN: 0719561922; "Shade", Bloomsbury Publishing PLC, 2005, ISBN: 158234602X.

Assignments for participants:

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

LPO 2003: 'Hausarbeit'

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

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

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

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

MASTERSTUDIENGÄNGE LEHRAMT

154209	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group A		
	Di 12:15 – 13:45	R. 3.208/EF 50	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17c
	Gy/Ge: 7a,b	SP _{2,Fach} : -	B.A. _{AS} : -
BK: 7a,b		M.A. _{ALK} : 10d	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B3, E1		

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: *Mrs. Dalloway* (1925) [SEL W 27/50, C 23788]
 Doris Lessing: *The Diaries of Jane Somers* (1983) [SEL L 11/18]
 Nadine Gordimer: *None to Accompany Me* (1994) [SEL G 31/17; C 18826]

A **'Reader'** with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154210	English Literature and Culture of the Twentieth Century (with special emphasis on women's writing) (2 V) – Group B			
	Mi 12:15 – 13:45	R. 3.208/EF 50	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA 801, 802			
	MA LA 1301, 1302			
	LPO 2003			
	GHR: 5c	SP ₁ Fach: 5C		B.A.ALK: 6a, 17C
	Gy/Ge: 7a,b	SP ₂ Fach: -		B.A.AS: -
	BK: 7a,b			M.A.ALK: 10d
		M.A.AS:		
	LA: alte LPO (1994/2000): B3, E1			

The lecture presents a survey of the most important developments in twentieth-century British literary history. During that period quite a number of exciting as well as traumatic events created a new critical awareness of the complex role and tasks of English-speaking literature in a changing world in which national boundaries of history and culture were gradually but not completely disappearing.

The lecture supplies participants with essential information about authors, works, genres, periods and movements in the specific socio-cultural contexts of the development of British society at that time. Furthermore, it broadens the outlook on subjects, issues and themes represented and addressed by authors and works of the New English Literatures/postcolonial literatures. Special emphasis will be placed on the contribution of women writers. The course is designed in the form of lectures and discussions based on the participants' individual reading. Additionally, video material will be included.

Potential participants are asked to **study the following texts prior to the lecture** (recommended for purchase):

Virginia Woolf: *Mrs. Dalloway* (1925) [SEL W 27/50, C 23788]
 Doris Lessing: *The Diaries of Jane Somers* (1983) [SEL L 11/18]
 Nadine Gordimer: *None to Accompany Me* (1994) [SEL G 31/17; C 18826]

A **'Reader'** with additional materials will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in the first session. Personal attendance during the first session is required to maintain the enrolment status.

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

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

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

154508	Black British Culture (2 HS)		
	Mo 12:15 – 13:45	R. 3.208/EF 50	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17ac
	Gy/Ge: 7a, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : ---
	BK: 7a, 7b		M.A. _{ALK} : 10a, 10d
			M.A. _{AS} : ---
LA: alte LPO (1994/2000) E1			

In this course we shall (i) reconstruct the history of Black Britons in the British Isles, (ii) analyse their present situation and (iii) read and discuss literary and other texts which focus on the construction of Black British Identity (or Identities?). An early sketch of the topic can be found in my essay "Black Britons: From slave ship to citizenship", *Der Fremdsprachliche Unterricht: Englisch 2/1994*, 4-11. Try to get hold of No 77 of the journal *Hard Times* whose topic is "Black British Culture" (<http://www.hard-times-magazine.de/>).

Amongst others the following books and films will be discussed in class:

- Andrea Levy, *Small Island* (2004)
- Hanif Kureishi, *The Buddha of Suburbia* (1990)
- Monica Ali, *Brick Lane* (2003)
- *My Beautiful Laundrette* (1985)
- *My Son the Fanatic* (1997)

Watch out for further information concerning this course on the EWS. A reader will be available by mid-September.

154511	Transatlantic Slavery (2 HS)		
	Di 14:15 – 15:45	R. 3.208/EF 50	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA 1302		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : 6a, 17a
	Gy/Ge: 6b, 7b	SP _{2,Fach} : 4b	B.A. _{AS} : ---
	BK: 6b, 7b		M.A. _{ALK} : 10a, 10d
			M.A. _{AS} : ---
LA: alte LPO (1994/2000) E1			

In his book *De l'esprit des lois* Montesquieu answered the question why it was necessary to transport African slaves to the Americas: 'The Europeans, having extirpated the [native] Americans, were obliged to make slaves of the Africans for clearing such vast tracts of land.' It is not entirely clear how many people lived in the Americas before the Europeans arrived but the latest estimates give figures of between 80 and 100 m people. Roughly 100 years later about 8 to 10 m people were left; the others had died through diseases, wars and exploitation. The consequent lack of human labour power impeded the production of agricultural raw materials and the extraction of mineral resources. The Amerindian labourers were succeeded by the poor whites that came as indentured servants, 'redemptioners' or convicts. But white servitude had serious disadvantages. White labourers might wish to rival the mother country in manufacturing; they could escape quite

easily; their supply could dry up; they had a right to a piece of land at the end of their contract. All these disadvantages pointed to the African slave as a viable alternative, which had the additional benefit of being cheaper: the money to be paid for a white man's services for ten years could buy an African for life.

In this course I should like to explore the history and culture of transatlantic slavery. In addition to a collection of historical documents we shall read/view and discuss, amongst others, the following literary texts and films:

- Alex Haley, *Roots* (1977; the part depicting the Middle Passage)
- John Hearne, *The Sure Salvation* (1981)
- Charles Johnson, *Middle Passage* (1990)
- Barry Unsworth, *Sacred Hunger* (1992)
- Fred D'Aguiar, *Feeding the Ghosts* (1997)
- *Amistad* (1997)

Watch out for further information concerning this course on the EWS. A reader will be available by mid-September.

154213	Neil Jordan – Writer and Director		
	Di 12:15 – 13:45	R. 3.205/EF 50	Schlesnag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A.ALK: 6a,b,c,d; 17a,b,c,d
	Gy/Ge: 6a, 6b	SP _{2,Fach} : 4b	B.A.AS: --
BK:6a, 6 b		M.A.ALK: 10a,b,c,d	
		M.A.AS: --	
LA: alte LPO (1994/2000) E1			

"Never make a promise. You may have to keep it.", says the Irish filmmaker Neil Jordan in an interview while shooting his 13th movie "The End of an Affair". And with regard to his immense and diverse body of work there is some truth in that comment. It is the recurring power of words that may be considered to be a leitmotif in Jordan's oeuvre. The idea that words - once said - may come back to haunt you binds together such controversial themes as ambiguous sexuality, the supernatural and mysterious, the psychological quest for identity and the construction of historical events as enduring myths. Hence this seminar will invite you to multiple readings of three of Jordan's films ("The Crying Game", 1992; "The Butcher Boy", 1997; "Breakfast on Pluto", 2005) from a variety of angles rooted in a single vision. In addition to his work as a director we will also discuss some of Jordan's published fiction. Again his work covers an amazingly creative output such as the novel, the short story, plays and screenplays. Our discussion will focus on a collection of early short stories ("Night in Tunisia", 1979) and two novels ("The Dream of a Beast", 1983; "Shade", 2004). Students will be asked to note similarities between Jordan's work as a filmmaker and writer and discuss their findings in the context of the cultural debates on representational practices, identity politics and postcolonial studies. A selection of short stories and further reading material will be provided as a reader. For our discussion of the novels the following editions are recommended and should be purchased by the participants: "The Dream of a Beast", John Murray, 2005, ISBN: 0719561922; "Shade", Bloomsbury Publishing PLC, 2005, ISBN: 158234602X.

Assignments for participants:

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

LPO 2003: 'Hausarbeit'

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

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

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

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

Amerikanistik

1. Studienphase

154601	Einführung in die Angewandte Literatur- und Kulturwissenschaft (Teil A) (2 PS)		
	Do 08:30 – 10:00	R. 3.208/EF 50	Nitzsche
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA:		
	LPO 2003		B.A.ALK: 1a, 14a
	GHR: 1d	SP _{1.Fach} : 1d	B.A.AS:
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
LPO 1994/2000			

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

154602	Introduction to American Literary and Cultural Studies – Gruppe A (2 PS)		
	Fr 08:30 – 10:00	R. 0.406/EF 50	Theis
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK:
	GHR: 1d	SP _{1.Fach} : 1d	B.A.AS: 5a, 16b (=TG 5)
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
LPO 1994/2000: B4, E2			

154603	Introduction to American Literary and Cultural Studies – Gruppe B (2 PS)		
	Do 12:15 – 13:45	R. 0.406/EF 50	Ogihara
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK:
	GHR: 1d	SP _{1.Fach} : 1d	B.A.AS: 5a, 16b (=TG 5)
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
LPO 1994/2000: B4, E2			

154604	Introduction to American Literary and Cultural Studies – Gruppe C (2 PS)		
	Mo 08:30 – 10:00	R. 0.406/EF 50	Ogihara
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK:
	GHR: 1d	SP _{1.Fach} : 1d	B.A.AS: 5a, 16b (=TG 5)
	Gy/Ge: 1d	SP _{2.Fach} : 1d	M.A.ALK:
	BK: 1d		M.A.AS:
LPO 1994/2000: B4, E2			

154605	Introduction to American Literary and Cultural Studies – Gruppe D (2 PS)		
	Di 08:30 – 10:00	R. 0.406/EF 50	Klemm
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK:
	GHR: 1d	SP _{1.Fach:} 1d	B.A.AS: 5a, 16b (=TG 5)
	Gy/Ge: 1d	SP _{2.Fach:} 1d	M.A.ALK:
BK: 1d		M.A.AS:	
LPO 1994/2000: B4, E2			

154606	Introduction to American Literary and Cultural Studies – Gruppe E (2 PS)		
	Do 14:15 – 15:45	R. 0.406/EF 50	Schwarz
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK:
	GHR: 1d	SP _{1.Fach:} 1d	B.A.AS: 5a, 16b (=TG 5)
	Gy/Ge: 1d	SP _{2.Fach:} 1d	M.A.ALK:
BK: 1d		M.A.AS:	
LPO 1994/2000: B4, E2			

154607	Introduction to American Literary and Cultural Studies – Gruppe F (2 PS)		
	Do 08:30 – 10:00	R. 0.406/EF 50	Schwarz
Modulzuordnungen:	LEHRAMTSSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 201		
	MA LA:		
	LPO 2003		B.A.ALK:
	GHR: 1d	SP _{1.Fach:} 1d	B.A.AS: 5a, 16b (=TG 5)
	Gy/Ge: 1d	SP _{2.Fach:} 1d	M.A.ALK:
BK: 1d		M.A.AS:	
LPO 1994/2000: B4, E2			

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

154608	“Come Hell or High Water”: After Katrina (2 PS)		
	Mo 10:15 – 11:45	R. 0.406/EF 50	Sattler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1.Fach:} 1f	B.A.ALK: 1c, 2abc, 3ab, 4a, 14c, 15a, 16a
	Gy/Ge: 1f, 4c	SP _{2.Fach:}	B.A.AS: 5a, 16b (TG 5)
BK: 1f, 4c		M.A.ALK:	
LA alte LPO (1994/2000): B4, E2			M.A.AS:

Due to their unique history and cultural heritage, New Orleans and the U.S. Gulf Coast region have captured the imagination of writers, photographers, musicians, and filmmakers for many decades. In the aftermath of Hurricane Katrina, one of the most vicious storms ever to have made landfall in the United States, we see the emergence of a new body of texts (ranging from newspaper articles to autobiographies, poetry collections, movies, television documentaries, and photographs) dealing with New Orleans and the Gulf Coast, with what has changed after the storm, and with ways to cope with the trauma and the loss connected to it. In this course we will look at different representations of Katrina and its aftermath such as Spike Lee's movie *When the Levees Broke: A Requiem in Four Acts*, Joshua Kindle's eyewitness account *Heart like Water* and the poetry collection *My New Orleans: Ballads to the Big Easy by her Sons, Daughters and Lovers*.

A reader with texts will be made available by the beginning of the semester.

154609	On the Color Line (2 PS)		
	Mi 08:30 – 10:00	R. 0.406/EF 50	Märтин
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : 1c, 2abc, 3ab, 14c, 15a
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
	BK: 1f, 4c		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

What does it mean to be “black” or “white” in the US? Who defines where to draw the line? To what extent can individuals choose a “racial identity”? Can they decide not to choose at all? What is the difference between the notions of “race” and “ethnicity”? Is “race” just a construct?

In the course of this seminar, we will encounter how African Americans challenged the fixed notions of “black” and “white” and discuss phenomena such as “passing”, “biracial identity”, “minstrelsy”, and the “one-drop-rule”.

Readings include Nella Larsen’s *Passing*, Danzy Senna’s *Caucasia* and Rebecca Walker’s *Black, White, and Jewish*. We will also discuss *Black.White.*, a documentary series about an African American and a Caucasian family who “swop races” for the duration of six weeks.

A reader with secondary texts will be made available by the beginning of the semester.

154610	Traveling Languages: Multilingualism in German and US-American Cross-Cultural Literature (2 PS)		
	Mo 12:15 – 13:45	R. 0.406/EF 50	Erdogdu
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : 1c, 2abc, 3ab, 14c, 15a
	Gy/Ge: 1f	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
	BK: 1f		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

Cross-cultural texts often represent a site for the encounters of different languages. Some authors incorporate direct quotations in a different language into their text. Other authors ostensibly remain within one language, yet a closer analysis reveals how much their texts are influenced by another language, such as when authors appropriate idiomatic expressions from another language through direct translation. Still other texts refer to other languages on the level of content. How do these instances of multilingualism influence our reading experience? And how does our knowledge of the “other” language, or lack thereof, shape our understanding of cross-cultural texts? Is someone who knows the other languages necessarily a privileged reader? In this class we will explore these and many other questions on the basis of our readings of texts by (among others) Richard Rodriguez, Chang-Rae Lee, Emine Sevgi Özdamar, and Ingeborg Bachmann.

154611	Gender Identities, Sexuality, and Power (2 PS)		
	Di 14:15 – 15:45	R. 0.406/EF 50	Ponomarjeva
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : 1c, 2abc, 3ab, 14c, 15a
	Gy/Ge: 1f	SP _{2,Fach} :	B.A. _{AS} : 5a, 16a (TG 5)
BK: 1f		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B4, E2			

Gender identities, the distribution of power, and sexuality have become an extremely relevant and controversial issue in modern society. The concepts of femininity and masculinity are closely associated with certain social roles and influence the development of one's gender identity. This course will look at gender, particularly concepts of femininity, in a social, historical, and cultural context in contrast to the biological perspective. We will examine how gender and sexuality interact with human biology and how society influences one's gender identity. We will also analyze how the familial and social roles of men and women have varied throughout history and across different cultures. The course will analyze how gender identities form and how they influence men's and women's lives, particularly in contemporary American society. We will also develop an understanding of the options and alternatives that are open to both men and women if they use their critical awareness of gender as social constructs and form or correct their own gender-identity. The following questions will be addressed in this course: 1. How does one's gender identity form? 2. How does society influence one's gender-related self-perception? 3. What are social stereotypes about the gender roles based on? 4. How are notions of gender and power related to each other and why? 5. How does one's gender identity influence one's sexuality? Throughout the course, participants will develop a critical approach to existing theories about gender, power, and sexuality and form their own opinion on these issues.

154612	"The Lovliest Fleet of Islands": Hawai'i in American Culture and Movies (2 PS)		
	Mi 10:15 – 11:45	R. 0.406/EF 50	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : 1c, 2abc, 3ab, 14c, 15a
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B4, E2			

Mark Twain described Hawai'i as "the loveliest [*sic*] fleet of islands that lies anchored in any ocean" when he first visited the islands. Even today, the islands still evoke images of long, sandy beaches, lush, green vegetation, palm trees swaying in a tropical breeze and surfers enjoying perfect waves. This romanticized picture of Hawai'i ignores issues such as racial discrimination and colonialism. This image was mostly created by the tourist industry, which started to thrive after the islands became the 50th state of the U.S.

Many popular tourist attractions on the Hawaiian islands such as the Dole Plantation, the Macadamia Nut Farm, and the Polynesian Culture Center offer commercialized simulations of Hawaiian culture for tourists. Similarly, the majority of movies set in the "Aloha State" use the location as an exotic setting for their narratives. This course will try to re-imagine the Hawaiian paradise by focusing on history, multiculturalism and colonialism. Additionally, movies like *Blue Hawaii*, *Lilo and Stitch*, *50 First Dates* and the TV show *Dog: the Bounty Hunter* will be discussed in order to see how the image of Hawai'i as an exotic paradise is deconstructed in contemporary American media.

154613	Play Ball! – The United States and Its National Pastime Baseball (2 PS)		
	Mo 16:00 – 17:30	R. 3.205/EF 50	Eßmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : 1c, 2abc, 14c, 15a
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B4, E2			

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.

154614	From "Joy to the World" to "Bah, humbug! ": Approaches to Xmas (2 PS)		
	Fr 12:00 – 16:00 Blockseminar until Dec.	R. 3.205/EF 50	Eßmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : 1c, 2abc, 4a, 14c, 15a, 16a
	Gy/Ge: 1f, 4c	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B4, E2			

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

154616	Intensivseminar (zugangsbeschränkt) (2 PS)		
	Mi 18:00 – 19:30	R. 0.406/EF 50	Gunzenhäuser and staff
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA		
	MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
BK:		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000)			

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

154505	"In Fair Verona Beach" – Filmic Shakespeare Adaptations in American Settings (2 PS)		
	Di 14:15 – 15:45	R. 3.207/EF 50	Schwarz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1e/f	SP _{1,Fach} : 1e/f	B.A. _{ALK} : 1c, 2abc, 14c 15a
	Gy/Ge: 1e/f, 4b/c	SP _{2,Fach} :	B.A. _{AS} : 5a, 16b (TG 5)
	BK: 1e/f, 4b		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B2, B4, E1, E2		

This seminar will take a look at the way in which Shakespeare's stories found their ways into the lives of High School prom queens, basketball players, and troubled heirs of industrial magnates. We will read the original plays alongside filmic interpretations that lead us to distinctly American settings and issues. The plays we will discuss are *Romeo and Juliet*, *Hamlet*, *The Taming of the Shrew*, *Othello*, and *Henry IV*. Please be prepared to attend film screenings outside of the regular class hours.

This *Proseminar* can be taken for either *Anglistik* or *Amerikanistik*.

2. Studienphase

154617	Cultural Identity and American Music: From the Frontier Song and Opera to Folk and Rap (2 HS)		
	Fr 12:15 – 13:45	R. 0.406/EF 50	Strube
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902		
	MA LA: 1401, 1402		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7b, 8a, 17abc, 19a
	Gy/Ge: 6d, 7d	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
	BK: 6d, 7d		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

The question of cultural identity lies at the heart of many current debates in cultural studies and social theory. But how do we express our cultural identity? One important way is through music.

In this seminar we therefore analyze what difference music made and makes in the cultural construction of different places and the people living there (from the frontier song in the West to the opera and the black spiritual in the South, to the rap song in the big cities). We will investigate the influence of politics, social structure, and religion as well as of race, ethnicity, class, gender and sexual orientation. In order to understand the different aspects of the intersections of music and cultural identity we will include examples from music and texts from cultural studies, musicology and ethnomusicology.

The requirements are regular course attendance, active participation (this includes: annotated reading and coming to class with observations and questions) and the punctual fulfillment of the written assignments.

All texts will be included in a reader which will be available at the copyshop.

154618	“A Whale of a Book”: <i>Moby Dick</i> and Popular Culture (2 HS)		
	Di 10:15 – 11:45	R. 0.406/EF 50	Pfeiler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902		
	MA LA:		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7ab, 9a, 17abc, 18ab
	Gy/Ge: 6cd, 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
BK: 6cd, 7cd		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

In the first sessions of this project seminar, we will read and explore Herman Melville's celebrated book *Moby Dick* within the context of the 19th century publishing industry which was perhaps the largest whale that Herman Melville struggled with during his life-time. After that we will set sail for a 20th and 21st century journey through representations of *Moby Dick* in popular culture. While I will present you with several examples (such as *Songs and Stories from Moby Dick* by Laurie Anderson, a musical production by Robert Longden, the famous film production with Gregory Peck, an audio book, a comic book as well as other illustrated versions etc.) your task will be to go out and hunt for the whale yourself in any kinds of media that you can imagine.

Reading requirements:

Melville, Hermann. Moby Dick. (Catch it and read it in advance.)

A reader as well as audio material will be made available in the first week of the semester.

154619	Media Studies: Digital Cultures (2 HS)		
	Mo 14:15 – 15:45	R. 0.406/EF 50	Gunzenhäuser
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} : 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7d	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
BK: 7d		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

The course will concentrate on visual aspects of different digital media like computer games, electronic art, and educational texts. We will discuss theoretical approaches to the digital as well as hopes and fears connected to these “new” media. At the same time, we will trace connections to the “old” media and verify both old and new intermedial relationships. Finally, we will try to develop systems of categorization for different digital media.

The seminar starts on October 20.

154620	Working with Texts: Carl Djerassi's Plays (2 HS)		
	Di 18:00 – 19:30	R. 0.406/EF 50	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA:		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
BK: 7cd		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

The course introduces students to working with contemporary American dramatic texts so they can theoretically be produced on stage. Taking the interface of the sciences and literature as our starting point, we will

discuss Carl Djerassi's plays within the context of US-American theater history. We will develop dramaturgic material and information brochures which traditionally accompany the staging of a play and we will think about possible staging strategies. Students interested in drama and theater are encouraged to attend. A reader will be available at the beginning of the semester. The seminar starts on October 21.

154621	American Drama from Eugene O'Neill to Anna Deavere Smith (2 HS)		
	Di 16:15 – 17:45	R. 0.406	Gunzenhäuser
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} : 6abc, 7b, 8a, 9a, 17abc, 18b, 19a
	Gy/Ge: 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
	BK: 7cd		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

In this course we will read plays from the beginning of the 20th century through today and situate them within the history of American drama. Particular emphasis will be given to different performative traditions, from the European Modernist Avantgardes to African American drama. The seminar starts on October 21.

154622	The White Board in Media and Cultural Studies (2 HS)		
	Do 10:15 – 11:45	R. 0.406/EF 50	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA:		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7ab, 8a, 9a, 17abc, 18ab, 19a
	Gy/Ge: 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
	BK: 7cd		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

For people interested in working with a new medium, the interactive white board, and with more traditional media of the visual arts. We will develop concepts for approaching visual media and strategies for intermedial teaching. We will put together a presentation highlighting the advantages of the interactive white board in the cultural studies classroom. The seminar starts on October 23.

154623	"The Enigma of Arrival": American and German Literature of Migration (2 HS)		
	Di 12:15 – 13:45	R. 0.406	Erdogdu
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA:		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7b, 8a, 17abc, 18b, 19a
	Gy/Ge: 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a, 18a (TG 5)
	BK: 7cd		M.A. _{ALK} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000): B4, E2		

In both US American and German literature of migration, the notion of "arrival" plays a crucial role. In this class, we will examine how the notion of "arrival" is dealt with in contemporary US-American and German literature of migration. The United States has a long history as a country of immigration; in fact the awareness of being a country of immigration has always been an integral part of US-American identity formation. In

contrast, Germany has only recently begun to examine its own role as an "Einwanderungsland." Can this difference be traced in German and US-American accounts of migration? What does it mean to "arrive" somewhere? Does the notion of "arrival" imply an ultimate and irrevocable departure from the old? Among the texts we will cover in this class will be works by Edwidge Danticat, Chang-Rae Lee, Julia Alvarez, Feridun Zaimoglu, Yoko Tawada, as well as Mira Nair's film *The Namesake* and Fatih Akin's film *Gegen die Wand*.

154624	Literature and Science in American Fiction (2 HS)		
	Mo 16:00 – 19:00 (14-tägig)	R. 0.406/EF 50	Klähn
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902		
	MA LA: 1401, 1402		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7b, 8a, 17abc, 18b, 19a
	Gy/Ge: 6cd, 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a (TG 5)
BK: 6cd, 7cd		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B4, E2			

From the beginning of modern times, the interrelationship between scientific and narrative approaches to reality has become a trademark of occidental worldmaking, although Descartes' and Bacon's harmoniously biased starting points have long since been abandoned. Within the terrain of Anglo-Saxon and especially American culture, the historical convergence between scientific and narrative world (re)presentations reached a close affiliation within naturalism. But modernism's introspective verve fostered ideas about two different forms of rationality, leading to diverging epistemological concepts (and a popular European version in E.P. Snow's "two cultures"). After some decades of almost peaceful disinterestedness and postmodernist fascination with literary adaptations of scientific concepts, the latent conflict culminated again, some years ago, in Alan Sokal's successful publication of a 'poststructuralist' article – full of scientific absurdities – in an American cultural studies journal.

In the course of this seminar, the basic positions of these confrontations and correlations between sciences and humanities will be discussed, keeping a close connection to relevant examples and developmental variants within American literature from Poe to Pynchon.

The following texts will be taken into consideration:

Jay A Labinger/Harry Collins, eds., *The One Culture?* (2001); Alan Sokal/Jean Bricmont, *Fashionable Nonsense* (1998); C.P. Snow, *The Two Cultures and the Scientific Revolution* (1959); Ludwig Wittgenstein, *Philosophical Investigations* (1953).

Edgar Allan Poe, "The Pit and the Pendulum"; Henry David Thoreau, *Walden*; Mark Twain, *The Adventures of Huckleberry Finn*; Frank Norris, *McTeague*; Gertrud Stein, *Tender Buttons*; Thomas Pynchon, *Gravity's Rainbow*, and others.

Essays, short stories, and extracts from other novels and critical texts will be made available in the course of the semester.

154625	Latino USA: Los Latinos in US Literature, Society and History (2 HS)		
	Blockseminar	R. 0.406/EF 50	Chandler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902		
	MA LA:		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : 6abc, 7b, 8a, 17abc, 18b, 19a
	Gy/Ge: 6cd, 7cd	SP _{2,Fach} : 4b	B.A. _{AS} : 7c, 10a (TG 5)
BK: 6cd, 7cd		M.A. _{ALK} :	
		M.A. _{AS} :	
LA alte LPO (1994/2000): B4, E2			

In the year 2000, the population of Latinos living in the United States was estimated at 35.6 million, more than 15% of the national population. As the United States approaches another census decade, the number of Latinos living in the country has risen well beyond 44 million, and continues to rise. In recent years, the increased presence of Spanish speakers living within US borders has provoked varied reactions from the American public ranging from welcome to xenophobic outrage. The heated immigration debate fueled by

Latino migration, both legal and illegal, from the Spanish-speaking Americas is certain to be an important topic of presidential politics in this present election year.

This seminar will focus on Latino presence in the United States as seen through literature and film. By analyzing a selection of early literary texts, the course will argue that the Latino presence is in no way a new phenomenon to US society, but rather extends to the earliest foundations of modern North America. This early influence is evident in the Spanish state and city names ubiquitous throughout the country from coast to coast – Florida, Nevada, Las Vegas, Colorado, Los Angeles, Santa Barbara, etc. Most importantly, this course will firmly suggest that the Latino contribution to US art, cuisine, culture and society as a whole is extensive, but obscured. The primary objective of this short seminar, then, is to expose the breadth of Latino contribution to United States society, past and present, and, in turn, advocate for a more ample understanding of US Latino diversity and complexity.

Mario Chandler is Visiting Professor from our partner university in Atlanta, Oglethorpe University.

Blockseminar 10-13 Nov. 6-9 pm; Fri., 14 Nov. 4-7 pm; Sat. 15 Nov. 9-12 am and 1-2:30 pm; Sun. 16 Nov. 9-12 am.

Registration for this NOT through electronic registration but ONLY directly with:

Astrid.Kaemmerling@uni-dortmund.de

154627	Oberseminar Amerikanistik (zugangsbeschränkt) (2 HS)		
	Mi 12:30 – 14:00	R. 0.406/EF 50	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} :
		M.A. _{AS} :	
	LA alte LPO (1994/2000)		

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

MASTERSTUDIENGÄNGE LEHRAMT

154617	Cultural Identity and American Music: From the Frontier Song and Opera to Folk and Rap (2 HS)		
	Fr 12:15 – 13:45	R. 0.406/EF 50	Strube
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902		
	MA LA: 1401, 1402		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} : 10abcd, 11ab, 12a, 13a
		M.A. _{AS} : TG 5	
	LA alte LPO (1994/2000)		

The question of cultural identity lies at the heart of many current debates in cultural studies and social theory. But how do we express our cultural identity? One important way is music.

In this seminar we therefore analyze what difference music made and makes in the cultural construction of different places and the people living there (from the frontier song in the West to the opera and the black spiritual in the South, to the rap song in the big cities). We will investigate the influence of politics, social structure, and religion as well as of race, ethnicity, class, gender and sexual orientation. In order to understand the different aspects of the intersections of music and cultural identity we will include examples from music and texts from cultural studies, musicology and ethnomusicology.

The requirements are regular course attendance, active participation (this includes: annotated reading and coming to class with observations and questions) and the punctual fulfilment of written assignments.

All texts will be included in a reader which will be available at the copyshop.

154619	Media Studies: Digital Culture (2 HS)		
	Mo 14:15 – 15:45	R. 0.406/EF 50	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
BK:		M.A. _{ALK} : 10abcd, 11a, 12a, 13a	
		M.A. _{AS} :TG 5	
	LA alte LPO (1994/2000)		

The course will concentrate on visual aspects of different digital media like computer games, electronic art, and educational texts. We will discuss theoretical approaches to the digital as well as hopes and fears connected to these “new” media. At the same time, we will trace connections to the “old” media and verify both old and new intermedial relationships. Finally, we will try to develop systems of categorization for different digital media.

The seminar starts on October 20.

154621	American Drama from Eugene O’Neill to Anna Deavere Smith (2 HS)		
	Di 16:15 – 17:45	R. 0.406/EF 50	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
BK:		M.A. _{ALK} : 10abcd, 11a, 12, 13a	
		M.A. _{AS} : TG 5	
	LA alte LPO (1994/2000)		

In this course we will read plays from the beginning of the 20th century until today and situate them within the history of American drama. Particular emphasis will be given to different performative traditions, from the European Modernist Avantgardes to African American drama.

The seminar starts on October 21.

154624	Literature and Science in American Fiction (2 HS)		
	Mo 16:00 – 19:00 (14-tägig)	R. 0.406/EF 50	Klähn
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902		
	MA LA: 1401, 1402		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge:	SP _{2,Fach} :	B.A. _{AS} :
BK:		M.A. _{ALK} : 10abcd	
		M.A. _{AS} : TG 5	
	LA alte LPO (1994/2000)		
	LA alte LPO (1994/2000): B4, E2		

From the beginning of modern times, the interrelationship between scientific and narrative approaches to reality has become a trademark of occidental worldmaking, although Descartes’ and Bacon’s harmoniously biased starting points have long since been abandoned. Within the terrain of Anglo-Saxon and especially American culture, the historical convergence between scientific and narrative world (re)presentations reached a close affiliation within naturalism. But modernism’s introspective nerve fostered ideas about two different forms of rationality, leading to diverging epistemological concepts (and a popular European version in E.P. Snow’s “two cultures”). After some decades of almost peaceful disinterestedness and postmodernist fascination with literary adaptations of scientific concepts, the latent conflict culminated again, some years ago, in

Alan Sokal's successful publication of a 'poststructuralist' article – full of scientific absurdities – in an American cultural studies journal.

In the course of this seminar, the basic positions of these confrontations and correlations between sciences and humanities will be discussed, keeping a close connection to relevant examples and developmental variants within American literature from Poe to Pynchon.

The following texts will be taken into consideration:

Jay A Labinger/Harry Collins, eds., *The One Culture?* (2001); Alan Sokal/Jean Bricmont, *Fashionable Nonsense* (1998); C.P. Snow, *The Two Cultures and the Scientific Revolution* (1959); Ludwig Wittgenstein, *Philosophical Investigations* (1953).

Edgar Allan Poe, "The Pit and the Pendulum"; Henry David Thoreau, *Walden*; Mark Twain, *The Adventures of Huckleberry Finn*; Frank Norris, *McTeague*; Gertrud Stein, *Tender Buttons*; Thomas Pynchon, *Gravity's Rainbow*, and others.

Essays, short stories, and extracts from other novels and critical texts will be made available in the course of the semester.

154626	Blended-Learning Concepts in American Studies (in Kooperation mit der Amerikanistik Bochum) (2 HS)		
	Time and place t.b.a.	Cortiel	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA:		
	MA LA: 1101, 1104, 1402, 1403		
	LPO 2003		
	GHR:	SP₁.Fach:	B.A._{ALK}:
	Gy/Ge:	SP₂.Fach:	B.A._{AS}:
	BK:		M.A._{ALK}: 10d, 11a, 13a
		M.A._{AS}:	
	LA alte LPO (1994/2000)		

Hybrid learning environments ("blended learning") are all the rage in secondary and higher education, in part because they open doors for new ways of interacting with and engaging students of different learning styles and rhythms. These new learning environments call for a reassessment of teaching practices and (virtual) classroom interaction. This course addresses this need for the American Studies classroom and serves a dual purpose: On one level it is offered as an "Introduction to American Studies" for B.A.-level students in Bochum and Dortmund. On a second level, it introduces M.A.-level students to guiding and evaluating the teaching/learning processes in this hybrid learning environment. While the primary purpose of the course for the B.A.-level students is to understand and apply the theories and methods of American studies, the M.A. students will be introduced to concepts of learning and teaching in a hybrid online/classroom environment. They will be guided in developing learning materials, moderating discussions, and assessing student contributions. Grounded in this practical experience, we will critically engage with theories of reading and writing, community-building and interaction in the hybrid classroom, questions of media literacy, classroom discourse and assessment of student work. In focusing on the process of teaching and learning in the American Studies classroom, M.A. students will also consolidate and expand key skills, theories and methods of American Studies.

The course combines four in-class sessions with nine online sessions, in which students will be familiarized with central concepts of online learning and teaching through their practical application, including building an online community, facilitating asynchronous communication, motivating students to productively interact with each other in the learning process, and assessing student work. An important aspect will finally also be the analysis and evaluation of the course environment as a whole based on the projects and interactions with undergraduate students.

While regular access to the Internet is necessary, no computer skills beyond being able to use a browser and word processor are required.

This course can be taken for either *Amerikanistik* or *Didaktik*.

To enroll in the course please contact jeanne.cortiel@uni-dortmund.de as soon as possible.

Wissenschaftskommunikation

1. Studienphase

154801	Wissenschaftskommunikation 6: Strategies (2 PS)		
	Mi 14:15 – 15:45	R. 3.205/EF 50	Prof. Dr. Guido Ipsen
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BML (WS 05/06 ff.): --</i>		
	<i>LPO 2003: --</i>		
	GHR: ---	SP _{1,Fach} : ---	B.A. _{ALK} : verschiedene Möglichkeiten
	Gy/Ge: ---	SP _{2,Fach} : ---	B.A. _{AS} : verschiedene Möglichkeiten
	BK: ---		M.A. _{ALK} : verschiedene Möglichkeiten
			M.A. _{AS} : verschiedene Möglichkeiten
	LA: alte LPO (1994/2000) --		
	Sonstige: Diplom Journalistik; Schwerpunkte bitte bei der Anmeldung erfragen		

Inhalte

This applied Seminar is an introduction as to which strategies are used in scientific communication. The seminar will introduce you to choice of media, contents, requirements, communication, but also delimitations as to what can professionally be communicated.

This class is for applied BA/MA students exclusively and will be taught in English!

Organisation

Das praxisorientierte Proseminar findet vrs. in vierzehntägigem Rhythmus statt. Im Wechsel dazu sollen die Teilnehmenden Konzepte für eine Feldarbeit erarbeiten. Diese Projekte können sich an den zukünftigen Berufsleitbildern orientieren, also etwa Kommunikation aus PR, Kulturbetrieben, Presse usw. Zum Abschluss der vorlesungsfreien Zeit werden dann in einem Blockseminar die Projekte vorgestellt. Eine Lektüreliste wird zur Verfügung gestellt. Zur Anmeldung müssen interessierte Studierende sich im ews2-System anmelden (sobald das Anmeldeeskript online steht). **HINWEIS: Dieses Seminar ist für Studierende des Lehramtes nicht vorgesehen.**

Scheinerwerb

In dieser Veranstaltung wird keine Klausur angeboten. Der Scheinerwerb ist ausschließlich möglich innerhalb eines durchzuführenden Projektes. Diese Projekte sollen innerhalb eines thematischen Fokus mit praktischer Orientierung entstehen. Verbunden damit ist eine Vorstellung des Projektes im Seminar. Die Wertung des Projektes erfolgt analog zu einer Hausarbeit. Das genaue Vorgehen wird zu Semesterbeginn erläutert.

154802	Semiotik als Kulturtheorie / Semiotics as cultural theory (2 PS)		
	Di 08:30 – 10:00	R. 3.207/EF 50	Sarah Thelen MA
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BML (WS 05/06 ff.): --</i>		
	<i>LPO 2003: --</i>		
	GHR: ---	SP _{1,Fach} : ---	B.A. _{ALK} : verschiedene Möglichkeiten
	Gy/Ge: ---	SP _{2,Fach} : ---	B.A. _{AS} : verschiedene Möglichkeiten
	BK: ---		M.A. _{ALK} : verschiedene Möglichkeiten
			M.A. _{AS} : verschiedene Möglichkeiten
	LA: alte LPO (1994/2000) --		
	Sonstige: Diplom Journalistik; Schwerpunkte bitte bei der Anmeldung erfragen		

Inhalte

Der Mensch ist ein Wesen, das nicht umhin kommt, seine Umgebung mit Bedeutung auszustatten. Laut der Semiotik tut er dies, indem er die Realität in einer bestimmten Weise interpretiert. Die Kultursemiotik beschreibt eine Kultur als eine Gemeinschaft, die zur Interpretation der Welt auf dieselben Codes zurückgreift. In diesem Proseminar wird die Semiotik als Erkenntnistheorie behandelt, welche in die Lage versetzt, die eigene kulturelle Bedingtheit durchschauen und darüber reflektieren zu können. Anhand von Experimenten und Medienbeispielen wird das Erarbeitete verdeutlicht. Moderate Lesehausaufgaben. SP auf Deutsch und Englisch möglich (Ipsen).

Organisation

Zur Anmeldung müssen interessierte Studierende sich im ews2-System anmelden (sobald das Anmelde-skript online steht). **HINWEIS: Dieses Seminar ist für Studierende des Lehramtes nicht vorgesehen. Maximale Teilnehmerzahl: 15 Personen (nach Eingang der Anmeldungen im ews)**

Scheinerwerb

In dieser Veranstaltung wird keine Klausur angeboten. Der Scheinerwerb ist ausschließlich möglich innerhalb eines durchzuführenden Projektes/Hausarbeit. Die Wertung des Projektes erfolgt analog zu einer Hausarbeit. Das genaue Vorgehen wird zu Semesterbeginn erläutert.

2. Studienphase

154803	Wissenschaftskommunikation 7: From Infotainment to Professional Communication (2 HS)		
Modulzuordnungen:	Mi 10:15 – 11:45	R. 3.207/EF 50	Prof. Dr. Guido Ipsen
	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BML (WS 05/06 ff.): ---		
	LPO 2003: ---		
	GHR: ---	SP _{1.Fach} : ---	B.A. _{ALK} : verschiedene Möglichkeiten
	Gy/Ge:---	SP _{2.Fach} : ---	B.A. _{AS} : verschiedene Möglichkeiten
	BK:---		M.A. _{ALK} : verschiedene Möglichkeiten
		M.A. _{AS} : verschiedene Möglichkeiten	
	LA: alte LPO (1994/2000) ---		
	Sonstige: Diplom Journalistik; Schwerpunkte bitte bei der Anmeldung erfragen		

Inhalte

Infotainment is a popular means to illustrate science; on the other end of the spectrum we find highly developed professional means in university communication. From the "science show" to "scholarly articles", or from "everyday science" to "specialist congresses" – the forms of communication are many, and the question remains to which degree the various forms serve to make science more transparent to the audience. This class will explore linguistic and communicative aspects of formats to communicate science. Especially students interested in **linguistics** are invited to join this class; it will, among other aspects, present a comparison between language styles, registers, syntax, and informational structure in scholarly communication.

This class is for applied BA/MA students exclusively and will be taught in English!

Organisation

Das Seminar wird teilweise in Seminarsitzungen und teilweise als Blockseminar unterrichtet. Der genaue Plan der Sitzungen wird zu Semesterbeginn bekannt gegeben. Einige Sitzungen sind zur Projektrecherche freigegeben (s.u.). Zur Anmeldung müssen interessierte Studierende sich im ews2-System anmelden. **HINWEIS: Dieses Seminar ist für Studierende des Lehramtes nicht vorgesehen.**

Scheinerwerb

In dieser Veranstaltung wird keine Klausur angeboten. Der Scheinerwerb ist ausschließlich möglich innerhalb eines durchzuführenden Projektes. Diese Projekte sollen innerhalb eines thematischen Fokus mit praktischer Orientierung entstehen. Verbunden damit ist eine regelmäßige Vorstellung des Standes der Arbeit im Seminar. Das genaue Vorgehen wird zu Semesterbeginn erläutert.

154804	Kultur- und sprachwissenschaftliches angewandtes Kolloquium für Masterkandidaten		
	Di 18:00 – 19:30	Raum: siehe ews!	Prof. Dr. Guido Ipsen
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BML (WS 05/06 ff.): --</i>		
	<i>LPO 2003: --</i>		
	GHR: ---	SP _{1.Fach} : ---	B.A. _{ALK} : verschiedene Möglichkeiten
	Gy/Ge: ---	SP _{2.Fach} : ---	B.A. _{AS} : verschiedene Möglichkeiten
	BK: ---		M.A. _{ALK} : verschiedene Möglichkeiten
			M.A. _{AS} : verschiedene Möglichkeiten
	LA: alte LPO (1994/2000) --		
	Sonstige: Diplom Journalistik; Schwerpunkte bitte bei der Anmeldung erfragen		

Inhalte

Dies ist ein Kolloquium zu Themen der Kultur- und Sprachwissenschaften. Interessierte Studierende, die eine Vertiefung von Kenntnissen wünschen oder mit spezifischem abschlussorientiertem Interesse Unterstützung benötigen, sind herzlich eingeladen.

Organisation

Das Kolloquium findet in vierzehntäglichem Rhythmus statt. Im Wechsel dazu sollen die Teilnehmenden die Themen erarbeiten. Diese Themen können in Hausarbeiten münden, können aber auch mit einer künftigen Abschlussarbeit oder anderen Qualifizierungen zusammenhängen. Zur Anmeldung müssen interessierte Studierende sich im ews2-System anmelden (sobald das Anmeldeskript online steht).

Scheinerwerb

In dieser Veranstaltung wird keine Klausur angeboten. Der Scheinerwerb ist ausschließlich möglich innerhalb einer durchzuführenden Themenarbeit. Verbunden damit ist eine Vorstellung des Projektes im Kolloquium. Die Wertung des Projektes erfolgt analog zu einer Hausarbeit. Das genaue Vorgehen wird zu Semesterbeginn erläutert.