

ENGLISCHES SEMINAR I

5379a A History of American Technology in the 19th Century

2 SWS; Hauptseminar; Max. Teilnehmer: 30

Mo. 14 - 15.30, 103 Philosophikum, 010

N.Finzsch

Die Veranstaltung versucht, die amerikanische Technologiegeschichte des 19. Jahrhunderts nicht aus der Warte von Erfindern und Ingenieuren zu schreiben und schon gar nicht als Geschichte eines Fortschritts, sondern als Kulturgeschichte des Wissens.

Angevine, Robert G. *The Railroad and the State War, Politics, and Technology in Nineteenth-Century America*. Stanford, Calif: Stanford University Press, 2004.

Bacon, Benjamin. *Sinews of War How Technology, Industry, and Transportation Won the Civil War*. Novato, CA: Presidio, 1997.

Benesch, Klaus. *Romantic Cyborgs Authorship and Technology in the American Renaissance*. Amherst: University of Massachusetts Press, 2002.

Bianculli, Anthony J. *Trains and Technology the American Railroad in the Nineteenth Century*. Newark, DE: University of Delaware Press, 2001.

Daniels, George H. *American Science in the Age of Jackson*. History of American Science and Technology Series. Tuscaloosa: University of Alabama Press, 1994.

Diepenbrock, Chloé. *Gynecology and Textuality Popular Representations of Reproductive Technology*. Garland Studies in American Popular History and Culture. New York: Garland Pub, 1998.

Herrin, Dean A, et al. *America Transformed Engineering and Technology in the Nineteenth Century*. Reston, VA: American Society of Civil Engineers, 2002.

Kasson, John F. *Civilizing the Machine Technology and Republican Values in America, 1776-1900*. New York: Penguin Books, 1977.

---. *Civilizing the Machine Technology and Republican Values in America, 1776-1900*. 1st Hill and Wang pbk. ed ed. New York: Hill and Wang, 1999.

Khan, B. Zorina, Kenneth Lee Sokoloff, and National Bureau of Economic Research. *Institutions and Technological Innovation During the Early Economic Growth Evidence From the Great Inventors of the United States, 1790-1930*. NBER Working Paper Series: Working Paper Series (National Bureau of Economic Research : Online) working paper no. 10966. Cambridge, MA: National Bureau of Economic Research, 2004.

Lakwete, Angela. *Inventing the Cotton Gin Machine and Myth in Antebellum America*. Johns Hopkins Studies in the History of Technology: Johns Hopkins Studies in the History of Technology (Unnumbered). Baltimore: The Johns Hopkins University Press, 2003.

Manning, Thomas G. *U.S. Coast Survey Vs. Naval Hydrographic Office a 19th-Century Rivalry in Science and Politics*. History of American Science and Technology Series. Tuscaloosa: University of Alabama Press, 1988.

McGaw, Judith A. *Early American Technology Making and Doing Things From the Colonial Era to 1850*. Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 1994.

McMath, Robert C. *William Henry Emerson and the Scientific Discipline at Georgia Tech*. Atlanta: Cherry Logan Emerson, 1994.

Monroe, Elizabeth Brand. *The Wheeling Bridge Case Its Significance in American Law and Technology*. Boston: Northeastern University Press, 1992.

Ogle, Maureen. *All the Modern Conveniences American Household Plumbing, 1840-1890*. Johns Hopkins Studies in the History of Technology new ser., no. 20. Baltimore: Johns Hopkins University Press, 1996.

Sakolsky, Josh. *Critical Perspectives on the Industrial Revolution*. 1st ed ed. Critical Anthologies of Nonfiction Writing. New York: Rosen Pub. Group, 2005.

Seely, Bruce Edsall. *Building the American Highway System Engineers As Policy Makers*. Technology and Urban Growth. Philadelphia: Temple University Press, 1987.

Thomson, Ross. Structures of Change in the Mechanical Age Technological Innovation in the United States, 1790-1865. Johns Hopkins Studies in the History of Technology: Johns Hopkins Studies in the History of Technology (Unnumbered). Baltimore: Johns Hopkins University Press, 2009.

Timmons, Todd. Science and Technology in Nineteenth-Century America. Greenwood Press "Daily Life Through History" Series. Westport, CT: Greenwood Press, 2005.

5394a How to Write American and Postcolonial History in the 21st Century

2 SWS; Oberseminar; Max. Teilnehmer: 30

Mo. 19.30 - 21, 103 Philosophikum, 010

N.Finzsch

Graduate students present their work, undergraduate students discuss, the professor listens. Once in a while we agree to disagree. Ph.D. students and M.A. candidates are kindly but firmly asked to participate in all of this.

S P R A C H P R A X I S

I n t r o d u c t o r y L a n g u a g e C o u r s e

4566 Introductory Language Course_1

2 SWS; Übung; Max. Teilnehmer: 25

Mo. 12 - 13.30, 103 Philosophikum, S 83

R.Florey

This compulsory intensive language course is part of the new module structure and is ONLY for students studying under the new Lehramt or BA/MA system, usually in their first semester. Students are expected to do substantial preparation at home, complete homework tasks and pass the final exam at the end of term in order to qualify for the credit. Students who do not turn up for the first class will forfeit their place.

4567 Introductory Language Course_2

2 SWS; Übung; Max. Teilnehmer: 25

Mo. 10 - 11.30, 103 Philosophikum, S 83

E.Start

This compulsory intensive language course is part of the new module structure and is ONLY for students studying under the new Lehramt or BA/MA system, usually in their first semester. Students are expected to do substantial preparation at home, complete homework tasks and pass the final exam at the end of term in order to qualify for the credit. Students who do not turn up for the first class will forfeit their place.

4568 Introductory Language Course_3

2 SWS; Übung; Max. Teilnehmer: 25

Mo. 8 - 9.30, 103 Philosophikum, S 81

S.Allan

This compulsory intensive language course is part of the new module structure and is ONLY for students studying under the new Lehramt or BA/MA system, usually in their first semester. Students are expected to do substantial preparation at home, complete homework tasks and pass the final exam at the end of term in order to qualify for the credit. Students who do not turn up for the first class will forfeit their place.

4569 Introductory Language Course_4

2 SWS; Übung; Max. Teilnehmer: 25

Di. 8 - 9.30, 103 Philosophikum, S 81

S.Allan

This compulsory intensive language course is part of the new module structure and is ONLY for students studying under the new Lehramt or BA/MA system, usually in their first semester. Students are expected to do substantial preparation at home, complete homework tasks and pass the final exam at the end of term in order to qualify for the credit. Students who do not turn up for the first class will forfeit their place.

4582 Introductory Language Course_5

2 SWS; Übung; Max. Teilnehmer: 20

Di. 14 - 15.30, 103 Philosophikum, S 65

R.Anderson

E s s a y W r i t i n g I

4541 Essay Writing I_1

2 SWS; Übung; Max. Teilnehmer: 17

Di. 19.30 - 21, 103 Philosophikum, S 65

V.Dale

- 4542 Essay Writing I_2**
2 SWS; Übung; Max. Teilnehmer: 17
Di. 16 - 17.30, 103 Philosophikum, S 75 C.Roe-Hänel
- 4543 Essay Writing I_3**
2 SWS; Übung; Max. Teilnehmer: 20
Mi. 12 - 13.30, 103 Philosophikum, S 84 E.Start
This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.
- 4544 Essay Writing I_4**
2 SWS; Übung; Max. Teilnehmer: 17
Mi. 14 - 15.30, 103 Philosophikum, S 75 K.Maye-Saidi
- 4545 Essay Writing I_5**
2 SWS; Übung; Max. Teilnehmer: 20
Mi. 16 - 17.30, 103 Philosophikum, S 85 K.Maye-Saidi
- 4546 Essay Writing I_6**
2 SWS; Übung; Max. Teilnehmer: 20
Mo. 16 - 17.30, 103 Philosophikum, S 84 R.Florey
This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.
- 4547 Essay Writing I_7**
2 SWS; Übung; Max. Teilnehmer: 20
Fr. 14 - 15.30, 103 Philosophikum, S 84 E.Start
This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.
- 4548 Essay Writing I_8**
2 SWS; Übung; Max. Teilnehmer: 20
Mo. 12 - 13.30, 103 Philosophikum, S 84 S.Jackson
This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.
- 4550 Essay Writing I_9**
2 SWS; Übung; Max. Teilnehmer: 20
Di. 12 - 13.30, 103 Philosophikum, S 81 R.Florey
This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

L i n g u i s t i c P r a c t i c e : G r a m m a r

- 4572 Linguistic Practice: Grammar_1**
2 SWS; Übung; Max. Teilnehmer: 70
Mo. 12 - 13.30, 103 Philosophikum, S 78 K.Lenz
This course provides a descriptive overview of the structure of the

English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar. Students qualify for a Schein on the basis of their regular and active participation as well as an end-of-term test.

Text: Rodney Huddleston & Geoffrey K. Pullum. 2005. A Students Introduction to English Grammar. Cambridge: Cambridge Univ. Press.

4573 Linguistic Practice: Grammar_2

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 107 Universitäts- und Stadtbibliothek, B VI (3/314)

R. Florey

This course provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar. Students qualify for a Schein ("aktive Teilnahme" or "Leistungsnachweis") on the basis of their regular and active participation as well as an end-of-term test.

4574 Linguistic Practice: Grammar_3

2 SWS; Übung; Max. Teilnehmer: 70

Mi. 10 - 11.30, 106 Seminargebäude, S01

M. Klages-Kubitzki

This course provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar. Students qualify for a Schein ("aktive Teilnahme" or "Leistungsnachweis") on the basis of their regular and active participation as well as an end-of-term test.

Huddleston, Rodney & Geoffrey K. Pullum. 2005. A Students Introduction to English Grammar. Cambridge: Cambridge Univ. Press.

L i n g u i s t i c P r a c t i c e : P h o n e t i c s a n d P h o n o l o g y

4540 English Phonetics and Phonology

2 SWS; Übung; Max. Teilnehmer: 70

Fr. 10 - 11.30, 107 Universitäts- und Stadtbibliothek, B I (4/405)

K. Phillips

This course examines in detail various aspects of the pronunciation and sound pattern of English. Beginning with the articulation and classification of individual speech sounds, the course proceeds to a survey of various phenomena which characterize the sound structure of the language. Where relevant, account is also taken of contrasts between the phonological systems of English and German. The course additionally provides practical training in phonetic transcription, which is also a component of the final test.

4575 Linguistic Practice: Phonetics and Phonology_1

2 SWS; Übung; Max. Teilnehmer: 70

Mi. 10 - 11.30, 103 Philosophikum, S 78

B. Abel

This course offers a general as well as a language specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription. Regular attendance and active participation are mandatory. In addition, students must pass a written end-of-term test (details t.b.a.).

4576 Linguistic Practice: Phonetics and Phonology_2

2 SWS; Übung; Max. Teilnehmer: 56

Di. 10 - 11.30, 107 Universitäts- und Stadtbibliothek, B VI (3/314)

B. Abel

This course offers a general as well as a language specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription. Regular attendance and active participation are mandatory. In addition, students must pass a written end-of-term test (details t.b.a.).

A d v a n c e d L a n g u a g e C o u r s e

4526 Advanced Language Course_1

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 19.30 - 21, 103 Philosophikum, S 65

V. Dale

4527 Advanced Language Course_2

- 2 SWS; Übung; Max. Teilnehmer: 30
Do. 12 - 13.30, 106 Seminargebäude, S22 R. Anderson
- 4528 Advanced Language Course_3**
2 SWS; Übung; Max. Teilnehmer: 30
Di. 12 - 13.30, 106 Seminargebäude, S15 R. Anderson
This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- 4529 Advanced Language Course_4**
2 SWS; Übung; Max. Teilnehmer: 30
Fr. 12 - 13.30, 103 Philosophikum, S 55 S. Jackson
This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- 4530 Advanced Language Course_5 (Business English Focus)**
2 SWS; Übung; Max. Teilnehmer: 30
Mi. 14 - 15.30, 103 Philosophikum, S 63 E. Start
This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. Unlike other ALC courses, this course is aimed at those students particularly interested in practising and improving their English for business communication. For example, we will discuss topics of perennial business interest, practise meeting and negotiating skills, and develop the writing skills needed for emails and reports. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- R h e t o r i c s i n P r a c t i c e**
- 4590 Rhetorics in Practice_1**
2 SWS; Übung; Max. Teilnehmer: 30
Fr. 10 - 11.30, 103 Philosophikum, S 76 R. Anderson
This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.
- 4591 Rhetorics in Practice_2**
2 SWS; Übung; Max. Teilnehmer: 30
Do. 14 - 15.30, 103 Philosophikum, S 69 R. Anderson
- 4592 Rhetorics in Practice_3**
2 SWS; Übung; Max. Teilnehmer: 30
Mo. 14 - 15.30, 106 Seminargebäude, S23 S. Allan
This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.
- 4593 Rhetorics in Practice_4**
2 SWS; Übung; Max. Teilnehmer: 30
Di. 14 - 15.30, 106 Seminargebäude, S23 R. Florey
This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as

well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

- 4594 Rhetorics in Practice_5**
 2 SWS; Übung; Max. Teilnehmer: 30
 Mo. 14 - 15.30, 103 Philosophikum, S 55 E.Start
 This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.
- 4595 Rhetorics in Practice_6**
 2 SWS; Übung; Max. Teilnehmer: 30
 Fr. 12 - 13.30, 106 Seminargebäude, S23 E.Start
 This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.
- 4596 Rhetorics in Practice_7**
 2 SWS; Übung; Max. Teilnehmer: 30
 Mi. 12 - 13.30, 106 Seminargebäude, S23 S.Allan
 This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

E s s a y W r i t i n g I I

- 4551 Essay Writing II_1**
 2 SWS; Übung; Max. Teilnehmer: 40
 Mi. 17.45 - 19.15, 103 Philosophikum, S 63 E.Start
 This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old and new regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class. Students studying under the new Lehramt regulations will have to write an essay for discussion in class and attend class regularly to get credit for the course. Students MUST attend the first class to secure their place.
- 4552 Essay Writing II_2**
 2 SWS; Übung; Max. Teilnehmer: 30
 Di. 10 - 11.30, 103 Philosophikum, S 65 S.Allan
 This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old and new regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class. Students studying under the new Lehramt regulations will have to write an essay for discussion in class and attend class regularly to get credit for the course. Students MUST attend the first class to secure their place.
- 4553 Essay Writing II_3**
 2 SWS; Übung; Max. Teilnehmer: 40
 Di. 8 - 9.30, 103 Philosophikum, S 65 S.Jackson
 This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old and new regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class. Students studying under the new Lehramt regulations will have to write an essay for discussion in class and attend class regularly to get credit for the course. Students MUST attend the first class to secure their place.
- 4554 Essay Writing II_4**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 65

S. Jackson

This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old and new regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class. Students studying under the new Lehramt regulations will have to write an essay for discussion in class and attend class regularly to get credit for the course. Students MUST attend the first class to secure their place.

4555 Essay Writing II_5

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 103 Philosophikum, S 65

S. Jackson

This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old and new regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class. Students studying under the new Lehramt regulations will have to write an essay for discussion in class and attend class regularly to get credit for the course. Students MUST attend the first class to secure their place.

Essay Writing II for B.A.

4556 Essay Writing II for B.A._1

2 SWS; Übung; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, S 85

R. Florey

This course is ONLY for BA students who have successfully completed the ALC. It will deal with general academic writing, but with the focus being on practising the genre of the essay. Students will have an end of class test which will be graded and which will count towards their final degree mark.

4557 Essay Writing II for B.A._2

2 SWS; Übung; Max. Teilnehmer: 20

Fr. 10 - 11.30, 103 Philosophikum, S 73

E. Start

This course is ONLY for BA students who have successfully completed the ALC. It will deal with general academic writing, but with the focus being on practising the genre of the essay. Students will have an end of class test which will be graded and which will count towards their final degree mark.

4558 Essay Writing II for B.A._3

2 SWS; Übung; Max. Teilnehmer: 20

Di. 10 - 11.30, 211 IBW-Gebäude, Hörsaal (1/172)

R. Anderson

This course is ONLY for BA students who have successfully completed the ALC. It will deal with general academic writing, but with the focus being on practising the genre of the essay. Students will have an end of class test which will be graded and which will count towards their final degree mark.

4559 Essay Writing II for B.A._4

2 SWS; Übung; Max. Teilnehmer: 20

Mo. 10 - 11.30, 103 Philosophikum, S 84

S. Allan

This course is ONLY for BA students who have successfully completed the ALC. It will deal with general academic writing, but with the focus being on practising the genre of the essay. Students will have an end of class test which will be graded and which will count towards their final degree mark.

4560 Essay Writing II for B.A._5

2 SWS; Übung; Max. Teilnehmer: 20

Di. 16 - 17.30, 103 Philosophikum, S 85

R. Florey

This course is ONLY for BA students who have successfully completed the ALC. It will deal with general academic writing, but with the focus being on practising the genre of the essay. Students will have an end of class test which will be graded and which will count towards their final degree mark.

4585 Essay Writing II for B.A._6

2 SWS; Übung; Max. Teilnehmer: 20

Fr. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIb

R. Anderson

This course is ONLY for BA students who have successfully completed the ALC. It will deal with general academic writing, but with the focus being on practising the genre of the essay. Students will have an end of class test which will be graded and which will count towards their final degree mark.

S P R A C H - U N D K U L T U R W I S S E N S C H A F T**V o r l e s u n g e n S p r a c h w i s s e n s c h a f t****4518 English after 1700**

2 SWS; Vorlesung; Max. Teilnehmer: 150

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal XVIII

T.Kohnen

This lecture will focus on the important developments of the English language during the 18th and 19th centuries, but will also address more recent changes in the history of English and relate them to ongoing language change. It will deal with the fields of spelling, phonology, morphology, syntax and lexis, and will also focus on topics involving society and culture and the major genres.

Ingrid Tieken-Boon van Ostade, *An Introduction to Late Modern English*. Edinburgh: Edinburgh University Press, 2009.

4519 Language Contact: Focus Australia

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal C (1/203)

D.Adone

What is language contact? How does it take place? What are the mechanisms involved? What are the consequences of language contact? What are contact-induced languages? Is language contact responsible for language endangerment and language death? To what extent can language contact account for language change? All these questions, with special focus on Australia, will be analyzed in this lecture.

E i n f ü h r u n g s s e m i n a r e S p r a c h w i s s e n s c h a f t T e i l A**4468 Introduction to Linguistics_1**

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 106 Seminargebäude, S14

A.Pillunat

This course provides a general introduction to English linguistics. The main focus will lie on the different descriptive levels of language - phonetics and phonology, morphology, syntax, and semantics. Furthermore we will briefly deal with the field of language acquisition.

Students may obtain a Leistungsnachweis on the basis of regular attendance, active participation (including the preparation of exercises at home), and a written final test.

4469 Introduction to Linguistics_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mo. 10 - 11.30, 107 Universitäts- und Stadtbibliothek, B IV (3/310)

K.Gather

4474 Introduction to linguistics

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mo. 12 - 13.30, 103 Philosophikum, S 57

C.Schöneberger

Das zweistündige Seminar führt in einzelne Teildisziplinen der Linguistik (z.B. Phonologie, Morphologie, Syntax) ein. Zum vorbereitenden Studium bieten sich an:

Radford et al. 2009. *Linguistics. An Introduction*. Cambridge: UP.

Jon Erickson & Marion Gymnich. 1998. *Grundkurs Anglistische Sprachwissenschaft*. Stuttgart: Klett

Victoria A. Fromkin, Robert Rodman & Nina Hyams. 2003. *An Introduction to Language*. Boston: Heinle.
Radford et al. 2009. *Linguistics. An Introduction*. Cambridge: UP.

Jon Erickson & Marion Gymnich. 1998. *Grundkurs Anglistische Sprachwissenschaft*. Stuttgart: Klett

Victoria A. Fromkin, Robert Rodman & Nina Hyams. 2003. *An Introduction to Language*. Boston: Heinle.

E i n f ü h r u n g s s e m i n a r e S p r a c h w i s s e n s c h a f t T e i l B**4463 Comparative Grammar: Explaining the Contrasts between English and German**

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 14 - 15.30, 106 Seminargebäude, S24

K.Phillips

Our goals in this course will be to examine a range of contrasts between English and German in the domains of syntax and morphology and to test the adequacy of any adopted theoretical framework in providing explanations for these contrasts. Synchronically, a proposed universal grammar must have the potential to incorporate the range of divergences between the two languages in some natural way; diachronically, we need to consider the extent to which recognized processes of language change can be seen to provide successful accounts of the way in which the Germanic languages have diverged.

4464 Issues in Second Language Acquisition

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

6.4.2011 - 9.7.2011 14 - 15.30, 103 Philosophikum, S 57, Block+SaSo

16.4.2011 - 9.7.2011 10 - 16, 103 Philosophikum, S 58, Block+SaSo

S. Buschfeld

This course will look into different aspects of second language acquisition research. We will approach the topic from mainly two perspectives, second language acquisition processes as involved in the development of so-called second language varieties and in the development of learner English(es). The class will introduce different models of and approaches to classification of these two concepts and will discuss their relation to each other.

Active participation in class is mandatory. To obtain a "Leistungsnachweis", students are required to write a term paper of approx. 12 pages on a topic related to the contents of this class.

Suggested readings:

Ellis, R. 2008. *Second Language Acquisition*. Oxford: Oxford University Press.

Lightbown, P.M. & Spada, N. 2008. *How Languages are Learned*. Oxford: Oxford University Press.

Schneider, E.W. 2010. *English Around the World. An Introduction*. Cambridge: Cambridge University Press.

Schneider, E.W. 2007. *Postcolonial English: Varieties around the World*. Cambridge: Cambridge University Press.

Course co-taught by Eva Knopp and Sarah Buschfeld.

BLOCKSEMINAR: Mi. 6.4. 14-15.30 in S 57, Sa. 16.4., 14.5., 11.6., 9.7. jeweils 10-16 Uhr in S 58

Ellis, R. 2008. *Second Language Acquisition*. Oxford: Oxford University Press.

Lightbown, P.M. & Spada, N. 2008. *How Languages are Learned*. Oxford: Oxford University Press.

Schneider, E.W. 2010. *English Around the World. An Introduction*. Cambridge: Cambridge University Press.

Schneider, E.W. 2007. *Postcolonial English: Varieties around the World*. Cambridge: Cambridge University Press.

4473 Introduction to Old English

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S26

T. Rütten-Stanelle

This course will introduce the English language as it was spoken and written roughly between 450 and 1100. Old English or Anglo-Saxon strikes us as very much unlike Present Day English but much like modern German. Free from French influence and the phonological changes brought about by the Great Vowel Shift, Old English has a rich morphological system, flexible word order patterns and a creative Germanic word stock, which has nearly been lost until the present day. We will study the most important aspects of Anglo-Saxon language and literature by translation exercises and oral presentations of Old English texts in class. Regular and active participation are mandatory in order to obtain a Teilnahme- or Leistungsnachweis. For a Leistungsnachweis, there is a written exam at the end of the term. The required text book is: Mitchell, Bruce and Fred C. Robinson. 2006. *A guide to Old English*. Seventh rev. edn. Oxford: Blackwell.

4476 Phonology

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 63

A. Bülow

This course provides an introduction into the study of sound structure. A basic linguistic background (Teilnahmeschein Part A) is required. We will discuss different aspects of the phenomenology of sound structure and compare a number of theoretical approaches (e.g. Prague phonology, American structuralism, prosodic phonology, generative phonology). Those of you who would like to obtain a Schein will be asked to give an oral presentation and to deliver a term paper by the end of the semester. Attendance of the first session is obligatory.

- 4480 English Syntax**
2 SWS; Einführungsseminar; Max. Teilnehmer: 40
Do. 10 - 11.30, 136b ehemalige Botanik, XXXI T.Klein
- 4481 The (English) Lexicon**
2 SWS; Einführungsseminar; Max. Teilnehmer: 40
Di. 10 - 11.30, 103 Philosophikum, S 69 K.Phillips
The Lexicon plays a central role in the linguistic description of a language. It provides the input to the rule-systems which constitute the structure of the language, and it specifies all of the idiosyncratic properties which serve as conditions on the proper functioning of these rule-systems. Often referred to as "the linguist's rubbish bin", it is the traditional storehouse of everything that is irregular and unpredictable.

In this course, we consider precisely what kinds of information require to be encoded in the Lexicon. With specific reference to English, a wide range of syntactic, morphological and phonological phenomena which appear to be lexically conditioned or in some way idiosyncratic will be examined. The more general theoretical consequences for the way in which the Lexicon interacts with the other components of the grammar will be a central point of focus.
- Ü b u n g / S e m i n a r**
S p r a c h w i s s e n s c h a f t (B a s i s m o d u l e)
- 4537 Cultural Studies: Scotland**
2 SWS; Übung; Max. Teilnehmer: 40
Mi. 12 - 13.30, 106 Seminargebäude, S26 B.Abel
E.Fritsch
This class will focus on the language, literature and culture of Scotland. It will provide an introduction to key historical events as well as modern Scottish culture, e.g. questions of identity, nationalism, ethnicity and, of course, the policy of devolution. The linguistic part of the course will concentrate on phonological features of Scottish Standard English (SSE) and Scots and compare them to Non Regional Pronunciation (NRP), for example by listening to recordings of these varieties. In the literary part of the course we will read and discuss selected short fiction and poetry by various Scottish writers ranging from Robert Burns to A.L. Kennedy. Regular attendance and active participation are mandatory to obtain a "Nachweis der aktiven Teilnahme" (details t.b.a.). In addition, students who wish to obtain a "Leistungsnachweis" must pass a written end-of-term test. A detailed bibliography will be provided in the first session.
- 4538 Diachronic Syntax**
2 SWS; Übung; Max. Teilnehmer: 40
Mo. 16 - 17.30, 103 Philosophikum, S 65 K.Gather
This course deals with the syntactic development of the English language. It falls into two parts. First, we will look at the basic terms and descriptions of English syntax. With this knowledge we will then go back in time and study texts from various periods of the English language to trace some of the most important syntactic features of English and see how they developed.
- 4577 Linguistics Workshop**
2 SWS; Übung; Max. Teilnehmer: 40
Do. 10 - 11.30, 106 Seminargebäude, S24 K.Phillips
The Linguistics Workshop aims, both to provide revision of basic concepts and terminology in linguistics in general, and to examine in further detail some of the questions and problems arising in more specific areas of the discipline. The course covers a broad selection of topics, ranging from fundamental methodological issues to specific ideas and theories. For each topic, the analysis of a short introductory text will form the basis for the discussion.
The issue of essay-writing in linguistics will also be addressed in the course of the semester, using model questions and answers relating to the topics discussed.
- 4607 The metaphorical mind**
2 SWS; Übung; Max. Teilnehmer: 40
Fr. 12 - 13.30, 103 Philosophikum, S 76 N.Hogarth
When you use a phrase like 'I see what you mean', you are probably not aware of using a metaphor. But for the advocates of the theory of Conceptual Metaphor, everyday phrases like this one betray underlying

conceptual metaphors - in this case, the metaphor UNDERSTANDING IS SEEING . Metaphor, according to this theory, is not just a linguistic device, but is at the very core of human cognition. Centering on the theory of Conceptual Metaphor, this course will also explore a number of related topics at the linguistics/cognitive science interface, such as the 'chicken/egg' relationship between thought and language, the philosophy of categorisation (as evidenced by English past tense verb forms) and evolutionary psychology as a window onto human nature.

Course taught by Ms. N. Goldberg

H a u p t s e m i n a r S p r a c h w i s s e n s c h a f t

4484 **18th- and 19th-century English: Studies and exercises**

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Mi. 10 - 11.30, 103 Philosophikum, S 93

T. K o h n e n

This seminar is closely linked to my lecture "English after 1700". In the seminar the topics introduced in the lecture will be studied in more detail and there will be opportunity for practical applications and exercises. Wichtiger Hinweis: Der gleichzeitige Besuch meiner Vorlesung "English after 1700 " wird dringend empfohlen. Wichtige Informationen zum Thema, die im Seminar nur kurz angesprochen oder vorausgesetzt werden, werden in der Vorlesung ausführlicher dargelegt.

Manfred Görlach, *English in Nineteenth-Century England. An Introduction* . Cambridge: Cambridge University Press, 1999. - Manfred Görlach, *Eighteenth-Century English* . Heidelberg: Winter, 2001. - Ingrid Tieken-Boon van Ostade, *An Introduction to Late Modern English* . Edinburgh: Edinburgh University Press, 2009. - Raymond Hickey, ed. *Eighteenth-Century English . Ideology and Change* . Cambridge University Press, 2010.

4491 **Languages in Australia**

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Di. 12 - 13.30, 106 Seminargebäude, S01

D. A d o n e

Das Seminar findet in Raum S01 im Seminargebäude statt (früher S10).

In this module we investigate the language contact situation in Australia. In the first part we look at the Aboriginal languages of Australia with focus on the social organisation and lifestyle of Aboriginal people. In the second part we look at contact-induced languages. In the third part we concentrate on the use of community languages and the language policy.

Für Studierende der Australistik: Dieses linguistische Hauptseminar und Prof. Antors literaturwissenschaftliches Hauptseminar 4585 sind thematisch komplementär aufgebaut.

For students of Australian Studies: This linguistic course complements Prof. Antors course 4585 (in literature).

Participation in the first session is obligatory. You are not allowed to miss more than two classes. No exceptions!

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

Es ist nicht gestattet, mehr als zweimal im Semester zu fehlen.

Blair, D. and P. Collins (Eds.).2001. *English in Australia*. Amsterdam. Benjamins.

Clyne, M. 1991. *Community Languages. The Australian Experience*. Cambridge. CUP.

Dixon, R. 2002. *Australian Languages*. Cambridge. CUP.

Eades, D. (Ed.) 1995. *Language in Evidence*. Sydney. UNSW.

Romaine, S. (Ed.) 1991. *Language in Australia*. Cambridge. CUP.

4492 **English Syntax**

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Di. 10 - 11.30, 106 Seminargebäude, S01

D. A d o n e

Das Hauptseminar findet im Seminarraum S01 im Seminargebäude statt (früher: S10).

Syntax deals with the level of language that lies between individual words and the meaning of sentences. In this course we will focus on the description of English syntax within the Minimalist Framework.

Participation in the first session is obligatory. You are not allowed to miss more than two classes. No exceptions!

Die Anwesenheit in der ersten Sitzung ist verpflichtend. Es werden keine Ausnahmen gemacht!

Es ist nicht gestattet, mehr als zweimal im Semester zu fehlen.

Radford, Andrew. 2004. *Minimalist Syntax. Exploring the Structure of English*. Cambridge: CUP.

Radford, Andrew. 1997. *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge: CUP.

4496 **Pragmatics: studies in speech act theory and politeness**

2 SWS; Hauptseminar; Max. Teilnehmer: 30

Fr. 10 - 11.30, 100 Hauptgebäude, Hörsaal XVIIb

T.Rütten-Stanelle

Pragmatics is a field of study that is concerned with the ways that people use language for social interaction. Among the most important concepts here are conversational implicatures, deixis, speech acts, discourse markers, address terms, and politeness. In this seminar, we will discuss the most important theoretical concepts of linguistic pragmatics and investigate some applications. Special attention is placed on the concepts of politeness and classical speech act theory. We will work our way through the relevant literature and then test our knowledge on some real language data from today as well as from historical periods of the English language. In order to obtain a Teilnahmenachweis active participation is mandatory. This course is designed as an Übung, but should you require a Leistungsnachweis, you may hand in a written research paper of 18-20 pages; deadline is September 30, 2011.

Andreas H. Jucker, ed. *Historical Pragmatics. Pragmatic Developments in the History of English*. Amsterdam 1995.

Levinson, Stephen C. *Pragmatics*. Cambridge. 1983

Yule, George. *Pragmatics*. Oxford 1996.

4498 **The Language of Shakespeare**

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Do. 10 - 11.30, 106 Seminargebäude, S01

T.Kohnen

The aim of this seminar, which is designed as a "Übung der Hauptstufe" but also as a "Hauptseminar", is to treat Shakespeare's texts as examples of the language used during the Early Modern English period. Thus it will focus on the essential parts of Early Modern English phonology, grammar and lexis and apply this knowledge to the reading and analysis of the texts. In this regard, the seminar aims at students who want to brush up their knowledge of Early Modern English (e.g. as a preparation for Staatsexamen). A master copy of the texts which will be read in class will be made available at the beginning of the course.

Das Seminar findet in Raum S01 im Seminargebäude statt (früher S10)

Manfred Görlach, *Introduction to Early Modern English*. Cambridge: Cambridge University Press, 1991.

Charles Barber, *Early Modern English*. Edinburgh: Edinburgh University Press, 1997.

4587 **English Morphology**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 16 - 17.30, 106 Seminargebäude, S12

N.N.

In this course we will investigate several aspects of English morphology. After a general introduction, we will focus on key issues in derivational morphology such as word formation, morphological rules, syntax/phonology-morphology interfaces as well as productivity and the mental lexicon. Further, existing models of morphology will be considered with respect to their empirical adequacy.

Recommended reading: A selection of literature will be provided in a folder in the library.

Course taught by Manuela Küster

4588 **English Phonology: Syllables and Syllable Weight**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 14 - 15.30, 106 Seminargebäude, S12

J.Di Napoli

In this course, we explore the phonological structure of English using the syllable as our primary point of reference. We investigate the internal structure of syllables in great detail and characterize the sets of possible English onsets and codas. Later in the course, we consider the role the syllable plays at higher

levels of prosodic structure such as the foot, the level at which word stress is assigned. An understanding of syllable weight is crucial here. Throughout the course, central notions of linguistic theory such as markedness and linguistic universals are discussed specifically in terms of phonology.

Ü b u n g / S e m i n a r S p r a c h w i s s e n s c h a f t (A u f b a u m o d u l e)

4498 The Language of Shakespeare

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Do. 10 - 11.30, 106 Seminargebäude, S01

T. Kohnen

The aim of this seminar, which is designed as a "Übung der Hauptstufe" but also as a "Hauptseminar", is to treat Shakespeare's texts as examples of the language used during the Early Modern English period. Thus it will focus on the essential parts of Early Modern English phonology, grammar and lexis and apply this knowledge to the reading and analysis of the texts. In this regard, the seminar aims at students who want to brush up their knowledge of Early Modern English (e.g. as a preparation for Staatsexamen). A master copy of the texts which will be read in class will be made available at the beginning of the course.

Das Seminar findet in Raum S01 im Seminargebäude statt (früher S10)

Manfred Görlach, Introduction to Early Modern English. Cambridge: Cambridge University Press, 1991.

Charles Barber, Early Modern English. Edinburgh: Edinburgh University Press, 1997.

4533 Cognitive Grammar

2 SWS; Übung; Max. Teilnehmer: 40

Do. 8 - 9.30, 103 Philosophikum, S 63

M. Klages-Kubitzki

Cognitive Grammar is a theory of language which is based on the assumptions that language is symbolic in nature and that knowledge of language is formed by the abstraction of symbolic units from actual language use. Thus, grammar has a conceptual basis and is therefore meaningful. We will first examine these basic assumptions of Cognitive Grammar and then address three distinct but related cognitive approaches to grammar, namely Talmy's Conceptual Structuring System Model, Langacker's Cognitive Grammar and Goldberg's Construction Grammar Approach. Students wishing to participate are expected to prepare chapter 1 in Taylor (2002:3-19) for the first session of this course.

Main course texts (further reading tba):

Evans, Vyvyan & Melanie Green. 2006. Cognitive Linguistics. An Introduction. Edinburgh: Edinburgh University Press.

Taylor, John R.. 2002. Cognitive Grammar. Oxford: Oxford University Press.

4561 Pidgins and Creoles

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 106 Seminargebäude, S24

R. Möhlig-Falke

Pidgins and creoles are contact languages which have developed as a common medium of communication on the basis of two or more input languages, often as a consequence of intensive trade relations between different speech groups or through colonization. Due to British trade and colonial history, a large number of pidgins and creoles world-wide have English as their dominant input language, such as Tok Pisin in Papua New Guinea, Kriol in Australia, Gullah in the USA, or Krio in Sierra Leone. The course will cover a wide range of English-based pidgins and creoles and discuss their linguistic characteristics, socio-historical origins, and development. Theoretical questions concerning pidgin and creole genesis will be addressed as well as issues concerning first- and second-language acquisition, and the sociolinguistic situations in the respective speech communities. For active participation students are required to take part in a group presentation. Bachelor students may obtain a "Teilnahmeschein + Referat", if they give a presentation of their own and hand in a short paper (c. 8 pages).

Background reading: Mark Sebba. 1997. Contact Languages: Pidgins and Creoles. Basingstoke: Palgrave Macmillan.

4597 Scots and Scottish English

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 73

K. Lenz

In this class we will explore the identity and the history of Scots and Scottish English (which will include some 'Landeskunde') and learn about the linguistic features that characterise an utterance as Scottish. This will help us practice reading and understanding texts in Scots. We will put Scots into its sociolinguistic context, i.e. we will look at variation in Scots and at attitudes towards varieties of Scots. We will discuss the resulting issues in applied linguistics, e.g. language planning, Scots in education, forms and functions of Scots in literary texts.

As preparatory reading, I recommend : McClure, J.Derrick. 1994. "English in Scotland" In: R.W. Burchfield, ed. The Cambridge History of the English Language. Vol. V: English in Britain and Overseas. Cambridge: UP, 23-93.

4614 Words. Words? Words!

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 106 Seminargebäude, S13

Mi. 30.3.2011 10 - 11.30, 103 Philosophikum, S 54

B. Abel

"Despite unrelenting efforts over several millennia, no one has successfully defined "word" in any linguistically useful way." Taking Beard's (1981) statement as a starting point, the course will discuss questions like the following: What is a word? How do we differentiate between derived and inflected words, compounds and idioms? How many different types of compounds are there? How are simple and complex words stored and processed in the mental lexicon? What language specific features do compounds in English and German show? etc.

After a survey of the topics mentioned above, each student will have the opportunity to deal with one aspect in more detail, depending on his/her interest. Regular attendance and active participation are mandatory to obtain a Teilnahmenachweis (details t.b.a.). A detailed bibliography will be provided in the first session.

Please note that the course will start on Wednesday, March 30th, 10.00-11.30, in S 54 !!!

For this reason, the course will not take place on June 3rd.

K o l l o q u i e n / O b e r s e m i n a r e S p r a c h w i s s e n s c h a f t

4467 Linguistics and Language Learning

2 SWS; Kolloquium; Max. Teilnehmer: 30

Do. 10 - 11.30, 103 Philosophikum, S 78

C. Bongartz

This class will focus on oral and written presentation of linguistic data (especially essay writing and oral exams). Exam candidates are encouraged to enroll.

The course will also contain an "Independent Reading"-section where Hauptseminarscheine can be obtained.

Course taught by Eva Knopp.

sample reading lists for potential exam topics are available in room 104

4500 Examenskolloquium_2

2 SWS; Kolloquium; Max. Teilnehmer: 40

Do. 14 - 15.30, 103 Philosophikum, S 76

D. Adone

The main goal of this course is to combine theory and practice. In the first part we will concentrate on central issues in Second Language Acquisition Research. In the second part we will focus on Second Language Teaching (goals and aims of teaching English as a second language, teaching styles, teaching vocabulary, and other areas at school). This course is designed to guide exam candidates of SEK II, I and LPO 2003.

4503 Issues of Corpus Compilation

2 SWS; Kolloquium; Max. Teilnehmer: 15

Do. 16 - 17.30, 103 Philosophikum, S 90

T. Kohnen

Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Examenskandidat(inn)en und Doktorandinnen.

4506 Periods in the History of the English Language

2 SWS; Oberseminar; Max. Teilnehmer: 30

Do. 14 - 15.30, 103 Philosophikum, S 54

T. Kohnen

Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Studierende und Examenskandidat(inn)en. Hier werden zunächst prinzipiell alle "prüfungsrelevanten" Themen der Linguistik besprochen. Themenschwerpunkte liegen jedoch in der historischen Linguistik, insbesondere in Aspekten der einzelnen Perioden in der Geschichte der englischen Sprache.

L I T E R A T U R - U N D K U L T U R W I S S E N S C H A F T

5379a A History of American Technology in the 19th Century

2 SWS; Hauptseminar; Max. Teilnehmer: 30

Mo. 14 - 15.30, 103 Philosophikum, 010

N.Finzsch

Die Veranstaltung versucht, die amerikanische Technologiesgeschichte des 19. Jahrhunderts nicht aus der Warte von Erfindern und Ingenieuren zu schreiben und schon gar nicht als Geschichte eines Fortschritts, sondern als Kulturgeschichte des Wissens.

Angevine, Robert G. *The Railroad and the State War, Politics, and Technology in Nineteenth-Century America*. Stanford, Calif: Stanford University Press, 2004.

Bacon, Benjamin. *Sinews of War How Technology, Industry, and Transportation Won the Civil War*. Novato, CA: Presidio, 1997.

Benesch, Klaus. *Romantic Cyborgs Authorship and Technology in the American Renaissance*. Amherst: University of Massachusetts Press, 2002.

Bianculli, Anthony J. *Trains and Technology the American Railroad in the Nineteenth Century*. Newark, DE: University of Delaware Press, 2001.

Daniels, George H. *American Science in the Age of Jackson. History of American Science and Technology Series*. Tuscaloosa: University of Alabama Press, 1994.

Diepenbrock, Chloé. *Gynecology and Textuality Popular Representations of Reproductive Technology. Garland Studies in American Popular History and Culture*. New York: Garland Pub, 1998.

Herrin, Dean A, et al. *America Transformed Engineering and Technology in the Nineteenth Century*. Reston, VA: American Society of Civil Engineers, 2002.

Kasson, John F. *Civilizing the Machine Technology and Republican Values in America, 1776-1900*. New York: Penguin Books, 1977.

---. *Civilizing the Machine Technology and Republican Values in America, 1776-1900*. 1st Hill and Wang pbk. ed ed. New York: Hill and Wang, 1999.

Khan, B. Zorina, Kenneth Lee Sokoloff, and National Bureau of Economic Research. *Institutions and Technological Innovation During the Early Economic Growth Evidence From the Great Inventors of the United States, 1790-1930. NBER Working Paper Series: Working Paper Series (National Bureau of Economic Research : Online) working paper no. 10966*. Cambridge, MA: National Bureau of Economic Research, 2004.

Lakwete, Angela. *Inventing the Cotton Gin Machine and Myth in Antebellum America. Johns Hopkins Studies in the History of Technology: Johns Hopkins Studies in the History of Technology (Unnumbered)*. Baltimore: The Johns Hopkins University Press, 2003.

Manning, Thomas G. *U.S. Coast Survey Vs. Naval Hydrographic Office a 19th-Century Rivalry in Science and Politics. History of American Science and Technology Series*. Tuscaloosa: University of Alabama Press, 1988.

McGaw, Judith A. *Early American Technology Making and Doing Things From the Colonial Era to 1850*. Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 1994.

McMath, Robert C. *William Henry Emerson and the Scientific Discipline at Georgia Tech*. Atlanta: Cherry Logan Emerson, 1994.

Monroe, Elizabeth Brand. *The Wheeling Bridge Case Its Significance in American Law and Technology*. Boston: Northeastern University Press, 1992.

Ogle, Maureen. *All the Modern Conveniences American Household Plumbing, 1840-1890. Johns Hopkins Studies in the History of Technology new ser., no. 20*. Baltimore: Johns Hopkins University Press, 1996.

Sakolsky, Josh. *Critical Perspectives on the Industrial Revolution. 1st ed ed. Critical Anthologies of Nonfiction Writing*. New York: Rosen Pub. Group, 2005.

Seely, Bruce Edsall. *Building the American Highway System Engineers As Policy Makers. Technology and Urban Growth*. Philadelphia: Temple University Press, 1987.

Thomson, Ross. Structures of Change in the Mechanical Age Technological Innovation in the United States, 1790-1865. Johns Hopkins Studies in the History of Technology: Johns Hopkins Studies in the History of Technology (Unnumbered). Baltimore: Johns Hopkins University Press, 2009.

Timmons, Todd. Science and Technology in Nineteenth-Century America. Greenwood Press "Daily Life Through History" Series. Westport, CT: Greenwood Press, 2005.

Vorlesungen Literaturwissenschaft

4516 20th-Century English Fiction: Between Modernism and Postmodernism

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 14 - 15.30, 100 Hauptgebäude, Aula 2

H. Antor

This series of lectures will continue the survey of major trends in the development of the English novel since the beginning of the twentieth century, the first part of which was offered in the winter term of 2010/11. No previous knowledge is required, though. Being the second in a series of three, this set of lectures will go beyond the classical modernists and provide interpretations of the most influential English novels in between the works of James Joyce and Virginia Woolf on the one hand and the fictions of the so-called postmodernists on the other. Among the books discussed, there will be novels by Evelyn Waugh, Aldous Huxley, Graham Greene, George Orwell, and the Angry Young Men (e.g. John Wain, Kingsley Amis, and Alan Sillitoe), to name but a few. If you want to do some preparatory reading, I recommend the relevant chapters in Malcolm Bradbury's *The Modern British Novel* (Harmondsworth: Penguin, 2nd ed., 2001).

4517 Australian Studies

2 SWS; Vorlesung; Max. Teilnehmer: 200

Di. 10 - 12, 100 Hauptgebäude, Hörsaal VIII

Course taught by Bill Ashcroft

N.N.

4520 Lektorenvorlesung

2 SWS; Vorlesung; Max. Teilnehmer: 100

Fr. 10 - 11.30, 100 Hauptgebäude, Hörsaal VI

S. Jackson

The lecture this semester will be a survey of English drama. After looking at Marlowe and Shakespeare, the latter in terms of comedy, tragedy and history, we will move on to cover Restoration and eighteenth-century comedy. Oscar Wilde will take us to the brink of the twentieth century, where we will examine plays by Miller, Pinter, Stoppard and Churchill.

4521 Life Writing

2 SWS; Vorlesung; Max. Teilnehmer: 300

Di. 12 - 13.30, 100 Hauptgebäude, Aula 2

B. Neumeier

4522 Literary Theories, Cultural Practices

2 SWS; Vorlesung; Max. Teilnehmer: 300

Mo. 12 - 13.30, 100 Hauptgebäude, Aula 1

H. Berressem

The lecture will provide a panoramic view of the use of recent literary and cultural theory in America. Using examples from various 'american media,' it will present the work of Michel Foucault, Jacques Lacan, Jacques Derrida, Gilles Deleuze & Félix Guattari, as well as Francois Lyotard and Jean Baudrillard, and relate it to American 'pick-ups,' such as cultural criticism (New Historicism), film studies (Zizek), literary criticism (the 'Yale School'), gender studies (Judith Butler) and postcolonial studies (Homi Bhabha). The lecture is open to all levels of the various 'Studiengänge.' All 'necessary' information will be given in the lecture, it might help, however, to read up on poststructuralism during the 'Semesterferien.'

Einführungsseminare Literaturwissenschaft Teil A

4465 Introduction to American Studies_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 14 - 15.30, 103 Philosophikum, S 82

L. Haferkamp

With its thematic focus set on 'American identity,' the seminar is designed as an introduction to key-texts from the domain of US literary and cultural history. We will discuss selected examples from a variety of epochs and genres (prose, drama, poetry and film) and deal with diverse methods and theories of interpretation and analysis.

Please make sure to have purchased the following titles:

Eugenides, Jeffrey. *The Virgin Suicides*. London: Bloomsbury, 2002 [ISBN: 978 0 7475 6059 3].

Shepard, Sam. *True West*. Frankfurt am Main: Diesterweg, 1988 [ISBN: 3-425-04840-6].

All other texts will be made available in a folder in the institute library.

4470 Introduction to Literary Studies_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mo. 12 - 13.30, 106 Seminargebäude, S26

E.Fritsch

This course will offer an introduction to basic terms, selected methods, theories and issues in the study of literature in English with an emphasis on literature from Britain. The main focus will be on methods of literary criticism, genre and periods. We will analyze and discuss exemplary texts from major genres, ranging from poetry, narrative prose and drama to film. Course evaluation will be based on active participation and a course final. Course Texts: K. Ishiguro, *The Remains of the Day*, W. Shakespeare, *Twelfth Night*.

4471 Introduction to Literary Studies_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mi. 10 - 11.30, 106 Seminargebäude, S13

E.Fritsch

This course will offer an introduction to basic terms, selected methods, theories and issues in the study of literature in English with an emphasis on literature from Britain. The main focus will be on methods of literary criticism, genre and periods. We will analyze and discuss exemplary texts from major genres, ranging from poetry, narrative prose and drama to film. Course evaluation will be based on active participation and a course final. Course Texts: K. Ishiguro, *The Remains of the Day*, W. Shakespeare, *Twelfth Night*.

Einführungsseminare Literaturwissenschaft Teil B

4466 Introduction to Critical Theory

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 73

K.Kutzbach
T.Schmidt

This "blockseminar" acknowledges the fact that students in the field of literary (and cultural) studies are generally expected to work with a huge variety of theoretical approaches, mostly established in the 1970s. This situation often creates confusion and uncertainty when it comes to specific concepts and terminologies. Thus, in this seminar we will focus on central theories from what is often referred to as Critical Theory, and we will attempt to clarify the main concepts, terminology and methods related to these fields. Main theories to be addressed come from Structuralism, Deconstruction, Psychoanalytic Criticism, Gender Studies, and Postcolonialism.

Students are asked to purchase a copy of:

Barry, Peter. 2009. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP.

Course evaluation will be based on active participation, an in-class presentation (TN), a term paper of 10 to 12 pages (LN) as well as regular attendance (you must not miss more than the equivalent of two sessions). It is highly recommended (although not mandatory) to also take part in the closely related course „Introduction to Critical Practice“!

Barry, Peter. 2009. *Beginning Theory*. Manchester: Manchester University Press.

Suggested (further) reading:

Schneider, Ralf. 2004. *Literaturwissenschaft in Theorie und Praxis*. Narr Studienbücher. Tübingen: Günter Narr.

Müller-Funk, Wolfgang. 2010. *Kulturtheorie: Einführung in die Schlüsseltexte der Kulturwissenschaften*. Francke.

Eagleton, Terry. 1996. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press.

4472 Modernist American Poetry

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 16 - 17.30, 100 Hauptgebäude, Hörsaal XVIIa

R. Aczel

This course offers a survey of American poetry from 1910 to 1945. Beginning with the Imagist movement around Ezra Pound and Amy Lowell, it explores the innovative poetic response to a rapidly changing social, political and cultural environment in the work of a wide range of poets, including T.S. Eliot, Robert Frost, Gertrude Stein, Wallace Stevens, William Carlos Williams and Marianne Moore. Course requirements include a Hausarbeit of 12-15 pp. and a presentation on a chosen poem.

4475 Indian Culture in American and British Societies

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 13.30, 136b ehemalige Botanik, XXXI

P. Bakshi-Hamm

The course will examine the presence of the Indian culture in the mainstream societies of Britain and America. In referring to "Indian culture" we are concerned with primary source material which comprises cultural productions of people of Indian origin. The presence of Indian culture will be traced through some of the films originating from these three countries. The aim of the course is to explore how a community that, for a period of time is politically defined as a minority or a migrant group in the West, is able, intellectually and creatively, to engage with, and indeed transform the norms of the dominant society. The main strand that the course will trace is the dynamics of the contact between Indian and Western culture and the progressive incorporation of Indian culture into the mainstream of the British and Western cultures and the impact of such mainstreaming on both the host societies as well as country of origin. In each session and for every theme the participants will be encouraged to draw comparisons with the migrant communities in Germany.

4477 'Redskins & Palefaces:' Contemporary Native American Fiction

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S14

L. Haferkamp

4478 Shakespeare: Laughter and Tears

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 57

R. Aczel

Comedy is tragedy that has come of age. This course explores the crossover between comedy and tragedy Shakespearean drama. After an introductory inquiry into the nature of both genres, it focuses on the key role of comic elements in the tragedies and tragic elements in the comedies. It will test the thesis that Shakespeare's major tragedies retain a maturely comic view of human existence. We will focus on scenes from Hamlet, King Lear, As You Like It, and Twelfth Night. Participants will be expected to have read these plays prior to the beginning of the course.

4479 South-Asian Travel Writing

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 10 - 11.30, 103 Philosophikum, S 65

J. Hoydis

In this course we will discuss various writings from and about 'elsewhere' with a focus on South East Asia. We will follow the strange encounters of the four wanderers in Ruth Praver Jhabvala's *Travelers* (1973) and listen to the fantastic tales of the 13 passengers stranded in an airport lounge in Rana Dasgupta's novel *Tokyo Cancelled* (2005). The essays in Pico Iyer's *Videonights in Kathmandu And Other Reports From The Not So Far East* (1988) chronicle a journey through Asia thoroughly blurring the boundaries between East and West, covering the isolation of Burma, Nepali night life, the sex trade in Thailand, and everything 'in-between'. Finally, Anita Desai's *The Zigzag Way* (2005) leads us to the ghostly events in the silver mines in the Mexican Sierra where Harvard student Eric is brought back in touch with his family history. Also providing an introduction to Postcolonial theory and criticism, this course investigates forms of travel and migration, raises questions about cultural fusion, belonging and displacement, about exoticism, difference, and globalization. Requirements: regular attendance and reading, a short oral presentation and a written term paper (LN).

Desai, Anita. *The Zigzag Way*. 2004. London: Vintage, 2005.

Praver Jhabvala, Ruth. *Travelers*. 1973. Washington, D.C.: Counterpoint, 1999.

Dasgupta, Rana. *Tokyo Cancelled*. London: Harper Perennial, 2005.

Iyer, Pico. *Video Night in Kathmandu and Other Reports from the Not-So-Far East*. London: Black Swan, 1988.

4482 Voyages Out. Female Novels of Development

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 14 - 16, 103 Philosophikum, S 65

D. Schulz

"[W]omen feel just as men feel; they need exercise for their faculties and a field for their efforts as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer." This quote taken from Jane Eyre will be one of the main conceptual points of departure for our focus on "female" appropriations of the genre of the Bildungsroman. The novels we'll take into consideration - to be prepared before the semester starts - are: Jane Austen's Northanger Abbey (1817) Charlotte Bronte's Jane Eyre (1847) and Villette (1853) as well as Virginia Woolf's The Voyage Out (1915).

Ü b u n g / S e m i n a r
L i t e r a t u r w i s s e n s c h a f t (B a s i s m o d u l e)

4063 American Cultural Studies: Literature for Children and Young People

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 63

G. Westphal

On the basis of three classic and two contemporary novels for children/young people this course will investigate cultural concepts of home, identity, race, ethnicity, and gender. How are they both mirrored and shaped by children's literature; how do books help form our political and aesthetic understanding of these cultural concepts? Along the way we will also take short excursions into American history, politics, and pop culture.

Readings: L. Frank Baum, The Wonderful Wizard of Oz (1900); E.B. White, Charlotte's Web (1952); Harper Lee, To Kill a Mockingbird (1960); Linda Sue Park, Project Mulberry (2005); Trenton Lee Stewart, The Mysterious Benedict Society (2007). All books can be purchased at rather low prices (new and used) at Amazon.de and students are expected to obtain and read them. We will start with Baum's Wizard of Oz .

Scheine: Aktive Teilnahme (details t.b.a.); Aktive Teilnahme mit Referat (presentation in class); Leistungsnachweis (Take-home exam).

Baum, L. Frank: The Wonderful Wizard of Oz (1900)

Lee, Harper: To Kill a Mockingbird (1960)

Park, Linda Sue: Project Mulberry (2005)

Stewart, Trenton Lee: The Mysterious Benedict Society (2007)

White, E.B.: Charlotte's Web (1952)

4537 Cultural Studies: Scotland

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 106 Seminargebäude, S26

B. Abel

E. Fritsch

This class will focus on the language, literature and culture of Scotland. It will provide an introduction to key historical events as well as modern Scottish culture, e.g. questions of identity, nationalism, ethnicity and, of course, the policy of devolution. The linguistic part of the course will concentrate on phonological features of Scottish Standard English (SSE) and Scots and compare them to Non Regional Pronunciation (NRP), for example by listening to recordings of these varieties. In the literary part of the course we will read and discuss selected short fiction and poetry by various Scottish writers ranging from Robert Burns to A.L. Kennedy. Regular attendance and active participation are mandatory to obtain a "Nachweis der aktiven Teilnahme" (details t.b.a.). In addition, students who wish to obtain a "Leistungsnachweis" must pass a written end-of-term test. A detailed bibliography will be provided in the first session.

4562 From Page to Stage: Theory and Practice of Theatre Production

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIa

R. Aczel

This course investigates the transition from text to performance in literary works written for the theatre. It introduces the theoretical work of several influential stage directors (from Meyerhold to Brook), then embarks on a practical exploration of selected scenes from a variety of plays (classical and contemporary) towards interpretation through active performance. Participants will be expected to prepare a chosen

scene for production and, in a final Klausur, answer questions on the theory, methodology and history of performance.

4601 Textual Analysis in Practice: American Drama_1

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 103 Philosophikum, S 82

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Our focus will be on different types and modes of American drama, ranging from psychological to social realism and from epic tendencies to a mixture between Western and Eastern traditions. We will also discuss some film versions of selected plays. Texts: Tennessee Williams, *A Streetcar Named Desire* (Signet Books); Arthur Miller, *The Crucible* (Penguin); Marsha Norman, *'Night, Mother* (Dramatists Play Service); David Hwang, *M. Butterfly* (Dramatists Play Service).

4602 Textual Analysis in Practice: American Drama_2

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 106 Seminargebäude, S26

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Our focus will be on different types and modes of American drama, ranging from psychological to social realism and from epic tendencies to a mixture between Western and Eastern traditions. We will also discuss some film versions of selected plays. Texts: Tennessee Williams, *A Streetcar Named Desire* (Signet Books); Arthur Miller, *The Crucible* (Penguin); Marsha Norman, *'Night, Mother* (Dramatists Play Service); David Hwang, *M. Butterfly* (Dramatists Play Service).

4604 Introduction to Critical Practice

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 10 - 11.30, 106 Seminargebäude, S16

K. Kutzbach
T. Schmidt

Introduction to Critical Practice

This seminar is a complementary course to Tobias Schmidt's "Introduction to Critical Theory" (the attendance of which is highly recommended, yet not mandatory) and will provide on-site insights into contemporary art and culture. These will be considered against the backdrop of cultural studies/critical theories (read and discussed extensively in Mr. Schmidt's class). Central questions to be raised in this context are: How/to what extent are contemporary representations/displays of art/culture in society influenced by (contemporary) critical theory and vice versa. If we assume determinacy/indeterminacy, design/chance, purpose/play, centering/dispersal, form/antiform as marking the distinction between modernism/postmodernism, as Ihab Hassan claims, and also as general trajectories found in cultural production, where do we locate what is currently "on display"; is it possible to identify current trends/tendencies? These and a lot more questions will be discussed in the block sessions, which entail trips to different "cultural sites"/museums (located within the area covered by the NRW ticket), so please be prepared for some costs (entrance fees, t.b.a.).

Requirements for credit points will be discussed in the first session.

Introductory sessions (attendance is mandatory!)

(no class on 6 April)

Wed 13 April (10:00-11:30)

Wed 20 April (10:00-11:30)

Concluding session (attendance is mandatory!):

Wed 8 June (10:00-11:30)

Block sessions:

Sat 21 May (12:00-18:00)

Sat 28 May (12:00-18:00)

Sat 4 June (12:00-18:00)

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Students are asked to purchase a copy of:

Barry, Peter . 2009. *Beginning Theory: An Introduction to Literary and Cultural Theory* . Manchester UP.

Suggested (further) reading :

Schneider, Ralf . 2004. *Literaturwissenschaft in Theorie und Praxis* . Narr Studienbücher. Tübingen: Günter Narr.

Müller-Funk, Wolfgang . 2010. *Kulturtheorie: Einführung in die Schlüsseltexte der Kulturwissenschaften* . Francke.

4605 Textual Analysis in Practice: Narrative Prose

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 106 Seminargebäude, S23

E.Fritsch

This course is designed to give students the opportunity for practical textual analysis through close readings of selected short stories and a novel. The focus is going to be on contemporary Native American short fiction by writers such as Sherman Alexie, Louise Erdrich, Greg Sarris, Leslie Marmon Silko and others. Course texts: selected short stories and Louise Erdrich's, *Love Medicine* (HarperPerennial). Please buy the novel. Scheinerwerb möglich für: akt. TN (portfolio), TN-Ref (portfolio + presentation), LN (portfolio + final test).

4606 Textual Analysis in Practice: Poetry

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F (ET/10)

E.Fritsch

This course is designed to give students the opportunity for practical textual analysis through close readings of selected poetry. We will range widely from Shakespeare to contemporary poetry from Britain and the United States covering an extensive variety of lyrical genres. Particular attention will be paid to the sonnet. Course Texts: Material will be provided in a folder on ILIAS. Scheinerwerb möglich für: akt. TN, akt. TN-Ref (beide mit Portfolio), LN (Portfolio + Klausur).

H a u p t s e m i n a r L i t e r a t u r w i s s e n s c h a f t

4483 Around 1975: Samuel R. Delany, William Gaddis and Thomas Pynchon

2 SWS; Hauptseminar; Max. Teilnehmer: 50

"Around 1975": Samuel R. Delany's *Dhalgren* , William Gaddis's *JR* , Thomas Pynchon's *Gravity's Rainbow* .

The course, co-taught by Profs. Hanjo Berressem and John M. Krafft (a specialist on the work of Thomas Pynchon), deals with three of the most fascinating novels written in the second half of the 20th century in America: Samuel R. Delany's *Dhalgren* (1975), William Gaddis's *JR* (1975), and Thomas Pynchon's *Gravity's Rainbow* (1973). Through close readings, we will investigate the literary and the cultural contexts of the works, as well as their specific views of America and the world.

Blockseminar, Course co-taught by Prof. John Krafft (Miami University, OH) and Prof. Berressem

4487 Australian Gothic

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 12 - 13.30, 103 Philosophikum, S 78

B.Neumeier

4488 Australian Studies

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 12 - 14, 100 Hauptgebäude, Hörsaal VIIa

N.N.

Course taught by Bill Ashcroft

4490 English Literature from Chaucer to Shakespeare

2 SWS; Hauptseminar; Max. Teilnehmer: 35

Mi. 12 - 15.30, 106 Seminargebäude, S22 4.5.2011 - 29.5.2011

Fr. 12 - 15.30, 106 Seminargebäude, S16 6.5.2011 - 29.5.2011

C. Wilcockson

This block seminar (May 2011) has two sections, a medieval one and a Shakespeare section. Students who want to get credit for the class have to take both sections, students who just want to audit one of the sections are welcome.

Medieval section:

The second half of the fourteenth century witnessed the production of some of England's greatest literary creations. In this course of eight classes we shall study a number of works by the outstanding writers of the period: Geoffrey Chaucer and the author of *Sir Gawain & the Green Knight*. Finally, we shall study part of the great collection of stories about King Arthur in the fifteenth century prose narrative *Le Morte d'Arthur*, by Sir Thomas Malory. Previous knowledge of medieval literature is not a prerequisite for joining the course. If anyone wishes to write an essay for a Schein, guidance and specific bibliography will be given. The texts: Chaucer: *The General Prologue*, *The Miller's Tale*; *The Reeve's Tale*; *The Clerk's Tale*; *The Franklin's Tale*; *The Merchant's Tale*; *The Nun's Priest's Tale* (Riverside Chaucer edition has all Chaucer's works, and contains very full explanatory notes.) My own edition (Penguin, 2008) has the Riverside text with a facing-page modern prose translation. *Sir Gawain and the Green Knight* (ed. Tolkien and Gordon, Oxford Univ. Press) Malory, *Le Morte d'Arthur*, final book, called '*Le Morte d'Arthur*' (use either the edition by Field or that by Brewer)

Shakespeare section:

'What texts did Shakespeare have on his desk while he was writing his plays?' In these 8 classes we shall look primarily at *King Lear*, *Othello*, *Macbeth* and *Hamlet*, and *Much Ado About Nothing*. Our focus will be on Shakespeare's use of literary sources. How much did he borrow? In what ways did he retain or discard the material in the sources? In what ways is what he eventually wrote different from the sources in tone and content? The important preparation for the classes is a careful reading of the 5 plays mentioned above. The Arden editions contain a summary of main source material in their appendices. The definitive work is: Geoffrey Bullough, '*Narrative and Dramatic Sources of Shakespeare*', London & Henley, & New York, 1978, volume VII.

Suggestions for topics for anyone wishing to write an essay for a Schein will be given if requested. As attendance at 8 classes is insufficient to meet the University Regulations requirement, anyone intending to write an essay must attend a minimum of 12 sessions of my classes on Shakespeare and Medieval Literature.

4493 Haunting Narratives

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 103 Philosophikum, S 93

B. Neumeier

4494 Indigenous Cultures and Canadian Literature in English

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal V

H. Antor

In this seminar we will discuss various anglophone literary texts by both white and indigenous Canadian writers in order to analyse how Canadian literature deals with the postcolonial situation of First Nations, Métis and Inuit in the intercultural situation of a settler culture.

Students will be required to read the following texts: Thomas King, *Green Grass, Running Water* (1993); Joseph Boyden, *Three Day Road* (2005); Daniel David Moses and Terry Goldie, eds., *An Anthology of Canadian Native Literature in English. Second Edition*. Toronto, 1998. Rudy Wiebe, *A Discovery of Strangers* (1995); Hugh Garner, "One Two Three Little Indians" (in M. Atwood and R. Weaver, eds.: *The Oxford Book of Canadian Short Stories in English*, OUP, 1986, 82-91); Margaret Laurence, "The Loons" (in Atwood/Weaver 1986, 143-151).

As preparatory reading I recommend: Arthur J. Ray, *An Illustrated History of Canada's Native People: I Have Lived Here Since the World Began*. Revised and expanded (3rd ed.). Toronto: Key Porter Books, 2010.

Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.

4495 Mark Twain

2 SWS; Hauptseminar; Max. Teilnehmer: 55

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal XXI

H. Berressem

The course deals with the work of Samuel Langhorne Clemens, a.k.a. Mark Twain (1835–1910), a writer who lived and wrote through an enormously fascinating period of American history. From working as a riverboat pilot on the Mississippi River, as a gold miner and as a journalist, he became one of the most popular American writers, who worked in the fields of both fiction and non-fiction. Texts that will be read and discussed include *Roughing It* (1870-71), *Adventures of Tom Sawyer* (1876) *Life on the Mississippi* (1883), *Adventures of Huckleberry Finn* (1885), *A Connecticut Yankee In King Arthur's Court* (1889), as well as short-stories and excerpts from its other works.

4497 Black British Literature and Culture

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mo. 12 - 13.30, 103 Philosophikum, S 89

H. Antor

In this seminar we will deal with some seminal texts and films of Black British culture. Issues of race, class, gender and (post-)colonialism will be analyzed as well as both the history of Black Britain and the present situation. Students will be required to read the following texts: Meera Syal, *Anita and Me* (1996); Monica Ali, *Brick Lane* (2003); Andrea Levy, *Small Island* (2004). In addition, we will view and discuss *Bend It Like Beckham* (dir. Gurinder Chadha, UK, Germany, USA, 2002). Additional texts and materials will be provided.

I recommend the following background reading: Mike Phillips and Trevor Phillips, *Windrush: The Irresistible Rise of Multi-Racial Britain*. London: HarperCollins, 1998; David Dabydeen, John Gilmore and Cecily Jones, *The Oxford Companion to Black British Literature*. Oxford: OUP, 2007.

Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.

Ü b u n g / S e m i n a r L i t e r a t u r w i s s e n s c h a f t (A u f b a u m o d u l e)

4523 (Post)Colonial Voices

2 SWS; Übung; Max. Teilnehmer: 40

Di. 14 - 15.30, 103 Philosophikum, S 63

A. Gutenberg

In this class we will discuss some of the central tenets and formative theoretical texts of postcolonial studies. This theoretical discussion, which will revolve around concepts such as identity and alterity (including intersections of the ethnic with gender and class issues), voice and power, hybridity and (post)colonial spaces, diaspora and migration, will be used as a foil to our reading of four (post)colonial examples of narrative fiction set in Africa, Australia, the US and Great Britain. The literary texts chosen are also suitable for teaching purposes at school and will be explored from a didactic point of view in the Fachdidaktische Übung "(Post)Colonial Voices in the Classroom". Texts: Joseph Conrad, *Heart of Darkness* (Penguin Classics); Sally Morgan, *My Place* (Little Brown); Amy Tan, *The Joy Luck Club* (Random House); Andrea Levy, *Small Island* (Review).

4525 Contemporary British Fiction

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 16 - 17.30, 103 Philosophikum, S 82

C. Boge

This seminar offers an overview of contemporary British fiction in its social, political and economic contexts. In addition, we will read and discuss three novels that were shortlisted for Britain's most prestigious literary award, the Booker Prize: Ian McEwan's *Atonement*, Ali Smith's *The Accidental* and Kazuo Ishiguro's *Never Let Me Go*.

4580 Contemporary India: Literature and Society

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 136b ehemalige Botanik, XXXI

P. Bakshi-Hamm

The course proposes to provide a perspective on the socio-economic, political and religious aspects of contemporary India through its literature. This course will acquaint the participants with some of the important Indian writers in English, the themes they deal with and the diverse literary traditions they draw on. Through this course the participants will be required to engage with the socio-economic and political aspects of contemporary India and develop and appreciation of the younger generation of Indian writers in English as stringent critics of their society.

Course texts: *The God of Small Things*, Arundhati Roy, 1997; *The White Tiger* by Arvind Adiga, 2008; *One Night @the Call Center* by Chetan Bhagat, 2005; *Whitewash* ♦: *Tabloid That Is About The India That Isn't* by Gautam Bhatia, 2007.

4581 Literature and Science

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 106 Seminargebäude, S26

J. Hoydis

The complex relation between science and literature has been the subject of much debate. Particularly over the past two centuries, the perception of the opposition between the "two cultures" has changed significantly. In this course we will examine this relation from various angles, tracing historical developments, and dealing with recent questions about ethics and scientific advancement, about tensions and collaborations, and about the discursive clash of 'hard' facts and 'soft' fictions. We will discuss non-fictional writings by Matthew Arnold, Aldous and Thomas Huxley, C.P. Snow, Roland Barthes, and Italo Calvino, and look at some recent fictional engagements with science and literature in David Lodge's *Thinks...* (2001), Ian McEwan's *Enduring Love* (1997) and Kazuo Ishiguro's *Never Let Me Go* (2005). Students are required to obtain copies of the novels; all other texts will be made available in a folder in the library.

McEwan, Ian. *Enduring Love*. London: Vintage, 1997.

Lodge, David. *Thinks...* London: Penguin, 2002.

Ishiguro, Kazuo. *Never Let Me Go*. London: Faber & Faber, 2005.

4589 Poetics of the Sublime

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S24

R. Aczel

The sublime arouses our most exalted sensations of wonder, awe and amazement. How and why, at different points in history, do sublime objects produce such effects and what critical language can we develop to articulate them? Focussing primarily on poetry, this course will also consider key representations of the sublime in cinema, painting and music, while reading some of the most influential theoretical statements on the subject from Longinus to Kant, and from Burke to Lyotard.

4613 Why Literature Matters

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 106 Seminargebäude, S23

C. Boge

"Making it up? Why should I want to be making it up? Life's bad enough as it is without wanting to invent any more of it," a character in Douglas Adams' *The Hitchhiker's Guide to the Galaxy* claims. In a world governed by economic means-ends relations, people from many walks of life have similar assumptions about fiction: what is it good for anyway? Literary scholars on the other hand may generally agree that teaching and reading fictional literature is an activity worth pursuing but tend to disagree on the reason why. Together, we will explore some of the main arguments in favour of fiction.

4615 'I want a hero': Byron's Don Juan.

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 55

S. Allan

This course will focus on what is arguably Byron's masterpiece, *Don Juan*. A parody of the verse epic and outstanding example of negative Romanticism, *Don Juan* caused a great scandal when the first two cantos were published anonymously in 1819, and the scandal surrounding the poem has continued ever since. Called 'filthy and impious' by *Blackwood's Edinburgh Magazine*, and allegedly hurled to the ground in disgust by Keats, this 'human' poem will be subjected to close textual analysis to ascertain how, why and to what extent it paved the way for a deconstruction of Romanticism.

Students MUST attend the first class (week 1) in order to secure their place.

Lord Byron: *The Major Works*. Ed. Jerome J. McGann. Oxford World's Classics, 2008.

(£6.74 on amazon.co.uk).

K o l l o q u i e n / O b e r s e m i n a r e L i t e r a t u r w i s s e n s c h a f t

4499 Examenskolloquium_1

2 SWS; Kolloquium; Max. Teilnehmer: 30

Di. 14 - 15.30, 103 Philosophikum, S 76

B. Neumeier

- 4501 Forschungskolloquium**
2 SWS; Kolloquium; Max. Teilnehmer: 20
Mo. 16 - 17.30, 103 Philosophikum, S 55 H. Antor
- In this discussion group for advanced young research students we will meet to discuss research in progress under my supervision. Individual chapters from recent research will be presented and discussed. We will meet in room 125/6 to test the premises on which the projects are based and to negotiate the viability of the results presented.
Anmeldung über Sekretariat (Frau Eltschig).
- 4502 Forschungskolloquium: Gender and Difference**
2 SWS; Kolloquium; Max. Teilnehmer: 20
Mi. 12 - 13.30, 103 Philosophikum, S 81 B. Neumeier
- 4504 Kolloquium Amerikanistik**
2 SWS; Kolloquium; Max. Teilnehmer: 30
Di. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIa H. Berressem
- In this seminar, graduate and post-graduate students present recent work related to their Staatsexamensarbeit, Magisterarbeit, Dissertation, or Habilitation, which is then discussed. In case there are no presentations, we will discuss recent developments in literary-, cultural- and media theory related to the individual projects. There is no strict schedule to the course, which is flexible enough to adjust to individual needs and to discussions as they develop. Generally, you should be at least in the second half of your 'Hauptstudium' to enrol for this course (please come to my office hour or write me an email to enrol). Requirements are active participation in the discussions and an interest in theory. The course is open to students of the Medienstudiengang.
- 4505 Kolloquium für Examenskandidat(inn)en und Doktorand(inn)en**
2 SWS; Kolloquium; Max. Teilnehmer: 30
Mo. 14 - 15.30, 106 Seminargebäude, S26 H. Antor
- It is the purpose of this Kolloquium to provide a forum of discussion for all those preparing for their final written or oral exams or engaged in the process of writing a Staatsarbeit/Magisterarbeit. You will have the opportunity of presenting your special subject(s) and of explaining your approach to the topic of your thesis in order to negotiate your position and discuss it with the other participants. You will realize that presenting your own point of view and having to defend it in a group can teach you a lot and open up new perspectives that might be helpful for the final version of your thesis or in your written or oral exams. The Kolloquium therefore is a testing ground for your ideas as well as for your knowledge of your subject, and it will hopefully contribute to making you as fit as possible for your exams. The final list of topics discussed naturally depends on who will attend the seminar and will therefore have to be discussed in our first meeting.
Requirements: Regular attendance, active participation, further reading, oral presentation.
You must sign up online. Do not send any e-mails to me. You have to do the signing-up yourself. The first and last session will be a general Examenberatung open to everyone (including students who do not attend the Kolloquium).
- 4531 Kolloquium Australian Studies**
2 SWS; Kolloquium; Max. Teilnehmer: 20
Di. 12 - 13.30, 106 Seminargebäude, S26 N.N.
Course taught by Bill Ashcroft
- 4688 Workshop@Cologne–Media–Lectures**
2 SWS; Kolloquium
Di. 17.45 - 21, 106 Seminargebäude, S23 H. Berressem
W. Nitsch
- Das Seminar dient der Vorbereitung der medienwissenschaftlichen Workshops und Vorträge, die dreimal pro Semester im Rahmen der «Cologne Media Lectures» stattfinden, und bietet Gelegenheit, sie zu besuchen. Dabei kann ein Nachweis aktiver Teilnahme, nicht jedoch ein Leistungsnachweis erworben werden. Eine Teilnahme ist nur nach persönlicher Anmeldung bei einem der beiden Kursleiter möglich. Auch Nichtromanisten und Nichtamerikanisten sind hierzu ausdrücklich eingeladen.
- (Dienstags 17.45 – 21.00 Uhr, sechs Termine im Semester)

F A C H D I D A K T I K

F a c h d i d a k t i s c h e Ü b u n g e n

V o r b e r e i t u n g s s e m i n a r f ü r
d a s S c h u l - / F a c h p r a k t i k u m**4610 Vorbereitungsseminar zum Fachpraktikum_1**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 8 - 9.30, 103 Philosophikum, S 63

K. Kutzbach

Die vorbereitende Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Fachpraktikum in Kürze absolvieren. Neben einem exemplarischen Einblick in zentrale Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Auf dieser Grundlage sollen eigene Entwürfe geplant, im Plenum durchgeführt und evaluiert werden.

In dieser Übung kann ein aktiver Teilnahmenachweis (ausschließlich für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erworben werden). Die Anforderungen werden in der ersten Sitzung besprochen.

Studierende, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden von der Liste gestrichen.

o.Nr. Vorbereitungsseminar zum Schul-/ Fachpraktikum

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 103 Philosophikum, S 63

K. Kutzbach

Die vorbereitende Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Fachpraktikum in Kürze absolvieren. Neben einem exemplarischen Einblick in zentrale Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Auf dieser Grundlage sollen eigene Entwürfe geplant, im Plenum durchgeführt und evaluiert werden.

In dieser Übung kann ein aktiver Teilnahmenachweis (ausschließlich für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erworben werden). Die Anforderungen werden in der ersten Sitzung besprochen.

Studierende, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden von der Liste gestrichen.

N a c h b e r e i t u n g s s e m i n a r f ü r
d a s S c h u l - / F a c h p r a k t i k u m**4583 Nachbereitungsseminar zum Fachpraktikum_1**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 92

A. Gutenberg

Diese Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Schul- bzw. Fachpraktikum vor kurzem absolviert haben. Dies bedeutet, dass neben der Diskussion zentraler fachdidaktischer Ansätze, Konzepte und Methoden einzelne Unterrichtsentwürfe bzw. im Praktikum durchgeführte Unterrichtsversuche vorgestellt, reflektiert und ausgewertet werden sollen. Die Themen der einzelnen Sitzungen orientieren sich an den gewählten Beobachtungsschwerpunkten der TeilnehmerInnen während des Fachpraktikums. Voraussetzung für einen Leistungsnachweis in M-A5.1 ist zudem eine schriftliche didaktische Ausarbeitung im Umfang von 15-20 Seiten bzw. alternativ ein Praktikumsbericht. Diese Übung ist anrechenbar unter Modul A5.1 (LN).

4584 Nachbereitungsseminar zum Fachpraktikum_2

2 SWS; Übung; Max. Teilnehmer: 40

Di. 8 - 9.30, 103 Philosophikum, S 63

K. Kutzbach

Die nachbereitende Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Schulpraktikum absolviert haben. Neben einer vertiefenden und weiterführenden Auseinandersetzung mit fachdidaktischen Konzepten und Themenbereichen sowie weiteren Problemfeldern aus dem Bereich Lehramt/Schule/ Unterricht, sollen im Praktikum erworbene Unterrichtserfahrungen theoretisch/fachdidaktisch aufbereitet im Kurs präsentiert, diskutiert und anhand von Beobachtungskriterien evaluiert werden.

Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden. (Anforderungen werden in der ersten Sitzung besprochen).

Studierende, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden von der Liste gestrichen.

4586 Nachbereitungsseminar zum Schul-/ Fachpraktikum_3

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 69

B. Abel

Die Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Schul- bzw. Fachpraktikum vor kurzem absolviert haben. Die Lehrveranstaltung setzt sich mit zentralen fachdidaktischen Ansätzen, Konzepten und Methoden sowie relevanten Problemfeldern aus dem Bereich Schule und Unterricht vertiefend auseinander. Außerdem werden im Praktikum durchgeführte Unterrichtsversuche und -erfahrungen theoretisch aufbereitet präsentiert, reflektiert und evaluiert. Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden (Details werden im Kurs besprochen).

F a c h d i d a k t i s c h e Ü b u n g

4524 (Post)Colonial Voices in the Classroom

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 103 Philosophikum, S 76

A. Gutenberg

This practically orientated class is designed in conjunction with the literary Übung der Hauptstufe of the same title and is addressed specifically to Lehramtsstudierende who are interested in learning how to teach postcolonial issues in the English-language classroom. While the literary class will mainly be concerned with the theoretical background of postcolonial studies as well as with selected literary texts, our focus in this class will be on pedagogical concepts like intercultural learning, 'Fremdverstehen', the 'third space' and methodological approaches which allow teachers to realise these aims. The textual basis will draw on the texts discussed in the Übung "(Post)Colonial Voices" but will be extended to include non-fictional texts and other media such as film, television and music. It is not obligatory but advisable to attend both classes.

4539 Didaktisch-methodische Aspekte des bilingualen Sachfachunterrichts

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 106 Seminargebäude, S26, ab 4.4.2011

A. Heimes

Nach einer generellen Einführung in den mehrsprachigen Unterricht dient die Veranstaltung dazu, bilinguales Schullernen genuin fachdidaktisch zu beleuchten, d.h. es sollen jeweils allgemeindidaktische Aspekte in den fachlichen, bilingualen Zusammenhang eingeordnet werden, z.B. Methodenkompetenz, Leistungsbewertung, Chancen und Risiken, Motivation etc. Natürlich werden in diesem Zusammenhang auch gängige Schlagwörter wie 'Integration von Sprach- und Fachlernprozessen', 'Rolle der Muttersprache' oder 'Wortschatzarbeit' thematisiert. Parallel dazu stehen zwangsläufig stets auch die notwendigen und wünschenswerten methodischen Kompetenzen von Lehrerinnen und Lehrern im Fokus. Im Laufe des Seminars sollen ferner verschiedene Unterrichtsmaterialien konzipiert und hergestellt werden. Eine daran anschließende live performance im Klassenzimmer lässt sich bei Interesse einrichten. Die Veranstaltung richtet sich sowohl an LehramtsstudentInnen, die ein Sachfach studieren, als auch an solche, die generell mehr über die Thematik erfahren möchten.

Es wird einen obligatorischen Blocksamstag im Frühjahr geben, der mehrere reguläre Sitzungen ersetzt. Die Veranstaltung findet montags, 17:45-19:15, in S26 statt (ab 4.4.2011).

4563 Förderung der Hör-/Sehverstehenskompetenzen in der SI durch Kurzfilmformate

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 17.45 - 19.15

S. Möller

Filme lesen lernen: Wie können Sehverstehenskompetenzen systematisch von der 5. Klasse an aufgebaut werden? Welche Kompetenzen können trainiert werden? Welche Formate bieten sich an? Dies sind zentrale Fragen die in dieser fachdidaktischen Übung anhand kurzer Filmformate (Trailer, commercials, music video clips, animated and live action short films) beantwortet werden sollen. Die Konzeption von Lernaufgaben mit geeigneten Unterstützungssystemen bilden die didaktische Klammer des Seminars, in denen verschiedene analytische, kreative und produktionsorientierte Zugangsweisen vorgestellt und ausprobiert werden sollen.

Der Leistungsnachweis wird durch die Teilnahme an film clubs am Ende der Veranstaltung mit Präsentationen in der letzten Sitzung erbracht, in der eigene Unterrichtskonzeptionen für Kurzfilme vorgestellt werden sollen.

Vor Semesterbeginn und in der ersten Semesterwoche finden 2 Blocksitzungen statt, voraussichtlich am Samstag, den 02.04.11 und Samstag, den 09.04.11., jeweils von 10.00 bis 14.30. Es wird dringend empfohlen, auch bei nicht erfolgter Zuteilung durch KLIPS zu den Blocksitzungen zu kommen, da eine Teilnahme am Seminar ansonsten nicht möglich ist.

Die Sitzungen finden also am 2.4.(Kompaktsitzung = 3 Sitzungen), 6.4., 9.4. (Kompaktsitzung = 3 Sitzungen), 13.4., 4.5., 11.5., 18.5., 25.5., 1.6., 8.6. und 22.6. stattfinden. In den Osterferien (20.4. und 27.4.) finden keine Seminare statt.

4570 Kernlehrplan Englisch und kompetenzorientiertes Unterrichten

2 SWS; Übung; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 103 Philosophikum, S 63

R. Schormann

Kompetenzorientierung als Unterrichtsprinzip -

Standardsetzung im "Gemeinsamen europäischen Referenzrahmen (GeR) für das Lehren und Lernen von Sprachen" - Die nationalen Bildungsstandards der KMK für den mittleren Bildungsabschluß Englisch -

Der Kernlehrplan Englisch Sek. I NRW: Struktur und Bedeutung für den Unterricht -

Beispiele für kompetenzorientiertes Unterrichten im Fach Englisch - Kompetenzbereiche und

Progressionen - Unterrichtsmodule für kompetenzorientiertes Unterrichten - Lernstandserhebungen und

zentrale Prüfungen zur Feststellung der Kompetenzerreichung in NRW

Zu allen administrativen Fragen (KLIPS, Kursteilnahme, Scheinerstellung etc.) wenden Sie sich bitte an

Team Bongartz (teambongartz@googlemail.com)

Kernlehrplan Englisch Gymnasium Sekundarstufe I (G8), Ritterbach-Verlag Frechen 2007

Gerhard Ziener, Bildungsstandards in der Praxis. Kompetenzorientiert unterrichten, Klett 2008

4571 Learning and Teaching Visual Literacy

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 76

K. Schlaepfer-Karst

4578 Literaturdidaktik: "Handing pupils treasure in a locked chest"? - Shakespeare in der Oberstufe

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 63

K. Kutzbach

Oben genanntes Zitat aus Brandon Robshaws Artikel "Why it's time to give the Bard the heave ho!" (The Independent, April 24, 2008), der die Textgrundlage des Englisch Zentralabiturs 2010 darstellte, verweist auf zentrale aktuelle Fragen und Problemfelder im Bereich der englischen Literaturdidaktik: Neben der grundsätzlichen Frage nach der Legitimation Shakespeares als einem zentralen Unterrichtsgegenstand in der Oberstufe lassen sich auch spezielle methodische Fragen nach der Art der Vermittlung ableiten, die sich im (vermeintlichen?) Spannungsfeld zwischen verschiedenen Ansprüchen bewegen: der Forderung nach Motivation und Schülerorientierung einerseits, und dem Anspruch, dem literarischen Werk gerecht zu werden, andererseits.

Vor diesem Hintergrund befasst sich die Übung mit verschiedenen Möglichkeiten der Planung und Durchführung von Unterricht zum inhaltlichen Schwerpunktbereich Shakespeare. Diese werden vor dem Hintergrund curricularer Vorgaben sowie fachdidaktischer Planungsüberlegungen entwickelt und erprobt. Anforderungen für den Scheinerwerb werden in der ersten Sitzung besprochen.

4599 Teaching Short Films

2 SWS; Übung; Max. Teilnehmer: 40

Do. 17.45 - 19.15, 103 Philosophikum, S 69

R. Henseler

Wie können Hör-Seh-Verstehenskompetenzen systematisch von Klasse 5 an aufgebaut werden? Welche Kompetenzen können trainiert werden? Welche Filmformate bieten sich an? Dies sind zentrale Fragen der fachdidaktischen Übung, die anhand kurzer Filmformate (Trailer, commercials, music video clips, animated and live action short films) beantwortet werden sollen. Die Konzeption von Lernaufgaben mit geeigneten

Unterstützungssystemen bilden die didaktische Klammer des Seminars, in denen verschiedene analytische, kreative und produktionsorientierte Zugangsweisen vorgestellt und erprobt werden sollen. Der Leistungsnachweis wird durch die Teilnahme an film clubs am Ende der Veranstaltung mit Präsentationen in der letzten Sitzung erbracht, in der eigene Unterrichtskonzeptionen für Kurzfilme vorgestellt werden sollen. Vor Semesterbeginn finden 2 Kompaktsitzungen statt am Samstag, den 02.04. und 09.04.11., jeweils von 9:30 bis 14.30 Uhr. Es wird dringend empfohlen, auch bei noch nicht erfolgter Zuteilung durch KLIPS zu den Kompakttagen zu kommen, da eine Teilnahme am Seminar ansonsten nicht möglich ist.

Sitzungstermine:

2 Kompaktsitzungen statt am Samstag, den 02.04. und 09.04.11., jeweils von 9:30 bis 14.30 Uhr.

sowie 7.4., 14.4., 19.5., 26.5., 9.6., 30.6., 7.7.11 zur regulären Kurszeit donnerstags.

VERANSTALTUNGEN FÜR MAGISTER/SEK II (ALTE LPO)

Reading Course Grundstufe

Translation German-English Grundstufe

Translation German-English Hauptstufe

4609 Translation der Hauptstufe

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 57

S. Jackson

This class is intended for students under the old regulations who have to do a translation in the Staatsexamen. It deals with advanced translation problems as well as typical grammatical problems in transference from German to English. Students are expected to prepare the material in advance of the sessions. Erasmus students are welcome.

As, by next semester, the old regulations will have been replaced by two successive sets of newer regulations, this is the last semester in which this course will be offered. In future semesters, students wanting help with preparing for the SE translation exam should consult Dr. Jackson.

WEITERE ÜBUNGEN

4535 Conversation Course

2 SWS; Übung; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 107 Universitäts- und Stadtbibliothek, B V (3/311)

N. N.

This is a voluntary course (no credit) that serves to enhance the conversation skills of participants and to review problems in English grammar. Exchange students, and only those students, can obtain a Schein in this class. The course is taught by American exchange students from the University of Rochester (NY) in cooperation with the instructors of the Intensive Language Course.

4536 Conversation Course and Grammar Review

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 17.45 - 19.15, 103 Philosophikum, S 54

N. N.

This is a voluntary course (no credit) that serves to enhance the conversation skills of participants and to review problems in English grammar. Exchange students, and only those students, can obtain a Schein in this class. The course is taught by American exchange students from the University of Rochester (NY) in cooperation with the instructors of the Intensive Language Course.

Englisches Seminar. Albert-Ludwigs-Universität Freiburg. You are here: Home » Prospective Students » Undergraduate Admissions. Our recognition of your TOEFL/IELTS score in place of the admissions test is dependent on the exam date: Your test result may not be dated more than two years prior to the respective application deadline.