

ENGLISCHES SEMINAR I

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

41201

Introductory Language Course

2 SWS; Übung; Max. Teilnehmer: 100

Mo. 10 - 11.30, 103 Philosophikum, S 76

Di. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Mi. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Do. 12 - 13.30, 103 Philosophikum, S 65

Fr. 8 - 9.30, 106 Seminargebäude, S11

R. Anderson
T. Ford
D. Moroney

This compulsory intensive language course is usually taken in the first semester. Students are expected to do substantial preparation at home and complete three written tasks to a satisfactory standard in order to gain credit for active participation. BA Unterrichtsfach Englisch and BA English Studies (enrollment WS12 / 13 or later) students need this 'active participation' credit in order to take the end-of-module exam. BA English Studies (enrollment before WS12/13) students and students studying under the Lehramt 2003 module system do the ILC part of the end-of-module exam in order to achieve a proper grade. Students MUST attend the first class ON TIME to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

Note: Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside Room 2.207. This list will be available from 1 April 2015.

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

41216

Essay Writing I

2 SWS; Übung; Max. Teilnehmer: 320

Mo. 14 - 15.30, 106 Seminargebäude, S13

Mo. 8 - 9.30, 103 Philosophikum, S 82

Mo. 8 - 9.30, 103 Philosophikum, S 85

Mo. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor I

Di. 10 - 11.30, 103 Philosophikum, S 85

Di. 12 - 13.30, 103 Philosophikum, S 85

Di. 8 - 9.30, 103 Philosophikum, S 85

Di. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Di. 12 - 13.30, 332 Alte Mensa, S 201

Mi. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B I

Do. 12 - 13.30, 103 Philosophikum, S 85

Do. 14 - 15.30, 103 Philosophikum, S 91

Fr. 10 - 11.30, 103 Philosophikum, S 85

Fr. 10 - 11.30, 103 Philosophikum, S 94

Fr. 12 - 13.30, 106 Seminargebäude, S24

Fr. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

S.Allan
R.Anderson
R.Buchbender
M.Fitzpatrick
E.Start
T.Ford
K.Maye-Saidi
D.Moroney

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies) who have PASSED the ILC end-of-semester exam, or BA students (Education) and BA English Studies (from WS 2012 onwards) who have received credit for active participation in the ILC. It is usually taken in the second semester.

This course will help students develop strategies for writing a variety of academic texts, but will focus on the essay form. At the same time as improving written accuracy and learning useful phrases, we will practise key transferable writing skills such as creating outlines, developing a concrete thesis, using helpful topic sentences, and editing and redrafting. Students will not only hone their own writing skills in this class, but will also practise evaluating and giving feedback on others' writing.

Students MUST attend the first class and be on time to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside Room 2.207. This list will be available from 1 April 2015.
Richard Aczel, How to Write an Essay. Stuttgart: Ernst Klett, 2012.

William Shakespeare, The Merchant of Venice. The New Cambridge Shakespeare. Ed. M. M. Mahood. Cambridge: Cambridge University Press, 2003.

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

41231

Linguistic Practice: Grammar_1

2 SWS; Übung; Max. Teilnehmer: 130

Mo. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal D

K.Lenzen

bitte nicht in Hauptgebäude oder UB!

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be teachers to explain grammatical phenomena. The course therefore 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.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

recommended background reading:

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

41232

Linguistic Practice: Grammar_2

2 SWS; Übung; Max. Teilnehmer: 130

Mi. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal D

M.Klages-Kubitzki

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be

teachers to explain grammatical phenomena. The course therefore 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.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

Suggested reading:

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

41233

Linguistic Practice: Grammar_3

2 SWS; Übung; Max. Teilnehmer: 120

Mi. 16 - 17.30, 105 Hörsaalgebäude, Hörsaal E

R. Buchbender

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be teachers to explain grammatical phenomena. The course therefore 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.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes, you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please do NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

Recommended Reading: Rodney Huddleston & Geoffrey K. Pullum. 2005. A Student's Introduction to English Grammar. Cambridge: Cambridge University 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

41235

Linguistic Practice: Phonetics and Phonology_1

2 SWS; Übung; Max. Teilnehmer: 132

Di. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal D

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 that 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.).

41236

Linguistic Practice: Phonetics and Phonology_2

2 SWS; Übung; Max. Teilnehmer: 150

Mi. 10 - 11.30, 136b ehemalige Botanik, XXX

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 that 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.).

41237

Linguistic Practice: Phonetics and Phonology_3

2 SWS; Übung; Max. Teilnehmer: 117

Mo. 16 - 17.30, 100 Hauptgebäude, Hörsaal XXI

M. Klages-Kubitzki

This course has three aims. First, it will practise linguistic description in order to help you see how the English sound system 'works'. Second, it will improve your skills as observers and analysts of spoken language, enabling you to identify and describe phonological phenomena in a precise manner. Third, it will help you to use English more confidently with respect to pronunciation. This course therefore 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 then survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

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

41239

Advanced Language Course

2 SWS; Übung; Max. Teilnehmer: 180

Di. 8 - 9.30, 106 Seminargebäude, S22

Di. 10 - 11.30, 332 Alte Mensa, S 203

Di. 17.45 - 19.15, 106 Seminargebäude, S22

Mi. 17.45 - 19.15, 103 Philosophikum, S 69

Do. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), S 37

Do. 12 - 13.30, 106 Seminargebäude, S11

Do. 17.45 - 19.15, 103 Philosophikum, S 85

Do. 14 - 15.30, 332 Alte Mensa, S 201

Fr. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Mi. 23.9.2015 10 - 17.30, 106 Seminargebäude, S23

Di. 29.9.2015 10 - 17.30, 106 Seminargebäude, S23

R. Anderson
R. Buchbender
M. Fitzpatrick
S. Newman
T. Ford
D. Moroney

This is an advanced course for students studying either on the LA 2003 programme, for a BA in English Studies, or a BA in Education. It MUST be taken before the Essay Writing II for B.A. course. All students should have successfully completed the introductory module BM 1 before taking this course.

The course will improve students' written and spoken fluency; their awareness and use of idiomatic English as well as their accuracy in using complex grammatical constructions. These aims will be achieved in at least three ways. Firstly, we will work with different authentic materials, both textual

and audiovisual. Secondly, we will consider the cultural and social context in which such texts are produced. Thirdly, students will be made aware of the impact of situational context on the language used by native speakers. Students will be expected to communicate effectively in groups; produce linguistically sophisticated and appropriate text; and demonstrate an understanding and awareness of the aforementioned contexts in order to get credit for the course.

Students MUST attend the first class to secure their place and BE ON TIME, and consistent attendance as well as active participation are required to obtain credit for the course. Additional places in this class will be allocated AFTER round 2, when there will be a sign-up list outside room 2.207. This list will be available from 1st April 2015.

IMPORTANT: Mr. Ford's ALC Course will take place as a Blockseminar on Wednesday 23 September, Tuesday 29 September and Friday 2 October. All three dates will run from 1000-1730 in S23. Breaks will be provided for coffee and lunch. Should you sign up for this class, you must ensure you will be present on all three dates.

R h e t o r i c s i n P r a c t i c e / R h e t o r i c a l S k i l l s

41247

Rhetorics in Practice

2 SWS; Übung; Max. Teilnehmer: 198

Mo. 14 - 15.30, 103 Philosophikum, S 90

Mo. 12 - 13.30, 103 Philosophikum, S 85

Mo. 14 - 15.30, 103 Philosophikum, S 85

Di. 14 - 15.30, 332 Alte Mensa, S 201

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal V

Di. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Mi. 12 - 13.30, 103 Philosophikum, S 76

Do. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Do. 12 - 13.30, 103 Philosophikum, S 83

Do. 14 - 15.30, 103 Philosophikum, S 85

S.Allan
R.Anderson
R.Buchbender
M.Fitzpatrick
T.Ford
K.Maye-Saidi
D.Moroney
S.Newman

This course will focus on developing students' oral and aural skills. Emphasis will be placed on analysing and practising different types of prepared and spontaneous oral presentation to enable students to appreciate the techniques appropriate to speaking and listening in diverse contexts. As well as increasing their self-confidence when speaking and leading discussions, students will learn how to tailor their spoken English to a particular group of listeners; use techniques to emphasise points and keep their listeners interested; manage the time at their disposal and respond effectively to questions. The course will not only give students the opportunity to assess their own performance, but also to give constructive feedback to other students.

Students MUST attend the first class and be on time to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside Room 2.207. This list will be available from 1 April 2015.

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

41257

Essay Writing II

2 SWS; Übung; Max. Teilnehmer: 64

Mo. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

Mi. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

M. Fitzpatrick
K. Maye-Saidi

This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old (pre-2003) and new (2003) 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.

All students (2003 regulations) in Mr. Fitzpatrick's class will have to write an essay under mock-exam conditions and attend class regularly to get credit for the course. The mock exam will take place on Saturday May 16th, 9am–1pm in S89.

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.

Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside Room 2.207. This list will be available from 1 April 2015.

IMPORTANT:

THIS COURSE WILL BE OFFERED FOR THE LAST TIME THIS SEMESTER.

E s s a y W r i t i n g I I f o r B . A .

41262

Essay Writing II for B.A.

2 SWS; Übung; Max. Teilnehmer: 160

Mo. 12 - 13.30, 103 Philosophikum, S 81

Mo. 12 - 13.30, 103 Philosophikum, S 83

Mo. 14 - 15.30, 103 Philosophikum, S 67

Mo. 10 - 11.30, 103 Philosophikum, S 94

Mo. 10 - 11.30, 103 Philosophikum, S 85

Di. 12 - 13.30, 103 Philosophikum, S 94

Di. 10 - 11.30, 103 Philosophikum, S 93

Mi. 10 - 11.30, 103 Philosophikum, S 85

Fr. 12 - 13.30, 103 Philosophikum, S 85

Fr. 10 - 11.30, 103 Philosophikum, S 81

Fr. 12 - 13.30, 103 Philosophikum, S 83

S. Allan
R. Anderson
R. Buchbender
S. Newman
E. Start
T. Ford

This course is ONLY for BA students who have successfully completed the ALC.

While building on the foundations laid in Essay Writing I, this course will focus on further developing students' analytical and critical thinking skills. Emphasis will be placed on conducting research within a group, critically evaluating secondary literature, and expressing ideas precisely in an appropriate academic style. As in Essay Writing I, students will not only improve their own writing skills, but will also further develop the key transferable skills of evaluating and giving feedback on others' work.

Students will have an end-of-class test which will count towards their final degree mark. The exam for this class will take place on Wednesday 22 July 2015, 10.00-11.30. Please ensure you will be there on this day BEFORE applying for the course. The exam will take place in the following rooms:

Childhood S 21

Friendship S 22

Illness S 01

WWI S 11

The resit exam (for those who fail the July exam) will take place on Thursday 24 September 2015, 14.00-15.30 in S 11.

Students MUST attend the first class and be on time to secure their place, and consistent attendance as well as active participation are also required.

Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside Room 2.207. This list will be available from 1 April 2015.

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

14569.2101 Languages in Australia

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 136b ehemalige Botanik, XXX

D. Adone

In this lecture we will take a close look at the Indigenous Languages of Australia, which are classified as Pama and Non-Pama languages with the Pama languages covering ¾ of the continent. One of the most striking characteristics of Australian languages is that they share similarities in their phonology, morphology and syntax. Differences are seen in the lexicon. In the first part of the course the relationship between the social organization and culture of the speakers including the nature of bilingualism that results from exogamy, avoidance languages, etc. will be discussed. In the second part, we will focus on the typical linguistic characteristics of these languages that make these languages unique.

(alte KLIPS Nr: 41270)

14569.2102 Second Language Acquisition

2 SWS; Vorlesung; Max. Teilnehmer: 300

Mi. 12 - 13.30, 100 Hauptgebäude, Aula 2

C. Bongartz

A general introduction to second language acquisition (SLA) as a field of linguistic inquiry. Weekly sessions will focus on specific topics, such as SLA & Universal Grammar, age and SLA, stages of SLA, SLA and the classroom, bi- and multilingualism, and language contact. Special emphasis will be placed on problems of theory building and validation. Basic knowledge of quantitative and qualitative research methods will be helpful in understanding the material.

(alte KLIPS Nr: 41271)

Perry, Fred L. (2005). Research in Applied Linguistics: Becoming a discerning consumer. Lawrence Erlbaum Associates Inc.

14569.2103 Historical Pragmatics

2 SWS; Vorlesung; Max. Teilnehmer: 188

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIII

T. Kohnen

Linguistic pragmatics is the study of context-dependent meaning, with a focus on language use and social interaction. Historical pragmatics may be called "the study of historical data from a pragmatic perspective" (Jucker 2000: 90). This lecture will give an overview of the most important fields of linguistic pragmatics and their historical application (e.g. deixis, conversational implicature, speech acts, discourse markers, address terms, text linguistics). Illustrative examples will be given from all periods of the history of the English language.

(alte KLIPS Nr: 41272)

14569.2104 CCLS Lecture Series

2 SWS; Vorlesung; Max. Teilnehmer: 50

Mo. 17.45 - 19.15, 105 Hörsaalgebäude, Hörsaal E

N. N.

C. Bongartz

J. Egetenmeyer

The CCLS Lecture Series offers a forum to linguists from many different areas to present findings from current research. In this way, students will have access to up-to-date work done locally at the University of Cologne, as well as to work done internationally. Topics will cover a variety of languages, methodological approaches, and theoretical perspectives (see course list for detailed

information). Individual class sessions will be divided up in a lecture part and a question and answer session. Open to all interested.

Students receive credit points (please check departmental regulations and study programmes): "Aktive Teilnahme" or 2 CPs: regular attendance + 1 summary of a lecture; 3 CPs: regular attendance + 2 summaries of lectures.

From 27th April on in a new lecture hall: Hörsaal E (Hörsaalgebäude).
(alte KLIPS Nr: 41273)

Einführungsseminare Sprachwissenschaft Teil A

- 41275 Introduction to Linguistics_1**
2 SWS; Einführungsseminar; Max. Teilnehmer: 38
Di. 10 - 11.30, 106 Seminargebäude, S24 M.Vida
- 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 group portfolios), and a written final test.
- 41276 Introduction to Linguistics_2**
2 SWS; Einführungsseminar; Max. Teilnehmer: 40
Mi. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV P.Allsobrook
- This course introduces you to the core subdisciplines of English Linguistics (i.e. Phonology, Morphology, Syntax and Semantics).
- You are expected to prepare yourself for the tight schedule by doing preparatory reading for each session and revising the discussed material by working on exercises in small groups.
Course taught by Penelope Allsobrook.
Fromkin, V., Rodman, R. & Hyams, N. 2007. An Introduction to Language. Boston, MA: Thomson Wadsworth.
- Kortman, B. English Linguistics: Essentials. Berlin: Cornelsen.
- Lightbown, P. & Spada, N. 2006. How Language are Learned. 3rd Edition. Oxford, UK: OUP.
- Radford, A.; Atkinson, M.; Britain, D.; Clahsen, H. & Spencer, A. 2009. Linguistics. An Introduction. 2nd Edition. Cambridge: CUP.
- Copies will be made available on ILIAS.
- 41277 Introduction to Linguistics_3**
2 SWS; Einführungsseminar; Max. Teilnehmer: 38
Di. 12 - 13.30, 106 Seminargebäude, S24 S.Leu
- 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 take a look at how and why the English language developed through time.
- Students may obtain 3 CP/LP on the basis of regular attendance, active participation (including the preparation of exercises at home, preparatory reading for each session and revision of the discussed material), and a written final test. Attendance of the first session is obligatory.
- 41278 Introduction to Linguistics_4**
2 SWS; Einführungsseminar; Max. Teilnehmer: 38
Mo. 12 - 13.30, 106 Seminargebäude, S24 K.Brandt
- The course offers a general introduction to the field of English linguistics. We will focus on the various descriptive levels of the English language, such as phonetics and phonology, morphology, syntax, and semantics. Time allowing, we will also examine aspects of applied branches of linguistics. Students are expected to complete weekly reading assignments, work on exercises in class, participate actively in class and to pass an exam at the end of term.
Becker, A. & Bieswanger, M. 2008. Introduction to English Linguistics. Tübingen/Basel: Francke.

Plag, I., Braun, M., Lappe, S. & Schramm, M. 2007. Introduction to English Linguistics. Berlin/New York: Mouton de Gruyter.

Radford, A. et al. 1999. Linguistics. An Introduction. Cambridge: UP.

41279**Introduction to Linguistics 5**

2 SWS; Einführungsseminar; Max. Teilnehmer: 49

Mi. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIb

C. Ringel

The course offers a general introduction to the field of English linguistics. We will focus on the various descriptive levels of the English language, such as phonetics and phonology, morphology, syntax, and semantics. Time allowing, we will also examine aspects of applied branches of linguistics. Students are expected to complete weekly reading assignments, work on exercises in class, participate actively in class and to pass an exam at the end of term.

Course taught by Christina Murmann

Einführungsseminare Sprachwissenschaft Teil B**41280****Pragmatics**

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B V

M. Brück

This course offers an introduction to pragmatics. We will take a look at several pragmatic topics such as e.g. the role of context in language use, speech act theory and conversation analysis. In addition to a theoretical approach to the topics mentioned we will also take a look at concrete, cross-linguistic examples.

Only those students who successfully passed the A-Seminar "Introduction to Linguistics" with an LN can apply for this course.

In order to obtain 2CPs (Aktive Teilnahme), students are expected to

- actively participate in group work
- give a short presentation

In order to obtain 5CPs (Leistungsnachweis), students are expected to

- fulfil the requirements for 2CPs (Aktive Teilnahme)
 - write a short abstract and a term paper
- !! Topics for presentations will be distributed in the first session only !!

41281**First Language Acquisition**

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B IV

A. Gabel

This course provides an introduction into the basic concepts of First Language Acquisition. Theories of first language acquisition have to answer the following questions: Which linguistic skills are acquired, under what conditions, and in which way? When does the process of language acquisition begin, and how long does it last? To answer these questions, we are going to look at different theoretical approaches as well as on concrete data from child language acquisition. Furthermore, students will get first insights to the research methods used in applied linguistics.

Prerequisites: successfully passed A-Seminar "Introduction to Linguistics" with an LN

2 CPs/aTN: active participation (i.e. prepare reading assignments, take part in class discussion and review sessions at home) & give a short group presentation (max. 15 mins)

5 CPs/LN: See requirements for 2 CPs & term paper (4000-4800 words)

41282**Morphology**

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 26.5.2015 9.30 - 16, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

Mi. 27.5.2015 9.30 - 16, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

Do. 28.5.2015 9.30 - 16, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

Fr. 29.5.2015 9.30 - 16, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

E. Knopp

This course will deepen your understanding of the core-linguistic field of morphology. Key issues to be discussed in this class will be derivational and inflectional morphology, the phonology-morphology and syntax-morphology interfaces, as well as the issue of morphological productivity. Furthermore, studies on morphology within the field of language acquisition will be dealt with.

A "Leistungsnachweis" can be obtained through a written term-paper.

As B-Seminar this course will also introduce you to the practicalities of presenting a linguistic research question orally and in writing.

Assessment:

(1) LN (BM2) by active participation and a Hausarbeit, submitted by 30th July 2015.

(2) aTN Ref (BM4) by active participation and oral presentation.

(3) aTN (BM2 or BM4) by active participation and portfolio.

PLEASE NOTE THAT THIS COURSE WILL BE TAUGHT AS INTENSIVE "KOMPAKTSEMINAR" DURING THE WHITSUN BREAK (26th-29th May 2015).

Aronoff, M. & Fudeman, K. (2010): What is Morphology?

Booij, G. (2007): The grammar of words.

Plag, I. (2003): Word-formation in English.

Spencer, A. & Zwicky, A.M. (2001): The Handbook of Morphology.

41283

Introduction to Middle English

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIa

S. Leu

This course provides an introduction to Middle English, which lasted from about 1100 to 1500. We will locate Middle English within the history of the English language and discuss orthography, phonology, morphology, syntax and vocabulary of Middle English in light of the socio-historical and literary background of the time. With this knowledge we will be able to read Middle English texts and translate them into Modern English.

Regular attendance, active participation (including the preparation of exercises at home, preparatory reading for each session and revision of the discussed material) and a short oral presentation are mandatory in order to obtain 2 CP/ LP ('Aktive Teilnahme'). Further, students who wish to obtain 5 CP/ LP ('Leistungsnachweis') are asked to write a term paper (10-12 pages).

41284

Syntactic Theory and the Structure of English

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, S 65

K. Phillips

This course provides a general introduction to transformational grammar, and examines in detail a range of different construction types in English from the perspective of the more recent versions of the theory.

41285

Universal Grammar

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 14 - 15.30, 103 Philosophikum, S 63

K. Phillips

In this course, we examine in what ways languages differ from each other with regard to their syntactic and morphological organization. Research on cross-linguistic variation has been conducted from two distinct methodological perspectives, that of the "Comparativist" school associated with Greenberg, and that of the "Principles and Parameters" approach within the framework of Transformational Grammar. We shall survey topics which have figured prominently in both approaches, and consider to what extent each of the methodologies permits the formulation of possible universals and how the facts of language variation are to be accounted for. The discussion will involve examination of data from a wide range of languages, but will also include reference to specific contrasts between English and German.

41286

(Why) language change(s)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 10 - 11.30, 103 Philosophikum, S 69

T. Rütten

Where, when, and why does language change? How does it begin and how does it spread? Can we predict change? Prevent it? And how can language change be explained?

We will tackle these questions in class by investigating some of the better understood change phenomena in Present Day English as well as in earlier periods of the language. Students are expected to present selected change phenomena - (assigned in class in the first week!) and be willing to discuss research papers on the issue. A term paper of 12 pages is obligatory for successful participation. Papers are due 1 September 2015.

41287

(Why) language change(s)_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 8 - 9.30, 106 Seminargebäude, S13

T. Rütten

Where, when, and why does language change? How does it begin and how does it spread? Can we predict change? Prevent it? And how can language change be explained?

We will tackle these questions in class by investigating some of the better understood change phenomena in Present Day English as well as in earlier periods of the language. Students are expected to present selected change phenomena - (assigned in class in the first week!) and be willing to discuss research papers on the issue. A term paper of 12 pages is obligatory for successful participation. Papers are due 1 September 2015.

*Anmeldung in der ersten Sitzung am 15.04.2015. Bitte schreiben Sie die Kursleiterin nicht bzgl. eines Platzes an. *

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)

41290

(The) English - BLOCKSEMINAR (erste Sitzung 11.03.2015)

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 1.4.2015 0 - 1.30

B. Abel

Achtung Blockseminar! Termine: 11.3.15 (10-13.00), 17.3.15 (10-15.30), 18.3.15 (10-15.30), [19.3.15 (10-15.30), virtuelle Sitzung für Gruppenarbeit], 24.3.15 (10-13.30), Raum B IV. Bitte beachten Sie, dass ein formales Lernziel des Kurses die Einübung des wissenschaftlichen Diskurses ist und deshalb sowie aus Gründen der Kursorganisation Ihre Anwesenheit an allen vier Plenums-Veranstaltungstagen (11., 17., 18., 24.3.) unerlässlich ist. Für Selbstlernphasen sowie für die Vorbereitung müssen Sie genügend Zeit einplanen, vor allem zwischen dem 11. und 17.3. Der Kurs setzt voraus, dass Sie mit den Inhalten des Kurses "Introduction to linguistic practice: phonetics and phonology" vertraut sind. Der abschließende Test wird während der Vorlesungszeit des Sommersemesters 15 stattfinden. Bitte melden Sie sich in der ersten Belegphase des SoSe 15 über KLIPS zu dem Blockseminar an.

This course will deal with the English language and the people in England from the standpoints of linguistic and cultural studies. We will try to find out whether there is a difference between Britishness and Englishness, and whether there is such a thing as English identity and (if yes) which factors contribute to it. After a short overview of the development of Standard English, we will focus on the linguistic features of (N)RP as a model accent and then compare it to non-standard varieties, e.g. Cockney, Geordie, Scouse, or Brummie. We will analyze phonological as well as sociolinguistic factors and consider, for example, the representation of English dialects and accents in the British press. After a survey of the topics mentioned above, each student will have the opportunity to deal with one cultural studies aspect in more detail, depending on what interests them the most. A detailed bibliography will be provided in the first session.

Course Dates:

Wed, 11 March 2015, 10:00-13:00, B IV

Tue, 17 March 2015, 10:00-15:30, B IV

Wed, 18 March 2015, 10:00-15:30, B IV

Thu, 19 March 2015, 10:00-15:30, B IV

Tue, 24 March 2015, 10:00-13:30, B IV

April 2015: Final test (date tba)

- 41291 Semantics**
 2 SWS; Übung; Max. Teilnehmer: 40
 Do. 8 - 9.30, 103 Philosophikum, S 65 M.Klages-Kubitzki
 This course offers an introduction to semantics for students with a basic linguistic background (Einführungsseminar A). We will discuss different aspects of semantic description and compare a number of approaches to the study of linguistic meaning (e.g. word and sentence semantics, componential analysis, conceptual semantics). Our discussion of semantics will be supplemented with three sessions focusing on academic work methods.
 Saeed, John I. ³2009. Semantics. Malden: Wiley-Blackwell. (further reading t.b.a.)
- 41292 Foundations of Linguistics**
 2 SWS; Übung; Max. Teilnehmer: 40
 Do. 14 - 15.30, 106 Seminargebäude, S15 K.Phillips
 With the aim of broadening the background to the basic concepts of linguistic analysis introduced in the Einführungsseminar A, this course reviews foundational assumptions of the science of language and examines in further detail some of the questions and problems arising in particular areas of the discipline. The topics covered range from fundamental methodological issues to specific theories, including also consideration of relations between linguistics and other disciplines.
- 41293 Research Methods in Second Language Acquisition**
 2 SWS; Übung; Max. Teilnehmer: 40
 Do. 8 - 9.30, 100 Hauptgebäude, Hörsaal V M.Vida
 This seminar explores research methods in learning and teaching language in the classroom and other settings from a didactic / linguistic perspective. The main objective will be to cover research conducted so far in the field of SLA, followed by using this knowledge to form hypotheses about learning and teaching.
 The theoretical foundations of SLA research methods will be investigated as well as the various types of research paradigms and data elicitation techniques presently used.
- 41294 Syntax**
 2 SWS; Übung; Max. Teilnehmer: 40
 Di. 8 - 9.30, 103 Philosophikum, S 89 C.Charitonidis
 C.Bongartz
 This course deals with core aspects of generative theory, such as constituents, structural relationships, binding, X-bar, functional categories, movement, etc. According to the chapter layout in Carnie (2013) will be presented both the basic assumptions and the development of the theory up to the Minimalist Program.
 Carnie, Andrew (2013). Syntax: A Generative Introduction [Third Edition]. West Sussex: Wiley-Blackwell.
- 41295 Grammar of words**
 2 SWS; Übung; Max. Teilnehmer: 38
 Do. 12 - 13.30, 106 Seminargebäude, S26 C.Ringel
 This course will have a look at the question how words are constructed. We will discuss morphological processes such as derivation, inflection and compounding. Active participation is mandatory to obtain 2 CP/LP, students who wish to obtain 3 CP/LP must additionally pass a written exam and those who need 4 CP/LP must participate actively, give a presentation and pass the exam (details t.b.a.). A detailed bibliography will be provided in the first session.
 Course taught by Christina Murmann
- 41310 Transcription and Pronunciation in Practice**
 1 SWS; Übung; Max. Teilnehmer: 40
 Mi. 12 - 12.45, 106 Seminargebäude, S22 B.Abel
 This class complements the course "Introduction to linguistic practice: Phonetics and Phonology" and offers an opportunity to repeat and extend the aspects that are discussed there. The focus is on practical training in transcription and pronunciation. Regular attendance and active participation are mandatory to receive 1 CP/LP for your "Ergänzungsmodul".
- 41442 EWA / Tutorium zur Vorbereitung der Modulabschlussprüfung**

- 2 SWS; Tutorium; Max. Teilnehmer: 40
 Mi. 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang über Kerpe-
 ner Str.), B V M. Klages-Kubitzki
 Dieses Tutorium soll Sie bei Ihren Vorbereitungen zur Modulabschlussprüfung (BM 1) unterstützen
 und dient vor allem der Wiederholung von Kursinhalten. Es setzt somit Vorkenntnisse aus
 "Linguistic Practice: Grammar" und "Linguistic Practice: Phonetics and Phonology" voraus und
 ist daher für Studierende im ersten Fachsemester ungeeignet. Die inhaltliche Zuordnung der
 Termine zu den Bereichen "Grammar", "Phonology" und "ILC" erfolgt im Laufe des Semesters
 und richtet sich ebenso wie die Unterrichtssprache (Deutsch oder Englisch) nach dem Bedarf der
 Teilnehmerinnen und Teilnehmer. Bei regelmäßiger Teilnahme kann ein Teilnahmenachweis (2
 CP) für EM 1 erworben werden oder eine Bescheinigung von 1 CP "selbständige Studien" für EM 1
 beantragt werden
- 41443 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Mo. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprach- N.N.
 labor II M. Klages-Kubitzki
- 41444 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Fr. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprach- N.N.
 labor III M. Klages-Kubitzki
- 41445 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Speaking)**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal XIa N.N.
 M. Klages-Kubitzki
- 41446 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Fr. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprach- M. Klages-Kubitzki
 labor IV N.N.
- 41447 EWA / Tutorium - Speaking and Writing in English_5 (Focus on Writing)**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Do. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprach- M. Klages-Kubitzki
 labor II N.N.
- 41449 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprach- M. Klages-Kubitzki
 labor III N.N.
- 41451 EWA / Tutorium (Carolin Kempkes) - Übungsstunden zur Vorbereitung der
 Modulabschlussprüfung BM 1 ("MAP")**
 2 SWS; Tutorium; Max. Teilnehmer: 20
 Di. 25.8.2015 10 - 13, 106 Seminargebäude, S21
 Mi. 26.8.2015 10 - 13, 106 Seminargebäude, S21
 Do. 27.8.2015 10 - 13, 106 Seminargebäude, S21
 Mo. 31.8.2015 10 - 13, 106 Seminargebäude, S12
 Di. 22.9.2015 10 - 13, 106 Seminargebäude, S14
 Mi. 23.9.2015 10 - 13, 106 Seminargebäude, S14
 Do. 24.9.2015 10 - 13, 106 Seminargebäude, S14
 Mo. 28.9.2015 10 - 13, 106 Seminargebäude, S14 M. Klages-Kubitzki
 N.N.

41452 EWA / Tutorium - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 ("MAP")

2 SWS; Tutorium; Max. Teilnehmer: 40

Di. 25.8.2015 15 - 18, 106 Seminargebäude, S12

Mi. 26.8.2015 15 - 18, 106 Seminargebäude, S12

Do. 27.8.2015 15 - 18, 106 Seminargebäude, S12

Mo. 31.8.2015 15 - 18, 106 Seminargebäude, S12

Di. 22.9.2015 15 - 18, 106 Seminargebäude, S14

Mi. 23.9.2015 15 - 18, 106 Seminargebäude, S14

Do. 24.9.2015 15 - 18, 106 Seminargebäude, S14

Mo. 28.9.2015 15 - 18, 106 Seminargebäude, S14

M.Klages-Kubitzki

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**14569.2601 Structural Approaches to Language Acquisition _1**

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Mi. 17.45 - 19.15, 106 Seminargebäude, S24

C.Bongartz

This class presents students with an opportunity to design empirical studies exploring the process of language acquisition. We will discuss empirical studies with a focus on first, second, or bilingual language acquisition, the linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. In particular, we will discuss how theory development and empirical research feed into each other. Class sessions will be divided into general discussion of assigned readings and a workshop section where students will work in groups on developing their own studies.
(alte KLIPS Nr: 41302)

14569.2602 Structural Approaches to Language Acquisition _2

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Do. 14 - 15.30, 106 Seminargebäude, S24

C.Bongartz

This class presents students with an opportunity to design empirical studies exploring the process of language acquisition. We will discuss empirical studies with a focus on first, second, or bilingual language acquisition, the linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. In particular, we will discuss how theory development and empirical research feed into each other. Class sessions will be divided into general discussion of assigned readings and a workshop section where students will work in groups on developing their own studies.
(alte KLIPS Nr: 41303)
tba

14569.2603 Historical Pragmatics: Studies and Exercises

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Mi. 10 - 11.30, 106 Seminargebäude, S15

T.Kohnen

This seminar is closely linked to my lecture on Historical Pragmatics. In the seminar the theoretical concepts introduced in the lecture will be studied in more detail and there will be plenty of opportunity for practical applications and exercises. The majority of the text excerpts used will be from Late Middle English and Early Modern English.

(alte KLIPS Nr: 41304)

14569.2604 The Syntax-Morphology Interface

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Fr. 12 - 13.30, 103 Philosophikum, H 80

K.Phillips

Although syntax and morphology are traditionally viewed as independent components of linguistic analysis, there are nevertheless very close connections between them.

In the course of developments in linguistic theory, various attempts have been made to integrate the two sub-disciplines, in particular by incorporating syntactic mechanisms into accounts of the internal structure of morphologically complex words, and morphological features are now assumed to play a central, explanatory role in the more recent formulations of transformational grammar, having important consequences also for conceptions of the structure of the Lexicon.

Our purpose in this seminar will be to examine in detail a range of phenomena which lie at the boundary between syntax and morphology, and to review the various theoretical perspectives on the nature of the relationship between the two components.
(alte KLIPS Nr: 41306)

14569.2605**Grammaticalization**

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S15

D. Adone

Grammaticalization is not a uniform concept. Currently there is a wide range of approaches and definitions proposed to account for it. In this course we will be concerned with some central issues in the field such as the domains and structures that undergo grammaticalization, the motivation of grammatical change, chains of grammaticalization (Heine 1992), the unidirectionality hypothesis among others. Instances of Grammaticalization across languages will be discussed with respect to these issues.

Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session.

(alte KLIPS Nr: 41300)

14569.2606**Mixed Languages**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal G

D. Adone

Mixed languages (MLs) are varieties that emerge in places with community bilingualism. However, this is not always the case. The definition 'a bilingual mixture, with split ancestry' is the most accepted definition in the field (see Bakker and Mous 1994, Matras and Bakker 2003). In the first part of this course we will analyze the hypotheses concerned with the formation and development of MLs. In the second part of this course we will discuss the types of MLs. In the third part the discussion will focus on the structural properties of MLs relating them to the central issues in the field.

Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session.

(alte KLIPS Nr:

14569.2607**Middle English Prose and Verse Genres**

2 SWS; Hauptseminar; Max. Teilnehmer: 30

Mi. 12 - 13.30, 332 Alte Mensa, S 203

T. Kohnen

Middle English offers a rich and attractive range of genres, both in prose and verse (for example, chronicles, romances, treatises, recipes, sermons, petitions, private and official letters, plays, lyrics etc.). In this seminar we will read and analyse excerpts from Middle English texts which may be seen as representative of the most important genres. We will also look at their historical and cultural background as well as their linguistic and functional profile. Some "working knowledge" of Middle English is required in order to successfully participate in this seminar.

(alte KLIPS Nr: 41305)

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)

41296**Blockseminar: Bilingual Acquisition and Education Perspectives from Greece, Germany and beyond (erste Sitzung 09.03.2015)**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 1.4.2015 0 - 0.15

C. Bongartz
E. Knopp

Achtung: Die Veranstaltung findet *vor* Vorlesungsbeginn statt!

Please contact teambongartz@googlemail.com if you wish to participate.

This international spring school covers current issues and debates in the study of bilingualism. Morning lectures will focus on acquisitional trajectories, and we will draw on data from original research involving English/Greek and German/Greek bilingual students. Among other things, we will discuss how bilingual and second language acquisition grammars are organized.

In hands-on afternoon sessions, students will work on their own projects in bilingualism and second language acquisition. During these sessions, support in both project design and methodology, as well as in the preparation of write-ups or exams will be offered.

At midterm on Wednesday evening practitioners from schools with bilingual programs will discuss research findings from their programs with the respective research team. With a particular focus on the application of findings in educational settings, we will engage in an interactive discussion among practitioners, researchers, and parents.

The language of instruction will be English. Greek and German will be used to facilitate the Wednesday discussions.

Dates:

Montag, 09.03.: 9.30-12.00, 13.30-16:00

Dienstag, 10.03.: 10-12.30, 14-16:00

Mittwoch, 11.03.: 10-12.00, 13-16:00, 18-19.30 Uhr

Donnerstag, 12.03.: 10-12.00, 13.30-16 Uhr

Freitag, 13.03.: 10-13.00, 14-16.00 Uhr

Credits: aT, Ref+Ausarbeitung, Referat

Please contact teambongartz@googlemail.com if you wish to participate.

Achtung: Die Veranstaltung findet *vor* Vorlesungsbeginn statt!

41311

Linguistic Categorization

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B IV

M. Klages-Kubitzki

According to Taylor (2003:xii), categorization has a double role in the study of language. On the one hand, our choice of words and structures reflects our categorization of a given situation. Furthermore, language itself is an object of categorization. A study of language without the recognition of linguistic categories not only like phonemes, morphemes, words, word classes and clause types, but also like speech acts and language varieties is inconceivable. Departing from an overview of different approaches to categorization, our course work will therefore focus on the categorization of linguistic objects. Following Taylor's discussion, we will first consider phonological and grammatical categories, and then extend our explorations to other areas of linguistic study.

Taylor, John R. ³2003. Linguistic Categorization. Oxford: Oxford University Press.

41313

Topics in Sociolinguistics

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 106 Seminargebäude, S12

K. Lenz

The aim of this course is to provide insights into a variety of socio-linguistic issues with respect to English. Our discussion will include topics, methods and findings in 'micro' and 'macro' sociolinguistics and sociohistorical linguistics. The status and function of national and regional languages, sociolinguistic behaviour, the relationship of language and identity will be of interest and we may also focus on several aspects of language contact, such as multilingualism in education, code-switching, language maintenance, shift and death, the emergence of pidgin and creole languages, language planning and standardization.

In this class you can obtain either 2 CPs for active participation (in the form of small exercises or a portfolio) or 4 CPs for a 15-minute presentation with a written component (6-8 pages). MA-students and BA-Unterrichtsfach Englisch-students who need 3 CPs will give presentations without written documentation.

You cannot write a full term paper in this class!

Make sure you attend the first meeting of the class, because that is when the places of participants who don't show up are distributed amongst students on the waiting list. Students with no prior training in sociolinguistics find a brief overview in:

Edwards, John. 2013. A very short introduction to sociolinguistics. Oxford: OUP.

As more detailed introductory work, I can recommend:

Wardhaugh, Ronald & Janet M. Fuller. (7)2015. An Introduction to Sociolinguistics. Malden: Wiley-Blackwell.

41314

Studies in Old English: The Anglo-Saxon Chronicle

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S12

T. Rütten

What we call the Anglo-Saxon Chronicle is, in fact, a collection of annals compiled at various periods in time, at different places, and of varying length. While the lost "prototype" chronicle can be dated back to the late ninth century, the latest continuation stretches as far as the mid-twelfth century, the so-called Peterborough Chronicle. These texts do not only provide a glimpse at some of the earliest pieces of recorded history of England, but also illustrate the language that was written (and spoken) at the time.

In this course, we will read selected entries from the Chronicle; the aim is to make you familiar with the English Language in this period (Old English). Students are expected to prepare reading excerpts from the Chronicle, both in terms of content and linguistic structure, and to discuss these in class - this includes thorough study of the grammar, but no knowledge of Old English is required as a prerequisite for this course. Term papers may be assigned on request - please contact me.

41315

Language Acquisition

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S22

V. Struckmeier

Children, many people think, learn languages by imitating their parents. Under this assumption, adults teach children how to speak. Strikingly, this seems to be quite far from the truth: Children can surpass their models in their language acquisition, can creatively coin terms and invent grammatical structure where there was none in their models' language, as many experiments and empirical studies have found. Given these findings, we have to ask ourselves what exactly children bring to the task of language acquisition, and how they manage to acquire their language(s) in their first years.

This class will discuss different language acquisition theories: Primarily analytical theories make assumptions that differ from more lexically oriented approaches. Functional theories conceive of "language" and its acquisition in a way that more form-oriented approaches cannot agree with. The class will juxtapose these different acquisition theories – and the conceptions of "language" that underlie them.

As participants, you will be asked (without exception) to contribute to oral presentations, and/or write up short essays to receive credit for this class. Please check carefully whether this class provides the right kind of credit for your particular needs!

41316

Individual Differences in SLA

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B VI

M. Weitz

In contrast to children, who almost always successfully acquire their first language(s), second language learners differ greatly in how successful they are when learning a second language. Often these differences are explained by individual factors such as age of acquisition, intelligence, language learning aptitude, motivation, anxiety, and personality traits.

In this course we are going to have a closer look on some of these individual differences in order to better understand how cognitive and personality variables are related to (language) learning and how some of the basic concepts within this field of study (e.g. intelligence, aptitude, motivation, etc.) can be operationalised and measured (e.g. using intelligence tests, questionnaires, etc.).
Course taught by Martina Weitz.

41317

The Linguistics of Discourse

2 SWS; Übung; Max. Teilnehmer: 40

Do. 23.4.2015 16 - 18.30, 105 Hörsaalgebäude, Hörsaal A2

Mi. 27.5.2015 9 - 20, 103 Philosophikum, S 93

Do. 28.5.2015 9 - 20, 103 Philosophikum, S 93

D. Stein
C. Bongartz

After dealing with linguistic notions of "text", "discourse", "genre" and related notions, the class deals with structural means of manifesting intersentential semantic relationships, as well as larger forms of textual coherence and then moves on to phenomena whose domain extends over the whole text and that are part of structure beyond the sentence.

41318

A History of English Grammar(s)

2 SWS; Übung; Max. Teilnehmer: 24

Mi. 14 - 15.30, 103 Philosophikum, S 83

K. Gather

The first known grammars of languages were written down already before the turn of the eras. In the Middle Ages, grammar belonged to the 'trivium' of the seven liberal arts, alongside rhetoric and logic. In and after the Renaissance, grammars were preferably written in Latin, and they usually dealt with the grammars of the classical languages Latin and Greek.

In the 18th and 19th centuries, we find an increasing number of published grammars of the English language, and their either prescriptive or descriptive focus shows their different aims.

This course will look at English grammar books of the 18th to 20th centuries. With which purposes were they written? Who was the intended audience? Which topics were dealt with?

We will see that, on the one hand, the history of English grammars is closely tied to social history, and in particular to the history of education in Britain. On the other hand, descriptive grammars deal for the first time with connections between the languages of the world, laying the foundation of comparative linguistics.

Students may obtain a Leistungsnachweis (BA presentation and written report). Papers are due September 1st, 2015.

41319

Working with endangered languages in practice (Blockseminar 20.-23.07.15)

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 20.7.2015 10 - 17.30, 106 Seminargebäude, S15

Di. 21.7.2015 10 - 17.30, 106 Seminargebäude, S15

Mi. 22.7.2015 10 - 17.30, 106 Seminargebäude, S15

Do. 23.7.2015 10 - 17.30, 100 Hauptgebäude, Hörsaal VIIa

K. Olawsky
D. Adone

Many of the world's 6,000+ languages can be characterised as "endangered", which is likely to result in a major reduction of linguistic diversity on a global scale. Therefore it is not surprising that the documentation and preservation of endangered languages has gained increased relevance in linguistics in recent years.

This seminar will focus on the documentation of endangered languages in a very practical sense. In addition to a thorough introduction into the field of language endangerment language documentation, and empiric methods of linguistic fieldwork, participants will practice such skills by simulated elicitation and recording sessions of a scarcely documented language not previously known to them. These sessions will be conducted in small teams with the goal of accruing maximum linguistic insight of the language within the given time. By providing hands-on experience this seminar aims at equipping linguists with relevant understanding of conducting fieldwork including speaker interaction and analytic procedures.

Course taught by Dr. Knut Olawsky

About the presenter: Over the past two decades, Dr Knut J. Olawsky has been working in language documentation in West Africa, the Amazon and Australia. During his times of fieldwork he was actively confronted with the issue of language endangerment and subsequently specialised on this topic. Since 2005 he has been managing the language revitalisation program of the Mirima Dawang Woorlab-gerring Language and Culture Centre in the Kimberley region of Western Australia. Scheinanforderungen: Diese richten sich nach den allgemeinen Bestimmungen des jeweiligen Studiengangs. Generell gilt:

- Für 2 CP ist aktive die Teilnahme erforderlich (Erstellung von Aufnahmen, Gruppendiskussionen, Simulation von Sprecherinteraktion).
- Für 3 CP muss ein Referat ohne Ausarbeitung oder eine ähnliche Leistung nach Vereinbarung erfolgen.
- Für 4 CP muss ein Referat (15 Minuten) mit schriftlicher Ausarbeitung erfolgen (6-8 Seiten).

Contact:

Participants who aim at obtaining 3 or 4 CPs by giving a presentation are required to contact the presenter before 30. June 2015 in order to agree on a topic.

Please contact the presenter by e-mail to: kj.olawsky@westnet.com.au;
CC:linguista@mirima.org.au.
Recommended literature

Knowledge of the following works is not a prerequisite for participation in this seminar but will be helpful as initial orientation.

Austin, Peter K. & Julia Sallabank. 2011. The Cambridge handbook of endangered languages. Cambridge: Cambridge University Press.

Bowern, Claire. 2008. Linguistic fieldwork: a practical guide. Hampshire: Palgrave Macmillan.

Crowley, Terry. 2007. Field linguistics: a beginner's guide. Oxford: Oxford University Press.

Crystal, David. 2000. Language death. Cambridge: Cambridge University Press.

Dixon, R.M.W. 2002. Australian languages: their nature and development. Cambridge: Cambridge University Press.

Dixon, R.M.W. 2010. Basic linguistic theory, Volume 1, Methodology. Oxford: Oxford University Press.

Dixon, R.M.W. 2010. Basic linguistic theory, Volume 2, Grammatical topics. Oxford: Oxford University Press.

Grenoble, Lenore A. & Lindsay J. Whaley (eds.). 1998. Endangered languages: current issues and future prospects. Cambridge: Cambridge University Press.

Grenoble, Lenore A. & Lindsay J. Whaley (eds.). 2006. Saving Languages: An introduction to language revitalization. Cambridge: Cambridge University Press.

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

- 14569.2701 Readings in Linguistics**
 2 SWS; Oberseminar; Max. Teilnehmer: 30
 Di. 16 - 17.30, 106 Seminargebäude, S22 D. Adone
 This course is designed for MA candidates.
 Die Referatsthemen werden in der ersten Sitzung vergeben.
 Topics for presentations will be distributed during the first session.
 (alte KLIPS Nr:
- 41321 Examenskolloquium**
 2 SWS; Kolloquium; Max. Teilnehmer: 30
 Do. 12 - 13.30, 103 Philosophikum, S 91 D. Adone
 This course is designed to prepare all exams candidates (BA, MA, LPO 2003). In each session we discuss selected topics for both oral and written exams.
 All students taking their written or oral exams in summer 2015 should attend this course!
 Die Referatsthemen werden in der ersten Sitzung vergeben.
 Topics for presentations will be distributed during the first session.
- 41322 Linguistics and Language Learning**
 2 SWS; Kolloquium; Max. Teilnehmer: 30
 Do. 16 - 17.30, 103 Philosophikum, S 69 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.
- 41323 Postgraduate Research Colloquium (by invitation only)**
 1 SWS; Kolloquium; Max. Teilnehmer: 12
 Do. 12 - 13.30, 103 Philosophikum, S 87 C. Bongartz
- 41324 Corpus Compilation and Corpus Research**
 2 SWS; Kolloquium; Max. Teilnehmer: 12

Do. 16 - 17.30, 103 Philosophikum, S 87

T. Kohnen

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

41325

Topics of Historical Text Linguistics

2 SWS; Kolloquium; Max. Teilnehmer: 26

Do. 14 - 15.30, 332 Alte Mensa, S 200

T. Kohnen

Dieses Kolloquium bietet zunächst 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 Textlinguistik.

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

V o r l e s u n g e n L i t e r a t u r w i s s e n s c h a f t

14569.3101

Minority Reports 2: Sex

2 SWS; Vorlesung; Max. Teilnehmer: 350

Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIII

H. Berressem

“Minority Reports 2: Sexuality” is the second part of a two-lecture series that sets out to provide a panorama of the status of minorities in America. While the first lecture centered on questions of ethnicity, the second lecture will center on questions of gender and sexuality. Drawing on examples taken from American literature, film, theater, and the visual arts, the lecture will trace the ‘history of American sexuality’ from the Puritans to Postmodernism. As part of that historical panorama, references to a number of theoretical texts that range from ‘first-wave feminism’ to contemporary ‘queer studies’ will provide an overview of the main conceptual contexts and developments of ‘American gender studies.’

(alte KLIPS Nr: 41331)

14569.3102

Liminalities

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal C, nicht am 9.4.2015

B. Neumeier

This lecture course will explore the current interest in the production, consumption and critical discussion of TV-series. What are the cultural implications of this rise of serialization in television? How has this rise affected specific established genres and audiences? The course will discuss a range of current successful TV series drawing on and transforming criminal (Dexter, True Detective), legal (Good Wife, Orange is the New Black) and medical genres (Nip/Tuck) as well as family (Modern Family), romance (How I met your Mother) and monster genres (Vampire Diaries, The Walking Dead).

PLEASE NOTE that the lecture will start on the 16th of April.

(alte KLIPS Nr: 41332)

14569.3103

20th-Century English Fiction: The Postmodern Novel

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal C

H. Antor

These lectures will round off our series of lectures on the English novel in the twentieth century and take us from the 1960s to the present. We will specifically discuss postmodern traits in recent English fiction and emphasize the importance of historiographic metafiction, but we will also cover other important phenomena such as postcolonial writing, gothic fiction and others. Once again, we will refer to some of our authors' contributions to the theory of the novel as well as to the extra-literary political, social, religious, philosophical etc. background to the works analysed. We will read and interpret key passages from various novels. For preliminary reading I suggest John Fowles, *The French Lieutenant's Woman* (1967), Julian Barnes, *Flaubert's Parrot* (1984) and *A History of the World in 10 1/2 Chapters* (1989), Graham Swift, *Waterland* (1983), Peter Ackroyd, *Hawksmoor* (1985) and *Chatterton* (1987), Patrick McGrath, *The Grotesque* (1989), Ian McEwan, *The Cement Garden* (1978) and *Black Dogs* (1992). I also recommend the relevant chapters in Malcolm Bradbury, *The Modern British Novel* (Harmondsworth: Penguin, 2nd ed., 2001)

(alte KLIPS Nr: 41330)

42863

African American History, Part 2: From Reconstruction to the Civil Rights Movement

2 SWS; Vorlesung; Max. Teilnehmer: 82

Fr. 10 - 11.30, 106 Seminargebäude, S11

N. Finzsch

Bitte Geb. 100, HS VI oder XXI

The U.S. officially ended slavery with the passage of the Thirteenth Amendment in 1865. There were various proposals to grant freed black slaves compensation, or at least assistance in establishing themselves as free citizens. Most prominent was General William T. Sherman's field order granting land to black families near the coasts of South Carolina, Georgia, and Florida, which became known as "forty acres and a mule." Sherman's order was rescinded, however, after President Lincoln was assassinated, and the Reconstruction Era left formerly enslaved blacks to fend for themselves. In many cases, former slaves simply remained on plantations as sharecroppers in conditions similar to slavery.

In the century following the end of slavery, black Americans faced formidable barriers to political, economic, and social equality. In the South, Jim Crow laws enforced a rigid racial segregation, consigning black citizens to inferior schools and other public services, imposing poll taxes and literacy tests aimed at preventing blacks from voting, and providing official support for a culture of segregation and discrimination. In the North and throughout the rest of the country, there were fewer formal, legal barriers, but rigidly enforced social norms still produced widespread, often blatant segregation and discrimination in employment, housing, schools, churches, and most other aspects of life. Government policies, while not always based formally on race, were frequently designed in ways which benefited whites at the expense of black and other non-white citizens. Race-based violence was also common, and thousands of blacks, and sympathetic whites, were lynched in the South and elsewhere, in waves which occurred periodically from the 1870s until the 1960s.

Meanwhile, this century was one of unparalleled social and economic progress for whites, including many whose families arrived as immigrants after the Civil War. The G.I. Bill, the Federal Housing Authority, and other government programs providing substantial aid to provide citizens with access to education, homeownership, jobs and business loans, raising many whites into the middle class. Meanwhile, these programs were often unavailable to blacks, and unofficial policies such as redlining further restricted access to banking, insurance, health care, jobs, and homeownership for black citizens. The net effect of these policies and practices was to widen the racial equality gap in the century leading up to the civil rights movement.

In the 1950s and 1960s, there was dramatic progress towards official acceptance of equality for those of all races. The Supreme Court struck down laws segregating schools (*Brown v. Board of Education*), marriages (*Loving v. Virginia*) and other public accommodations and institutions. Following a series of popular protests lead by Dr. Martin Luther King, Jr. and others, the federal government enacted civil rights legislation designed to end legalized discrimination and to ensure equal access, in practice, to schools, voting booths, housing and jobs. The Civil Rights Era, in changing laws and reshaping public attitudes, and new policies such as affirmative action, began to significantly change circumstances for black Americans.

The advances of the 1950s and 1960s, however, were not enough to reverse the failures of Reconstruction or the discrimination of the Jim Crow era. Black Americans made little progress during the century following slavery, while falling further behind white Americans, and progress since that time has been glacially slow by most social and economic indicators.

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E i n f ü h r u n g s 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 T e i l A

41335

Introduction to Literary Studies_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B VI

R. Aczel

This course offers an introduction to a range of key literary critical and theoretical approaches to the understanding of poetry, drama and narrative fiction. A selection of poems and short stories for analysis will be provided in a Kopiervorlage. We shall also read William Shakespeare's Twelfth Night (please buy the Oxford Classics edition).

41336 Introduction to Literary Studies_3 (Focus on American Studies)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 103 Philosophikum, S 69

Please note: The actual course time is 18-19:30!

O.Tarapata

This introductory course presents a two-fold venture. On the one hand, it offers an introduction to Literary Studies by discussing a range of basic literary terms, as well as critical and theoretical approaches to the understanding of narrative fiction, drama, and poetry. On the other hand, the course seeks to offer insights into American Studies. On the basis of a selection of US-American sources, we aim to address the on-going construction of that which is referred to as "America."

Students are required to purchase and read *A Cool Million* by Nathanael West, and *A Raisin in the Sun* by Lorraine Hansberry before the beginning of the semester (both can be purchased, for instance, at 'vub Universitätsbuchhandlung').

A selection of shorter texts, such as poems, short stories and essays will be provided at the beginning of the semester online.

41337 Introduction to Literary Studies_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mi. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B VI

T.Höss

This course offers an introduction to key concepts, methods, theories and fields of research in English and American literary studies. Special emphasis is given to the analysis of poetry, narrative prose and drama. It is the aim of this course to provide a sound basis for textual analysis and research in seminars and independent study.

Please buy Joseph Conrad, *Heart of Darkness*, ed. Owen Knowles (London: Penguin, 2012), ISBN-13: 978-0141441672, and Michael Meyer, *English and American Literatures*, 4th ed. (Tübingen: Francke, 2011), ISBN-13: 978-3825235505.

You also need a copy of Eugene O'Neill's *The Emperor Jones*, where you can choose between several Dover Thrift Editions and the more scholarly Vintage International Edition *The Emperor Jones/Anna Christie/The Hairy Ape* (New York: Vintage, 1995), ISBN-13: 978-0679763956.

Selected poetry and further course material will be made available via ILIAS.

41338 Introduction to Literary Studies_4

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 10 - 12, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

L.Schnitzler

This course offers an introduction to literary periods, theories and methods of analysis. Using Shakespeare's *Twelfth Night* to engage with dramatic texts, various short stories to engage with narrative texts and selection of poetry to engage with lyricism, special attention will be paid to the construction of genres.

Course requirements include active participation, group work and a final written test.

Einführungsseminare
Literaturwissenschaft Teil B

41340 Modern American Poetry: From Frost to Bishop

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 82

R.Aczel

This course explores the innovative poetic response to a rapidly changing social, political and cultural environment in the United States from the beginning of the First World War to the end of the war in Vietnam. We will look at the work of a wide range of poets, including Robert Frost, Ezra Pound, Gertrude Stein, Wallace Stevens, Langston Hughes, Marianne Moore, and Elizabeth Bishop. Course requirements include a Hausarbeit of 10-12 pp.

41341

Phenomenology of the Monstrous

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 8 - 9.30, 103 Philosophikum, S 69

L. Schnitzler

In "Monster Theory", Jeffrey Cohen postulates that monsters police the borders of the possible.

This course traces different representations of monsters from the 19th to the 21st century. Drawing on Mary Shelley's Frankenstein, Bram Stoker's Dracula, Max Brook's World War Z, Neil Gaiman's The Graveyard Book, as well as fairy tales, short stories and film examples, we will analyse the monsters as cultural signifiers of their particular time as well as explore the ongoing fascination with them as iconic images today.

41342

Formative Landscapes – the Shaping of Australian Culture

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 106 Seminargebäude, S12

V. Herche

"In so many ways, the majority of Australian features have been about landscape." Ross Gibson

When the British colonized Australia in 1788, little was known about the land and its Indigenous inhabitants by the colonists. The place of landscape in Australian literature and cinema has since become the representation of Australia as a malevolent place or presence that is both mysteriously beautiful and threatening. A place where European notions of so-called "civilisation" based on culture, law and order, logic, and people's mastery of the land they live in, fall apart in the face of an ancient land which is fundamentally alien to the non-Indigenous people who live there.

This course explores fictional and non-fictional Australian narratives from the 18th to 21st century, with a big focus on cinematic representations, introducing theories of post-colonialism, and debating aspects of identity, nation, gender relation, and how Indigenous Australians have often been represented within this vision of an allegedly "empty" land. As a basis for our discussion we read novels by Grenville, Lindsay and Scott, selected short stories, poems and letters, and use further examples from visual arts and film.

Requirements: active participation, written homework, oral presentation and final term paper.

Novels:

David Malouf. Remembering Babylon. 1994.

Kim Scott. That Deadman Dance. 2012.

All other reading materials will be made available in ILIAS.

41343

Introduction to Scottish Studies

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 14 - 15.30, 106 Seminargebäude, S12

J. Homberg-Schramm

This course is designed to give an introduction to the writing and culture of Scotland. We will follow a diachronic approach and look at the "highlights" of Scottish literary writing. Consequently, the course will survey all genres, and we will read poetry, drama, short fiction, film, as well as two novels. Starting off with poetry by Robert Burns, we will continue with a detailed analysis of Walter Scott's historical novel Waverley. We will then focus on the 20th century. The early 1920s and 30s witness the rise of nationalism in Scotland which we will trace in poetry and then continue with Irvine Welsh's Trainspotting which negotiates identity issues of the so-called 'chemical generation'. An important question which will follow us throughout the course is of the construction of Scottish national identity.

Please buy and read the following novels:

Sir Walter Scott. Waverley. Or 'Tis Sixty Years Since. (I recommend the Penguin edition)

Irvine Welsh. Trainspotting.

All other materials will be made available on ILIAS.

41346

Asian Femininity on Screen

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mo. 12 - 13.30, 106 Seminargebäude, S12

S. Huang

This course will engage with constructions of Asian femininity in American cinema in connection with feminist film theory and post-colonial theory. Course requirements include active participation, group work and a final term paper.

- 41347** **"... all Foolish Young Things:" Youth in 19th Century American Literature**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Di. 12 - 13.30, 106 Seminargebäude, S12 B. Sonnenberg-Schrank
- "... all Foolish Young Things": Youth in 19th century American literature
- In this seminar, we will investigate the cultural / literary representations of teenagers before they were called "teenagers," and school experiences before there was the institution of "high school" (which are both 20th century inventions). To find out how youth and the adolescent transition to adulthood were experienced and written about at a time before the arrival of youth culture as we know it, we will read and analyze different works from 19th century authors such as Mark Twain, Henry James, Walt Whitman, and Mary MacLane's legendary autobiography *I Await the Devil's Coming* published at the age of 19. We will also read theoretical essays by Roland Barthes, Michel Foucault, Judith Butler, Louis Althusser, and others which will help us analyze the texts we're dealing with.
- All students are expected to give a short presentation or write a session protocol and, if they want to obtain 5 CP/LPs, to write a 10-12 page term paper. There will be a weekly reading assignment; theoretical texts will be made available on Ilias during the course of the semester.
- Mary MacLane: *I Await the Devil's Coming* (Melville House Publishing)
 - Mark Twain: *The Adventures of Tom Sawyer* (Penguin)
 - Henry James: *What Maisie Knew* (Penguin)
- 41348** **Literature of Captivity**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIa S. Youssef
- This course employs a selection of US and world literature to trace prison literature as an integral feature of literary and rhetorical history; as a vehicle for civil disobedience; as exposition of socially concealed worlds; as a site of gender and sexual consciousness; as resistant political autobiography and demand for expressive autonomy. The central goal of this course is to make visible an invisible literature.
- We will do so by reading writings by Oscar Wilde, Nelson Mandela, Malcom X and others. We will also draw attention to the different forms prisons are performed in by looking at TV series such as *OZ*, *Prison Break*, *Orange is the New Black* and others. Additionally we will read plays, such as Tennessee Williams *Not about Nightingales* and Naomi Wallace *One Flea Spare* and *And I and Silence*, and analyze how artists have used the prison not only as a physical space but also as a metaphorical prison. We will also include numerous prison films and music into our discussions, making this a course in which you will not only be drawing on your skill in literary analysis, but also venture into the interdisciplinary domain of cultural studies.
- 41349** **Theater of Death and Disability**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Mi. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIa S. Youssef
- We will focus on representations of disability, illness and death in drama and performance art, studying how ability/disability/normalcy is "staged," "performed," and then "received" by an audience. In this course students will be asked to read and view drama and performance art (dance, drama, poetry) with the "different," "disabled," or "impaired" body at its center; Students will be introduced to the field of disability studies through reading numerous theoretical texts.
- The objective of this course is to explore through dramatic texts the representations of disability/illness and their counterparts, "normalcy" and "healthy" in our culture. During the course we will be reading numerous plays, including: William Shakespeare's *Richard III*, Ariel Dorfman's *Death and the Maiden*, Larry Kramer's *The Normal Heart*, and David Lindsay-Abaire's *Rabbit Hole*.
- 41351** **From Postmodernism to Post-Postmodernism? A Survey of Contemporary American Literature**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Do. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpenner Str.), B VI J. Dücker
- This seminar focuses on US-American literature in the 21st century. Our analysis will concentrate on the question whether contemporary American writing continues or radically breaks with the postmodern tradition that has dominated literary discourse since the 1950s. In order to address this question, we will first develop a working definition of 'postmodernism,' drawing on the works of

Paul Auster and Bret Easton Ellis as examples. The subsequent survey of American writing in the present century will consider fictional as well as non-fictional pieces of literary 'heavyweights' such as William Gibson, Jonathan Franzen, David Foster Wallace and Dave Eggers.

Shorter literary as well as theoretical texts will be made available on Ilias in the course of the semester. Please individually purchase and read:

Bret Easton Ellis, *Less Than Zero* (1985)

William Gibson, *Pattern Recognition* (2003)

Dave Eggers, *The Circle* (2013)

Please note that there will be no class on Thursday, June 25 and July 2, 2015. These sessions will be 'compensated' for in two 'extra-session' on Friday, May 22 and Friday, July 10, 2015 (4-5.30h p.m.).

41352

Lost Highways – Road Movies and their cultural contexts

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 8 - 9.30, 105 Hörsaalgebäude, Hörsaal F

V.Herche

This course offers an introduction to Film Theory from the 20th century, including concepts of Auteur, Genre, Psychoanalytic and Feminist Film Theory by looking closely at one of American cinema's most enduring genre in contemporary film culture: the road movie.

Road movies commonly entail the undertaking of a journey, as a type of bildungsroman, a story in which the hero changes, grows or improves over the course of the story. The protagonists seek out adventure, redemption or escape from the constricting norms of society.

Road movies having emerged from the USA, where notions of the open road and the mythology of freedom are a defining cultural element, this course will firstly focus on the emergence of the genre in its classic form articulated by films like e.g. *The Wizard of Oz*, *Easy Rider*, *Bonnie and Clyde* and *Thelma and Louise*.

The subsequent interest is in the production of road movies in other cultures and film industries, including Australia, Europe and Asia, as well as the deconstruction of common genre norms in films by David Lynch; and we will discuss in what ways these road movies exist as a critique of American culture or as a homage to the classics of the genre.

Requirements: active participation, written homework, oral presentation and final term paper. All reading materials will be made available in ILIAS

41353

Blackout? Epilepsy, Hysteria and Insanity in American Literature

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Sa. 6.6.2015 10 - 16, 103 Philosophikum, S 67

Sa. 13.6.2015 10 - 16, 103 Philosophikum, S 67

Sa. 20.6.2015 10 - 16, 103 Philosophikum, S 67

Sa. 27.6.2015 10 - 16, 103 Philosophikum, S 67

E.Vaja

In this course we will explore the multilayered concepts accompanying epilepsy, hysteria and insanity throughout the past three centuries by analyzing selected American short stories and novels. We will discuss the moments of experience, fear and danger radiating from cramping bodies/minds that are attached to these disorders in nineteenth century American Gothic literature. Novels of the mid twentieth century deal with these mental states as tools for the characters to avoid imminent daunting as well as immanent insufferable situations; however, the unconscious seeking for sanctuary, which is triggered by the overwhelmed mind, stresses the impact of society and traumatizing events on the individual. Finally, we will shift our focus to the twenty-first century where novels based on disability studies' issues, such as sociological renegotiations of normalcy, stigma and ableism are juxtaposed to their neurological counterpart, so-called illness narratives.

The readings will be supplemented by literary and theoretical texts that will be made available on ILIAS. Students are expected to have purchased and read the following novels for the first session on 6/6/2015:

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, Giroux, 2012.

Heller, Joseph. *Catch-22*. London: Vintage, 1994.

Hustvedt, Siri. *The Shaking Woman or A History of My Nerves*. London: Hodder & Stoughton Ltd, 2011.

Morrison, Toni. *The Bluest Eye*. London: Vintage, 1999.

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)

41345

The American Nightmare: Theorizing the Horror Film

2 SWS; Übung; Max. Teilnehmer: 80

Di. 8 - 9.30, 100 Hauptgebäude, Hörsaal XVIIa

B. Sonnenberg-
Schrank

The horror film has consistently been one of the most popular and, at the same time, most disreputable of Hollywood genres. Horror films are a reliable indicator of the fears of a culture at the time of their production and an important barometer for the national mood and cultural tendencies, because the things that we fear, and the ways that we express this fear, tell a great deal about us.

In this seminar, we will retrace the history of the (American) horror film, from its early days to the classic period. We will deal with different films, cycles, and subgenres from postwar fantasies about mutant insects and alien invasions, to the beginnings of post-classic / modern horror (with Alfred Hitchcock's *Psycho*, George A. Romero's *Night of the Living Dead*, or Tobe Hooper's *The Texas Chainsaw Massacre*), to the boom of so-called "slasher films" in the 1980s, to the rebirth of postmodern horror (with Wes Craven's *Scream*) in the 1990s to recent variations such as the so-called "torture porn" films (like *Saw*).

We will watch exemplary films and analyze them in the context of their respective era and time-specific shifts and changes in American society to find out WHAT these films reveal about the culture that produces and consumes them but also HOW these films operate. Therefore, we will also read theoretical texts and encounter theories, methodological approaches, and models that will help us to decipher and deal with (pop)cultural phenomena and apply them to the films we'll be watching.

There will also be two film screenings at the FILMHAUS cinema (Maybachstr. 111), dates and films to be announced.

All students are expected to give a short presentation, and to obtain 3 CP/LPs, pass the final exam (Klausur) at the end of the semester. There will be a weekly (!) viewing and/or reading assignment; theoretical texts will be made available on Ilias during the course of the semester.
Lehrauftrag LS Berressem

41350

American (serial) killing in fiction and on TV

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 103 Philosophikum, H 80

A. Schimmelpfennig

This seminar examines various presentations of murder and serial killing in American fiction and on television, from the late 18th century until today. Drawing from both fictional and true crime texts, as well as the popular TV series *Dexter* and *Hannibal*, we will discuss the chasms of human nature in a historical context.

Edgar Allan Poe - *Selected Tales*
Erik Larson - *The Devil in the White City*
Robert Graysmith - *Zodiac*
Robert Bloch - *Psycho*
Bret Easton Ellis - *American Psycho*

Further questions may be directed to Annette Schimmelpfennig via email:

annette.schimmelpfennig@gmail.com
Course taught by Annette Schimmelpfennig.
Edgar Allan Poe - *Selected Tales*
Erik Larson - *The Devil in the White City*
Robert Graysmith - *Zodiac*
Robert Bloch - *Psycho*
Bret Easton Ellis - *American Psycho*

41360

From Page to Stage: Theory and Practice of Theatre Production

- 2 SWS; Übung; Max. Teilnehmer: 30
 Mi. 12 - 13.30 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.
 Raum: Studiobühne
 Meet outside the E-Raum at 11:55 for the first session
- 41361** **Irish Short Stories_1**
 2 SWS; Übung; Max. Teilnehmer: 40 M. Fitzpatrick
 Mo. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F
 Irish Short Stories
 This course offers students a wide-ranging exposure to Irish short stories: from stories written in the period leading up to political independence through to the work of contemporary writers; from translations of Irish language texts in English to Joyce's urban stories; from Gaelic absurdism to stark realism.
 Students are required to attend class regularly, to purchase the four texts below and to read them in advance of the start of semester. The specific edition to purchase is given below here--
 Classic Irish Short Stories, ed. Frank O Connor (Oxford Paperbacks; New Ed edition, 21 Nov 1985)
 Dubliners, James Joyce (any edition is fine)
 John McGahern, The Collected Stories Faber &Faber, 2013
 Colm Tóibín Mothers and Sons (Picador, 7 Sep 2007)
- 41362** **Irish Short Stories_2**
 2 SWS; Übung; Max. Teilnehmer: 40 M. Fitzpatrick
 Mo. 12 - 13.30, 106 Seminargebäude, S22
 Irish Short Stories
 This course offers students a wide-ranging exposure to Irish short stories: from stories written in the period leading up to political independence through to the work of contemporary writers; from translations of Irish language texts in English to Joyce's urban stories; from Gaelic absurdism to stark realism.
 Students are required to attend class regularly, to purchase the four texts below and to read them in advance of the start of semester. The specific edition to purchase is give here--
 Classic Irish Short Stories, ed. Frank O Connor (Oxford Paperbacks; New Ed edition, 21 Nov 1985)
 Dubliners, James Joyce (any edition is fine)
 John McGahern, The Collected Stories Faber &Faber, 2013
 Colm Tóibín Mothers and Sons (Picador, 7 Sep 2007) ISN 0330453726; ISBN-13: 978-0330453721)
 Classic Irish Short Stories, ed. Frank O'Connor
 Dubliners, James Joyce
 The Collected Stories, John McGahern
 Mothers and Sons, Colm Tóibín
- 41363** **African American Literature, 1940-1970**
 2 SWS; Übung; Max. Teilnehmer: 40 T. Höss
 Do. 10 - 11.30, 106 Seminargebäude, S12

This seminar explores two classic novels and a landmark play, placing Richard Wright's *Native Son* (1940), Ralph Ellison's *Invisible Man* (1952) and Lorraine Hansberry's *A Raisin in the Sun* (1959) in the broader contexts of the Civil Rights Movement of the 1950s and the Black Power Movement of the 1960s. There will be a strong focus on theoretical debates among African Americans about race, politics and literature, but also close readings of the primary texts, so please start reading soon (we will study these works in their chronological order).

Ellison, Ralph. *Invisible Man*. London: Penguin, 2001. ISBN-13: 978-0141184425

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage, 2004. ISBN-13: 978-0679755333

Wright, Richard. *Native Son*. (The Restored Text.) New York: Harper Perennial Modern Classics, 2005. ISBN-13: 978-0060929800

41364

The Lost Generation

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 8 - 9.30, 103 Philosophikum, S 78

T. Höss

In this seminar, we will study a generation of American writers after World War I, "grown up", in F. Scott Fitzgerald's words, "to find all Gods dead, all wars fought, all faiths in man shaken." In a time of rapid modernization, how do these writers of the 1920s deal with social change in the fields of politics, economics and culture? We will focus on two novels by F. Scott Fitzgerald, *The Great Gatsby* and *Tender Is the Night*, and two novels by Ernest Hemingway, *The Sun Also Rises* and *A Farewell to Arms*. In class, I will refer to the Penguin Classics editions of Fitzgerald and the Scribner editions of Hemingway. You may prefer the cheaper Arrow editions of Hemingway, but please do not buy the Penguin Popular Classics edition of *Tender Is the Night*, which is a reprint of an apocryphal version, ed. Malcolm Cowley. (Your version begins "On the pleasant shore of the French Riviera ...")

Recommended editions:

Fitzgerald, F. Scott. *The Great Gatsby*. 1925. London: Penguin, 2012. ISBN-13: 978-0141182636

Fitzgerald, F. Scott. *Tender Is the Night*. 1934. London: Penguin, 2012. ISBN-13: 978-0141183596

Hemingway, Ernest. *The Sun Also Rises*. 1926. New York: Scribner, 2006. ISBN-13: 978-0743297332

Hemingway, Ernest. *A Farewell to Arms*. 1929. New York: Scribner, 1995. ISBN-13: 978-0684801469

41365

Textual Analysis in Practice: Shakespeare_1

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 332 Alte Mensa, S 204

A. Gutenberg

This course is designed to give students the opportunity for practical textual (and medial) analysis. Our focus in this course will be on Shakespeare's plays and their rendering on the screen. We will discuss two tragedies, a comedy and a 'problem play' as well as some film versions. Texts: William Shakespeare: *Hamlet*, *Othello*, *Much Ado about Nothing*, *The Tempest* (Recommended edition of the plays: *The Oxford Shakespeare* (Oxford World's Classics)). Course evaluation will be based on a short presentation in class and a written test in the last week of term.

41366

Textual Analysis in Practice: Shakespeare_2

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B VI

A. Gutenberg

This course is designed to give students the opportunity for practical textual (and medial) analysis. Our focus in this course will be on Shakespeare's plays and their rendering on the screen. We will discuss two tragedies, a comedy and a 'problem play' as well as some film versions. Texts: William Shakespeare: *Hamlet*, *Othello*, *Much Ado about Nothing*, *The Tempest* (Recommended edition of the plays: *The Oxford Shakespeare* (Oxford World's Classics)). Course evaluation will be based on a short presentation in class and a written test in the last week of term.

41367

British Drama

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 106 Seminargebäude, S12

S. Newman

This course will be mainly focused on the theme of education as depicted in modern British theatre, focusing on plays by three of Britain's most popular playwrights of the 20th century: Alan Bennett, Terence Rattigan, and Willy Russell. We will be examining the common themes which occur in the plays, as well as their social and cultural settings. Film adaptations of the plays will also be shown as part of the course.

Students can obtain either 2, 3, or 4 CPS in this course. Further details will be announced on the first day of the course.

Students MUST attend the first class in order to secure their place, and regular attendance is required. Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside my office (Room 2.212). This list will be available from 1 April 2015.

COURSE TEXTS:

(Please note that these are the recommended editions, but it is OK if you have a different edition. Please make sure, however, that it is the same play!!)

Terence Rattigan, *The Browning Version*, Nick Hern Books, Oct 2002

Alan Bennett, *The History Boys*, Faber and Faber, 1st edition, Jun 2004

Willy Russell, *Educating Rita*, Methuen Drama, 10 May 2009

41368

Intercultural Communication: Theories, Experience and Dialogue

2 SWS; Übung; Max. Teilnehmer: 30

Fr. 14 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B V

E. Start

In this course we will examine and debate theories underlying the study of intercultural communication, including concepts such as identity and 'othering', cultural values, power and ethics, nonverbal communication and the widespread use of English in our multilingual world.

Case studies, creative work and dialogue will allow us to explore differing cultural perspectives and you will be encouraged to reflect on your own cultural identities and indeed your approaches to intercultural communication itself. In groups you will carry out a small ethnographic project and reflect on the results, and together we will examine ways in which intercultural competence might be developed and assessed, and how your own attitudes and competencies develop over the course of the semester.

Please note, as practising intercultural communication and developing competencies are learning aims for this course, regular attendance is essential.

Exchange students are very welcome and should send an email as early as possible to secure a place if unable to register through KLIPS.

41369

Textual Analysis in Practice: Drama

2 SWS; Übung; Max. Teilnehmer: 24

Mo. 10 - 11.30, 103 Philosophikum, S 90

G. Westphal

Bitte nur Seminarräume - keine Vorlesungsräume.

Vielen Dank.

This course is designed to give students the opportunity for practical textual analysis through close readings of several plays by various authors. We will also investigate the means of turning a dramatic text into an actual play production on stage. Course texts: Marsha Norman, *'night Mother*; David Henry Hwang, *M. Butterfly*; Timberlake Wertenbaker, *Our Country's Good*, Simon Stephens, *Pornography*. Additional material will be provided in class.

Scheine: Aktive Teilnahme; Referat ; Leistungsnachweis. Regardless of the type of Schein students will be expected to take active part in the in-class-discussions, attend classes regularly, and - in groups of 3 or 4 - to do a performance of a scene of their choice.

!!Attention/Wichtig!!!

There will be two session on a Saturday morning (on May 9 [double session, 3 hours including a break], and June, 26). As compensation, the Monday sessions on June 29, July 6 and 13 will NOT take place. Please take this into consideration when planning your semester.

Es werden zwei Sitzungen außer der Reihe an einem Samstag morgen stattfinden (9. Mai [Doppelsitzung, also 3 Stunden mit Pause] und 26. Juni). Dafür fallen die drei letzten Montage (29. Juni, 6. und 13. Juli) aus. Bitte berücksichtigen Sie dies bei Ihrer Semesterplanung.

!!Attention/Wichtig!!!

There will be two session on a Saturday morning (on May 9 [double session, 3 hours including a break], and June, 26). As compensation, the Monday sessions on June 29, July 6 and 13 will NOT take place. Please take this into consideration when planning your semester.

Es werden zwei Sitzungen außer der Reihe an einem Samstag morgen stattfinden (9. Mai [Doppelsitzung, also 3 Stunden mit Pause] und 26. Juni). Dafür fallen die letzten drei Montage (29. Juni, 6. und 13. Juli) aus. Bitte berücksichtigen Sie dies bei Ihrer Semesterplanung.
Marsha Norman, 'night Mother

David Henry Hwang, M. Butterfly

Timberlake Wertenbaker, Our Country's Good

Simon Stephens, Pornography

41370

Film Noir

2 SWS; Übung; Max. Teilnehmer: 40

Di. 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B VI

A. Cramer

"Yes, I killed him. I killed him for money - and for a woman. And I didn't get the money and I didn't get the woman. Pretty, isn't it?"

In this introductory film class we will examine a variety of movies ascribed to the group of Film Noir. Stylistically often characterized by low-key lighting, odd camera angles or voice-over narration, the movies introduce the viewer to a dark world of greed and lust, from which there is rarely any escape.

Apart from analyzing the movies of the 'classic' noir cycle of the 1940s and 50s, such as Double Indemnity, Gilda or Out of the Past, we will also pay attention to the development of the genre and consider some neo-films noirs as for example Taxi Driver, The Last Seduction or Bound and discuss them in the light of their various stylistic features, but also with regard to their (historical and social) contexts and origins.

Please purchase James M. Cain's Double Indemnity. The other texts will be provided on ILIAS.

Students will have the opportunity to attend screenings of the selected movies, which will take place on Tuesdays, 17:45-19:15 in S 85. The screenings are hosted by Fachschaft Anglistik.

41372

The (in-)human in English short fiction

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B V

P. Heidemeier

The engagement in the definition and negotiation of a human nature is as old as humanity itself. In the endeavour of gaining knowledge, theories, definitions and distinctions have been constructed, not without communicating the very subjective idea of man being the crown of evolution. Having suffered from a bad reputation, humanism has thus experienced a rather critical shaping in recent times. By means of an introductory dealing with theories of humanism and identity-formation throughout the past century, this course offers an introduction to basic methods of dealing with primary and secondary literature, theory and criticism. Through a close reading of selected short stories, students will practice the analysis of fiction by working out the function behind the form, and will thus prepare basic methods required in advanced seminars.

Primary and Secondary literature will be made available via ILIAS

Active participation in class and a thorough preparation of texts is required, further details are announced on the first day of the course

IF YOU STILL WANT TO TAKE PART IN THE COURSE although you are not registered via KLIPS and have missed the first session, you are welcome to attend the second lesson on April 20
Course taught by Pia Heidemeier

41443

EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mo. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

N. N.

M. Klages-Kubitzki

41444

EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

- 2 SWS; Tutorium; Max. Teilnehmer: 20
Fr. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III N.N.
M.Klages-Kubitzki
- 41445 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal Xla N.N.
M.Klages-Kubitzki
- 41446 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Fr. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV M.Klages-Kubitzki
N.N.
- 41447 EWA / Tutorium - Speaking and Writing in English_5 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Do. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II M.Klages-Kubitzki
N.N.
- 41450 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor I M.Klages-Kubitzki
N.N.

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

- 14569.3601 Contemporary Performance Spaces: From Memorialization to Immersive Theatre**
2 SWS; Hauptseminar; Max. Teilnehmer: 50
Do. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal D B.Neumeier
In the past two decades new theater practices have emerged in connection to performance groups like Forced Entertainment or the Wooster Group, inviting audiences to be "surrounded by the performance" and "dragged into the circle of the action" (Rancière, The Emancipated Spectator). This course examines an array of site-specific and immersive performances and texts with a focus on changing notions of spectatorship. Students will attend a number of live events and performances, including a Team Escape event.
Requirements: Participation, group work, attendance of live-performances, readings and presentation.
(alte KLIPS Nr: 41379)
- 14569.3602 Welcome to the 'Burbs: Neighbors, Norms & Zombies**
2 SWS; Hauptseminar; Max. Teilnehmer: 50
Fr. 17.4.2015 16 - 19, 100 Hauptgebäude, Hörsaal XXI
Fr. 15.5.2015 16 - 19, 105 Hörsaalgebäude, Hörsaal E
Sa. 16.5.2015 10 - 17, 100 Hauptgebäude, Hörsaal XXI
Fr. 26.6.2015 16 - 19, 105 Hörsaalgebäude, Hörsaal E
Sa. 27.6.2015 10 - 17, 100 Hauptgebäude, Hörsaal V H.Berressem
bitte einen Raum für ca 120 Personen
Welcome to the 'Burbs: Neighbors, Norms & Zombies
The seminar will explore the American suburb, paying special attention to the play of normativity and transgression. After contextualizing the suburbs historically, culturally and technologically, we will attend to a variety of works of art from the fields of novels, short stories, film, television, music and photography. These works of art will allow us to pursue a set of questions such as: What social and historical forces led to the current shape of the "suburban nation?" What do these texts tell readers and viewers about the suburban topography and the tensions between normativity and transgression, nation and neighborhood, collective and individual? How might we identify and

characterize a "suburban aesthetic?" The texts we will examine include a number of theoretical texts as well as fiction such as Raymond Carver's *What We Talk About When We Talk About Love*, Brett Easton Ellis' *Lunar Park*, Thomas Pynchon's "The Secret Integration," and Richard Yates' *Revolutionary Road*. Films will include *Invasion of the Body Snatchers*, *American Beauty*, and *A Serious Man*.

Times:

- Friday April 17th, 16:00-19:00;
- Friday, May 15th, 16:00-19:00 and Saturday, May 16th, 10:00-17:00;
- Friday, June 26th, 16:00-19:00 and Saturday, June 27th, 10:00-17:00.

Course taught by Prof. Berressem and Prof. Wassermann
(alte KLIPS Nr: 41377)

14569.3603 Kathy Acker: Experimentation and Subversion in American Literature, Culture and History 1972-1996

2 SWS; Hauptseminar; Max. Teilnehmer: 60

Mi. 12 - 13.30, 106 Seminargebäude, S11

H. Berressem
N. Finzsch

bitte einen Raum für ca 120 Personen

Kathy Acker: Experimentation and Subversion in American Literature and Culture 1972-1996.

The seminars of 'Anglo-American History' and 'American Literature and Culture' have recently acquired Kathy Acker's library. In preparation for work with this library, which will be installed at the English Department after its renovation, the course offers an introduction to the life, the work and the times of Kathy Acker, who is, in many contexts, one of the most important and fascinating American writers during what has been called 'postmodernism.' Drawing on a number of her novels, such as *Blood and Guts in High-School*, *The Empire of the Senseless* and *A Requiem to Identity*, as well as a number of directly related novels, such as William Gibson's *Neuromancer* and Marge Piercy's *He, She and It*, we will look at Kathy Acker's poetics of subversion in the context of the era of 'experimental fiction' and the larger context of cultural and political subversions defining the period between 1972, which is the year in which she published her first novel, and the year 1996, which marks the publication of her last novel (she died in 1997).

Possible Topics for History Papers|Kathy Acker Seminar (SS 2015)

- 1) CBGB
- 2) Cultural Politics from Nixon to Reagan
- 3) Pro-Sex Feminism in the 1980s
- 4) Andy Warhol, the Factory and Velvet Underground
- 5) The SCUM Manifesto
- 6) The NY Punk Scene
- 7) The Balck Mountain University
- 8) Fluxus between John Cage and Marcel Duchamp
- 9) Sylvère Lotringer, Kathy Acker and French Philosophy
- 10) Antonin Artaud
- 11) Kathy Acker and the Anti-Oedipus

HS: Berressem | Finzsch

Mi: 12-13:30
(alte KLIPS Nr: 41378)

14569.3604 Black British Literature and Culture

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal X1a

H. Antor

In this seminar, we will discuss forms and functions of the construction and negotiation of race and black identity in British literature from the early modern period to the present. Students must have read the following works by the beginning of the semester: William Shakespeare, *Othello*; The Moor of Venice (1602/4); William Blake, "The Little Black Boy" (1789); Elizabeth Barrett-Browning, "The Runaway Slave at Pilgrim's Point" (1847); Monica Ali, *Brick Lane* (2003); Andrea Levy, *Small Island* (2004). Further texts will be made available in the seminar.

Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.
(alte KLIPS Nr: 41375)

14569.3605

Serial Killers and Aliens

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F

B. Neumeier

This seminar examines a number of current television shows about individual mad killers, based on historical cases and/or literary and cinematic pretexts (*Ripper Street*, *Bates Motel*, *Hannibal*), and about alien invasion (*War of The Worlds*, *Falling Skies*, *V*, *Gotham*). We will address questions of genre transformation as well as questions of serialisation.

Requirements: Participation, group work, readings and presentation
(alte KLIPS Nr: 41380)

14569.3606

Contemporary Canadian Historical Fiction in English

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F

H. Antor

In this seminar, we will analyse in what ways postmodern Canadian novels negotiate the past and have a look at both the formal and the functional aspects of such engagements with history. Students should have read the following texts by the beginning of term: Joy Kogawa, *Obasan* (1981), Michael Ondaatje, *The English Patient* (1992), Thomas King, *Green Grass, Running Water* (1993), Margaret Atwood, *Alias Grace* (1996), Guy Vanderhaeghe, *The Last Crossing* (2002). I recommend Eva-Marie Kröller (ed.), *The Cambridge Companion to Canadian Literature*. Cambridge: CUP, 2004 as well as Linda Hutcheon, *The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction*. Toronto: OUP, 1992. Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.
(alte KLIPS Nr: 41376)

14569.3607

Levels of Narrative Mediation in Children's and Coming-of-Age Novels

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mo. 8 - 9.30, 100 Hauptgebäude, Hörsaal XIa

U. Woiwod

We will look at two different kinds of mediation in children's literature: within the actual narrative text and in interaction with the reader. How does the text itself influence reception and how do readers create their own attributions of meaning, for example regarding double address in all-age literature? Reception theory offers various methods of analyzing the relations between the different levels of mediation. We will examine what structures are there in the children's narrative that may help to fascinate even "unwilling" young readers – a challenge modern reading research tries to respond to. Students are welcome to share their own reading experience, and develop their own ideas of communicating the qualities of reading to children and young adults.

Students should have read by beginning of term:
Carroll, Lewis. [1865] 2012. *Alice's Adventures in Wonderland*. Stuttgart: Reclam.
ISBN 978-3-15-009160-9
Goldman, William. [1973] 1999. *The Princess Bride*. Bloomsbury pbks. London: Bloomsbury.
ISBN 0-7475-4518-9
Rowling, J.K. [1997] 2000. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury.
ISBN 0-7475-4955-9
Alexie, Sherman. [2007] 2008. *The Absolutely True Diary of a Part-Time Indian*. London: Andersen Press. ISBN 978-1-84270-844-6

Requirements: active participation, further reading, oral presentation, written homework.
Course taught by Uta Woiwod

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)

14569.3602

Welcome to the 'Burbs: Neighbors, Norms & Zombies

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Fr. 17.4.2015 16 - 19, 100 Hauptgebäude, Hörsaal XXI
 Fr. 15.5.2015 16 - 19, 105 Hörsaalgebäude, Hörsaal E
 Sa. 16.5.2015 10 - 17, 100 Hauptgebäude, Hörsaal XXI
 Fr. 26.6.2015 16 - 19, 105 Hörsaalgebäude, Hörsaal E
 Sa. 27.6.2015 10 - 17, 100 Hauptgebäude, Hörsaal V

H. Berressem

bitte einen Raum für ca 120 Personen
 Welcome to the 'Burbs: Neighbors, Norms & Zombies

The seminar will explore the American suburb, paying special attention to the play of normativity and transgression. After contextualizing the suburbs historically, culturally and technologically, we will attend to a variety of works of art from the fields of novels, short stories, film, television, music and photography. These works of art will allow us to pursue a set of questions such as: What social and historical forces led to the current shape of the "suburban nation?" What do these texts tell readers and viewers about the suburban topography and the tensions between normativity and transgression, nation and neighborhood, collective and individual? How might we identify and characterize a "suburban aesthetic?" The texts we will examine include a number of theoretical texts as well as fiction such as Raymond Carver's *What We Talk About When We Talk About Love*, Brett Easton Ellis' *Lunar Park*, Thomas Pynchon's "The Secret Integration," and Richard Yates' *Revolutionary Road*. Films will include *Invasion of the Body Snatchers*, *American Beauty*, and *A Serious Man*.

Times:

- Friday April 17th, 16:00-19:00;
- Friday, May 15th, 16:00-19:00 and Saturday, May 16th, 10:00-17:00;
- Friday, June 26th, 16:00-19:00 and Saturday, June 27th, 10:00-17:00.

Course taught by Prof. Berressem and Prof. Wassermann
 (alte KLIPS Nr: 41377)

41344

Post 9/11 Fiction

2 SWS; Übung; Max. Teilnehmer: 30

Mo. 10 - 11.30, 332 Alte Mensa, S 203

J. Hoydis

The concept of the "9/11 novel" has emerged as one of the most prominent genres in Anglophone literature and criticism of the 21st century. The label is used to refer to fictions, which engage in more or less explicit ways with the events and aftermath of 9/11 and the subsequently proclaimed "war on terror", with the fears and typecasting of otherness, cultural difference, religious fundamentalism, and questions of identity and supremacy. In this context, we will discuss four novels from 'around the globe,' Ian McEwan's *Saturday* (UK, 2005), Richard Flanagan's *The Unknown Terrorist* (Australia, 2006), Mohsin Hamid's *The Reluctant Fundamentalist* (USA/Pakistan, 2007), and Kiran Desai's *The Inheritance of Loss* (USA/India, 2006). This class offers also an introduction to main concepts of postcolonial literary criticism, to literary identity politics, and conceptions of cosmopolitanism and globalization. Students are asked to acquire copies of the novels. All other materials will be made available in ILIAS.

41385

Making it New. The Rhetoric of Modernism in Poetry, Painting and Music

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S15

R. Aczel

All epochs are modern to themselves; so what is distinctively modernist about the eruption of cultural innovations at the turn of the 19th and 20th centuries that goes by the name of "modernism"? This course investigates ideas of literary modernism in the broader context of interactions between writing, music and painting in the period 1890-1930. We will consider a number of currents (such as decadence, impressionism, and neo-classicism) which informed all the arts in the period and will look at the influence such currents had on specific literary texts. Master copies of these texts will be available in a file in the English Seminar Library.

41386

A United Kingdom of Poetic Voices?: Armitage, Clarke, Lochhead and Morrissey.

2 SWS; Übung; Max. Teilnehmer: 25

Mi. 16 - 17.30, 105 Hörsaalgebäude, Hörsaal G

S. Allan

the mad particles dance / stanza by stanza / the poem is becoming more miraculous / more clear?' (Lochhead, 'The People's Poet: for Edwin Morgan'). Poetry can speak in many voices, in

many ways, about many things. This course will explore how several contemporary poets from all four countries in the UK use these different (or not so different) voices to make 'the mad particles dance / stanza by stanza', often in a way which evokes a very strong and distinctive sense of time, place and (sometimes) nation. No matter how this particularity manifests itself in these collections, it is clear that many of these poems succeed in moving out of the synchronic far into a more timeless, diachronic dimension. Do they use voices which are distinctly and/or exclusively English, Scottish, Welsh, Northern Irish, or UK? Are these poets/poems only relevant and interesting in a contemporary UK context?

Students MUST attend the first class in order to secure their place. Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside my office (Room 2.213). This list will be available from 1 April 2015.

Simon Armitage, *Paper Aeroplane: Selected Poems 1989-2014*. London: Faber & Faber, 2014.

Gillian Clarke, *A Recipe for Water*. Manchester: Carcanet, 2009.

Liz Lochhead, *The Colour of Black and White: Poems 1984-2003*. Edinburgh: Polygon, 2003.

Sinéad Morrissey, *Through the Square Window*. Manchester: Carcanet, 2009.

Electronic editions of these anthologies would also be fine. If you are going to buy the paper editions, please order them BEFORE the beginning of the semester, so that you have all the books in time. Some of the books may be available more easily and more cheaply from a UK supplier, so do check online.

41388 **American Social Fiction: Hawthorne, James, Fitzgerald**

2 SWS; Übung; Max. Teilnehmer: 38

Mi. 16 - 17.30, 103 Philosophikum, S 65

T. Höss

This seminar investigates the relationship between social reality and novelistic discourse, offering sociological readings of three monuments of American fiction: Nathaniel Hawthorne's *The Scarlet Letter* (1850), Henry James's *The Portrait of a Lady* (1881) and F. Scott Fitzgerald's *The Great Gatsby* (1925). We will explore how historical developments are fictionalized in these novels, how different and sometimes competing types of society are represented, and how conflicts between social groups, classes and cultures are "negotiated" (Stephen Greenblatt) in the text. We will study these works in their chronological order; please start reading soon. In class, I will refer to the Oxford World's Classics editions of Hawthorne and James, and the Penguin (Modern) Classics edition of Fitzgerald.

Fitzgerald, F. Scott. *The Great Gatsby*. London: Penguin, 2012. ISBN-13: 978-0141182636

Hawthorne, Nathaniel. *The Scarlet Letter*. Oxford: Oxford UP, 2008. ISBN-13: 978-0199537808

James, Henry. *The Portrait of a Lady*. Oxford: Oxford UP, 2009. ISBN-13: 978-0199217946

41389 **Ethnic Voices in 20th/21st-century Britain**

2 SWS; Übung; Max. Teilnehmer: 36

Di. 10 - 11.30, 103 Philosophikum, S 76

A. Gutenberg

In this course we will discuss various examples of literary writing which concentrate on the challenges of multiculturalism in Britain and the ensuing problems of racism, identity formation, memory, gender concepts and class issues. All of the texts are set in Britain and revolve around characters from an Indian, Pakistani or Caribbean background. Ethnicity within British culture will be explored in the form of novels, short stories novels and films. TEXTS you need to buy: Sam Selvon: *Lonely Londoners* (Penguin); Hanif Kureishi: *The Buddha of Suburbia* (Faber Meera Syal: Anita and Me (Harper); Jackie Kay: *Trumpet* (Picador); Andrea Levy, *Small Island* (Review). Additional texts and films to be announced.

41391 **Race, Colonialism, and the Rise of the Novel**

2 SWS; Übung; Max. Teilnehmer: 36

Do. 10 - 11.30, 103 Philosophikum, S 76

J. Hoydis

The beginnings of English prose fiction in the 17th century and the subsequent "rise" of the novel in the 18th century are inseparably tied to the expansion of the British Empire. The growing fascination with enterprises and adventures taking place far away from the British Isles and the contact with other peoples, cultures, and ethnicities shape many texts of the period. In this class we will discuss four novels, Aphra Behn's *Oroonoko* (1688), Daniel Defoe's *Robinson Crusoe* (1719), Jonathan Swift's brilliant satire *Gulliver's Travels* (1726) and Olaudah Equiano's *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African* (1789), as well as theoretical texts on the nexus of race and imperialism. We will look at the ways the fictions negotiate fantasies

and fears, conceptions of identity and otherness, and the intersections of science, capitalism and slavery. Students are asked to acquire copies of the novels. All other materials will be made available in ILIAS.

41392**Literature of Conflict**

2 SWS; Übung; Max. Teilnehmer: 24

Mi. 12 - 13.30, 103 Philosophikum, S 83

S. Newman

War and conflict have been associated with great literature for thousands of years - not simply recounting tales of the battlefields, but often revealing the best and the worst of human nature, among civilians as well as soldiers. War is often cited as an example of 'man's inhumanity to man', but in fact the literature of conflict often sheds light on the humanity that is to be found in its midst. This course will focus on a variety of 20th century texts including novels, reportage and poetry, as well as film. These texts will relate to conflicts within and beyond the borders of Europe, and examine what the human stories reveal about our history and our time.

Students MUST attend the first class in order to secure their place, and regular attendance is required. Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside my office (Room 2.212). This list will be available from 1 April 2015.

COURSE TEXTS:

Jennifer Johnson: *How Many Miles to Babylon?* Publisher: Penguin; Re-issue edition (2010)Chimamanda Ngozi Adichie, *Half of a Yellow Sun*, Harper Perennial; 1st Harper Perennial Edition edition (15 Jan 2007)Pat Barker, *Double Vision*, Penguin; New Ed edition (2 Sep 2004)Stuart Neville, *The Twelve*, Vintage (24 Jun 2010)**41393****Exkursion: The London Stage**

2 SWS; Übung; Max. Teilnehmer: 20

18.5.2015 - 23.5.2015, Block+SaSo

B. Neumeier

During a one-week stay in London (Mai 18-23, 2015) participants will have the opportunity to see and discuss new theatre productions (at the Globe, the National Theatre, the Royal Court, Fringe), attend a workshop at the Royal Academy of Dramatic Arts and to talk to theatre professionals and playwrights.

Students who want to apply for the trip to London are required to submit a 1000 word motivational letter, describing why they wish to participate in the excursion by January 12, 2015 (to be emailed to Sarah Youssefsarah.youssef@uni-koeln.de).

If accepted, participants will be required to pay a down payment of 200,- € by January 20, 2014. The second installment of no more than 200,- € will be due by February 10, 2015. Participation in the excursion is limited to 20. The excursion is also funded through QVM.
Blockseminar

41394**Satires of the Enlightenment**

2 SWS; Übung; Max. Teilnehmer: 24

Fr. 16 - 17.30, 103 Philosophikum, S 85

N. Engelhardt

Satires in the Enlightenment

In this course we will explore texts from what has often been called the great age of satire in English. We will examine the motives and stakes of satirical writing in their historical context, as they respond to developments in the Enlightenment and relate to political, moral, and epistemological positions in the eighteenth century. Focusing on some representative texts, we will examine formal characteristics, thematic concerns, and the different purposes that satires might serve and read them in the light of different historical and contemporary definitions of satire that attempt to negotiate its potential and dangers and to explain its power.

The primary literary texts we will focus on include John Gay: *The Beggar's Opera*; Alexander Pope: *The Rape of the Lock*; Jonathan Swift: *Travels into Several Remote Nations of the World. In Four Parts. By Lemuel Gulliver, First a Surgeon, and then a Captain of Several Ships* (better known as *Gulliver's Travels*).

We will also read shorter texts by these and other 18th century writers and discuss material on satire and the Enlightenment from the 18th century and beyond. These additional materials can be found in the Norton Anthology of English Literature and/or will be made available through ILIAS.
Course taught by Dr. Nina Engelhardt.

41395**Lest we forget: The ANZAC Centenary**

2 SWS; Übung; Max. Teilnehmer: 24

Di. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

The course is taught by Dr. Katrin Althans.

On 25 April, 1915, the Australian and New Zealand Army Corps landed at Gallipoli, a peninsula in what today is Western Turkey. They were part of an allied campaign directed against the Ottoman Empire, an ally of Germany during WWI, and their goal was to capture Constantinople. Speaking in military terms, the whole campaign was a failure with heavy losses on both sides, speaking in terms of national identity, the 25 April, 1915 was when the ANZAC legend was born.

2015 marks the centenary of the landing at Gallipoli, a year which in Europe does not have the same resonance as the preceding year but which had a lasting effect on Australia and the Australians. In this course, we will trace the cultural bearings of WWI, in which only two shots changed the world forever. We will take a look at how an incident about 15.000 km away became the trigger for both a national trauma and a national myth in Australia. For this, we will approach the ANZAC centenary from a cultural studies point of view and deal with both contemporary and current texts, movies, and other cultural expressions.

Literature:

Womersley, Chris. Bereft. Melbourne: Scribe, 2010.

Requirements:

Active participation, minutes

N.N.
B. Neumeier**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****14569.3701****Readings in Literature**

2 SWS; Oberseminar; Max. Teilnehmer: 16

Di. 14 - 15.30, 103 Philosophikum, S 87

In this Seminar, graduate and post-graduate students present their work in progress for discussion (Staatsexamensarbeit, Masterarbeit, Dissertation). In case there are no presentations, we will discuss recent developments in literary/cultural studies related to the individual projects. Requirements are active participation and a short presentation in class. The course is open to students as "Examenskolloquium" and as "Oberseminar" in the Master of Education program. Students in the M.Ed. wishing to attend this course in this program will have to apply through KLIPS 2.0.
(alte KLIPS Nr: 41402)

B. Neumeier

41400**Kolloquium Exams Preparation**

2 SWS; Kolloquium; Max. Teilnehmer: 35

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIb

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/BA/MA thesis. 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.

The first and last session will be a general Examensberatung open to everyone (including students who do not attend the Kolloquium).

H. Antor

41401**Forschungskolloquium Amerikanistik**

2 SWS; Kolloquium; Max. Teilnehmer: 18

Mi. 17.45 - 19.15, 103 Philosophikum, S 85

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.

41403

Forschungskolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 20

We will read and discuss literature of the Pacific Islands at the cross-roads of postcolonial studies and gender studies as part of an emerging world literature. Registration during my office hours.

41404

Kolloquium Amerikanistik

2 SWS; Kolloquium; Max. Teilnehmer: 40

Mo. 14 - 15.30, 332 Alte Mensa, S 204

H. Berressem

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

41578

Aktuelle Tendenzen in der Fremdsprachendidaktik: Fremdsprachenunterricht lernwirksam gestalten

2 SWS; Seminar; Max. Teilnehmer: 40

Mi. 8 - 9.30, 105 Hörsaalgebäude, Hörsaal E

A. Willems

Nicht nur der Europarat fordert es, sondern es wird auch immer wieder in allen großen Medien auf's Neue diskutiert: die Fähigkeit zum lebenslangen (Fremdsprachen-)Lernen. Anders formuliert: „Lehrpersonen sollen zu Lernenden werden, die ständig und nachhaltig an der Verbesserung ihres Unterrichts arbeiten, und Schülerinnen und Schüler werden Schritt für Schritt zu ihren eigenen Lehrern“ (De Florio-Hansen 2014, 9). Doch wie kann dies gelingen? Wie kann Fremdsprachenunterricht ‚besser‘ werden, wenn er auf evidenzbasiertes Lehren und Lernen zurückgreift? Oder ist ein solcher Rückgriff überhaupt möglich?

Mit diesen und weiteren Fragen will sich die Veranstaltung auseinandersetzen, indem zunächst grundlegende Definitionen des evidenzbasierten Lehrens und Lernens betrachtet, nachfolgend maßgebliche Studien kritisch beleuchtet und abschließend Beispiele für den Fremdsprachenunterricht diskutiert werden sollen. Der Verknüpfung von Theorie und Praxis sollte dabei stets genügend Raum gegeben werden.

Die Veranstaltung richtet sich in erster Linie an MA-Studierende bzw. Studierende nach LPO 2003 im Hauptstudium, die bereits über die Grundkenntnisse im Bereich der Fremdsprachendidaktik/ Fachdidaktik der studierten Zielfremdsprache verfügen und ihre Kompetenzen in einem Schwerpunktthema ausweiten möchten.

Da es sich um eine sprachübergreifende Veranstaltung handelt, wird der theoretische Rahmen auf der Metaebene behandelt werden, die fremdsprachlichen Beispiele aber immer aus verschiedenen Zieldiomen gewählt werden, ohne das grundlegende Verständnis zu gefährden. Die sprachliche Vielfalt der teilnehmenden Studierenden soll zu einer Bereicherung der Veranstaltung beitragen.

Aufgrund eines Beschlusses der Fächergruppenvertreter haben Studierende der Niederlandistik und Slavistik ein Vorzugsrecht bei der Platzvergabe im Falle einer Überbelegung der Veranstaltung.

41579

Grundlagen der Didaktik der modernen Fremdsprachen

2 SWS; Vorlesung; Max. Teilnehmer: 185

Di. 8 - 9.30, 100 Hauptgebäude, Hörsaal II

A. Willems

Die Veranstaltung richtet sich in erste Linie an BA-Studierende und LPO 2003-Studierende ohne oder mit nur geringen Vorkenntnissen im Bereich der Fremdsprachendidaktik. Gemeinsam – d.h. durchaus handlungsorientiert und interaktiv – soll u.a. den Fragen nachgegangen werden, wie (Fremd-)sprachen gelernt bzw. erworben werden; welche bildungspolitischen Rahmenbedingungen den Fremdsprachenunterricht (FSU) an Bildungseinrichtungen in Deutschland regeln; welche Grundkompetenzen im FSU sowohl rezeptiv als auch produktiv gefördert werden sollten und wie dies geschehen kann; wo im modernen FSU die Bereiche Wortschatz- und Grammatikarbeit anzusiedeln sind; wie sich Interkulturelle Kompetenz definiert und wie ihre Herausbildung unterstützt werden kann; wie Literatur im FSU eingesetzt werden und vieles mehr. Je nach

Gruppengröße soll die Möglichkeit zur selbständigen Durchführung von Unterrichtssequenzen gegeben werden.
 Da es sich um eine sprachübergreifende Veranstaltung handelt, wird der theoretische Rahmen auf der Metaebene behandelt werden, die fremdsprachlichen Beispiele aber immer aus verschiedenen Zieldiomen gewählt werden, ohne das grundlegende Verständnis zu gefährden. Die sprachliche Vielfalt der teilnehmenden Studierenden soll zu einer Bereicherung der Veranstaltung beitragen.
 Aufgrund eines Beschlusses der Fächergruppenvertreter haben Studierende der Niederlandistik und Slavistik ein Vorzugsrecht bei der Platzvergabe im Falle einer Überbelegung der Veranstaltung.

Fachdidaktische Übungen

Vorbereitungsseminar für das Schul- / Fachpraktikum / Grundlagenseminar Fachdidaktik

- 41410** **Vorbereitungsseminar zum Schulpraktikum_1/Grundlagenseminar
 Fachdidaktik_1**
 2 SWS; Übung; Max. Teilnehmer: 40
 Mo. 8 - 9.30, 103 Philosophikum, S 63 K.Kutzbach
- Die vorbereitende/einführende Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) oder Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum (a) bzw. ihr Berufsfeldpraktikum (b) in Kürze absolvieren. Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Ansätzen, Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen steht die Entwicklung, Vorstellung und Evaluation eigener Unterrichtsentwürfe zu den zentralen Kompetenzbereichen im Vordergrund.
- LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen (AM 4.1). Die Anforderungen werden in der ersten Sitzung besprochen.
- Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.
- 41411** **Vorbereitungsseminar zum Schulpraktikum_2/Grundlagenseminar
 Fachdidaktik_2**
 2 SWS; Übung; Max. Teilnehmer: 40
 Di. 8 - 9.30, 103 Philosophikum, S 63 K.Kutzbach
- Die vorbereitende/einführende Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) oder Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum (a) bzw. ihr Berufsfeldpraktikum (b) in Kürze absolvieren. Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Ansätzen, Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen steht die Entwicklung, Vorstellung und Evaluation eigener Unterrichtsentwürfe zu den zentralen Kompetenzbereichen im Vordergrund.
- LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen (AM 4.1). Die Anforderungen werden in der ersten Sitzung besprochen.
- Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.
- 41412** **Vorbereitungsseminar zum Schulpraktikum_3/Grundlagenseminar
 Fachdidaktik_3**
 2 SWS; Übung; Max. Teilnehmer: 40
 Mi. 14 - 15.30, 332 Alte Mensa, S 204 V.Wloch
- Die vorbereitende/einführende Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) oder Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum (a) bzw. ihr Berufsfeldpraktikum (b) in Kürze absolvieren. Vor dem Hintergrund zentraler Problemfelder

von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Ansätzen, Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen steht die Entwicklung, Vorstellung und Evaluation eigener Unterrichtsentwürfe zu den zentralen Kompetenzbereichen im Vordergrund.

LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen (AM 4.1). Die Anforderungen werden in der ersten Sitzung besprochen.

Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.

Der Kurs wird von Victor Wloch unterrichtet.

- 41413 Vorbereitungseminar zum Praxissemester**
 2 SWS; Übung; Max. Teilnehmer: 60
 Di. 14 - 15.30, 103 Philosophikum, S 78
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 A. Gutenberg
- 41413a Begleitseminar zum Praxissemester**
 2 SWS; Übung; Max. Teilnehmer: 20
 Mi. 10 - 11.30
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 A. Gutenberg
- 41414 Vorbereitungseminar zum Praxissemester**
 2 SWS; Übung; Max. Teilnehmer: 60
 Di. 14 - 15.30, 332 Alte Mensa, S 203
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 K. Kutzbach
- 41414a Begleitseminar zum Praxissemester**
 3 SWS; Übung; Max. Teilnehmer: 20
 Di. 10 - 11.30, 103 Philosophikum, H 80
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 (Teilnehmergruppe = Profilgruppe des Vorbereitungseminars des vorherigen Semesters)
 K. Kutzbach
- 41421 Vorbereitungseminar zum Schulpraktikum_4/Grundlagenseminar Fachdidaktik_4**
 2 SWS; Übung; Max. Teilnehmer: 40
 Mo. 10 - 11.30, 332 Alte Mensa, S 204
 Die vorbereitende/einführende Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) oder Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum (a) bzw. ihr Berufsfeldpraktikum (b) in Kürze absolvieren. Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Ansätzen, Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen steht die Entwicklung, Vorstellung und Evaluation eigener Unterrichtsentwürfe zu den zentralen Kompetenzbereichen im Vordergrund.
 LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen (AM 4.1). Die Anforderungen werden in der ersten Sitzung besprochen.
 Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.
 Der Kurs wird von Victor Wloch unterrichtet.
 V. Wloch

Nachbereitungsseminar für das Schul- / Fachpraktikum

41415

Nachbereitungsseminar zum Schul- / Fachpraktikum_1

2 SWS; Übung; Max. Teilnehmer: 26

Di. 10 - 11.30, 332 Alte Mensa, S 200

B. Abel

Die Übung richtet sich an LPO 2003-Studierende des Hauptstudiums, die ihr Schulpraktikum bereits 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 aufbereitet präsentiert, diskutiert und anhand von Beobachtungskriterien evaluiert werden. Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden. Genaue Anforderungen werden in der ersten Sitzung besprochen. Da ein formales Lernziel des Kurses in der Einübung des wissenschaftlichen Diskurses besteht, ist Ihre aktive und regelmäßige Teilnahme unabdingbar.

41417

Nachbereitungsseminar zum Fachpraktikum_3

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal XXI

V. Wloch

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 aufbereitet 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).

Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.

Der Kurs wird von Victor Wloch unterrichtet.

41428

Nachbereitungsseminar zum Fachpraktikum_2

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 332 Alte Mensa, S 204, ab 13.4.2015

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 aufbereitet 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).

Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.

Fachdidaktische Übung

14569.4201

Shakespeare im Englischunterricht

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 103 Philosophikum, S 63

R. Heuser

Shakespeare spielt eine zentrale Rolle im Englischunterricht, was sich u.a. darin äußert, dass die Auseinandersetzung mit dem Bard nach wie vor zu den inhaltlichen Schwerpunkten des Zentralabiturs gehört. Ziel dieser FD Übung ist es, einen Überblick über die unterschiedlichen Möglichkeiten der Kompetenzerweiterung anhand von Shakespeares Werken zu geben. Zu diesem Zweck sollen zunächst unterschiedliche methodische Verfahren vorgestellt werden, die im Rahmen von Unterrichtssimulationen erprobt und hinsichtlich ihrer Eignung im Unterricht reflektiert werden.

Von den TeilnehmerInnen wird aktive Mitarbeit sowie die Vorbereitung und Mitgestaltung der Sitzungen in Form von Simulationen und/oder Präsentationen erwartet.

WICHTIG! Bitte beachten Sie, dass am Mittwoch, den 01.04.2015 eine Blockveranstaltung von 10:00 bis 15:00 Uhr stattfindet.
(alte KLIPS Nr: 41426)

14569.4202 Kompetenzorientiertes Unterrichten in der Sekundarstufe I und II

2 SWS; Übung; Max. Teilnehmer: 36

Fr. 8 - 9.30, 103 Philosophikum, S 65, Ende 26.6.2015, nicht am 15.5.2015 Blockseminar 18.04.15; 3.7.2015 ; 10.7.2015 ; 17.7.2015

Sa. 18.4.2015 9 - 16, 103 Philosophikum, S 76

S. Gajewski

Die neuen Kernlehrpläne für die Sek. I und II sind kompetenzorientiert ausgerichtet, d.h. sie legen fest, welche Kompetenzen die Schüler/innen zu einem bestimmten Zeitpunkt auf welchem Niveau erworben haben müssen. Die Übung widmet sich zuerst der Fassung des Begriffs der Kompetenzorientierung vor dem Hintergrund aktueller curricularer Vorgaben und fachdidaktischer Diskussionen. Anschließend wird der Fokus auf den kommunikativen Kompetenzen, die die fünf Grundfertigkeiten (Leseverstehen, Hör-/Hörsehverstehen, Schreiben, Sprechen, Sprachmittlung) beinhalten, und der Verfügbarkeit sprachlicher Mittel (v.a. Grammatik, Wortschatz) liegen. Anhand dieser strukturellen Vorgaben erfolgt im Kurs eine exemplarische Erprobung (Planung, Durchführung, Evaluation) von Methoden und Inhalten kompetenzorientierten Unterrichtens verschiedener funktionaler kommunikativer Kompetenzen, wobei auch der Aspekt der Leistungsbewertung Berücksichtigung finden wird.

Von den Teilnehmer/innen wird eine kontinuierliche aktive Mitarbeit in der Übung sowie die Vorbereitung und Mitgestaltung der Sitzungen in Form von Unterrichtssimulationen und/oder Präsentationen erwartet.

Das Seminar findet freitags von 8:00-9:30 Uhr statt, jedoch fallen vier Termine aus (15.05., 03.07., 10.07., 17.07.), dafür findet ein Blocktermin am Sa 18.04.15 von 9-16 Uhr statt.

Seminar beinhaltet einen Blocktermin am Sa 18.04.2015 9-16 Uhr S76 Philosophikum

14569.4203 Sprech- und Schreibkompetenzen

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B IV, ab 16.4.2015, nicht am 9.4.2015

A. Kislat

Die fachdidaktische Übung geht folgenden Fragen nach: Wie kann Englischunterricht den Anforderungen selbstständigen, individualisierenden und differenzierten Lernens und Arbeitens sowie den Anforderungen der Bildungsstandards gerecht werden?, Welche Funktionen haben die Fertigkeiten (skills) bei der Bewältigung von Kommunikationssituationen und wie sollten sie entwickelt werden?

Im Zentrum der fachdidaktischen Übung stehen folgende Themen: Prinzipien eines guten Englischunterrichts, Entwicklung und Überprüfung mündlicher Kompetenzen, Ausbau von Hör- und Hör-Seh-Verstehenskompetenzen, Entwicklung von Lese- und Schreibkompetenzen, Aufbau methodischer Kompetenzen (u.a. Präsentations- und Feedbackkompetenz), Maßnahmen zur Individualisierung und Differenzierung

Lernaufgaben kommt bei der Initiierung von individuellen Lernprozessen im kompetenzorientierten Englischunterricht eine Schlüsselstellung zu. Die Konzeption von Kompetenzaufgaben mit geeigneten Unterstützungssystemen (Scaffolding) bilden daher die didaktische Klammer des Seminars. Zusätzlich werden geeignete Methoden zum Entwicklung unterschiedlicher Fertigkeiten vorgestellt und praktisch erprobt.

Course taught by Angela Kislat.

Hallet, Wolfgang. 2011. Lernen fördern. Englisch. Kompetenzorientierter Unterricht in der Sekundarstufe I. Seelze: Klett Kallmeyer.

Hallet, Wolfgang. 2012. Kompetenzaufgaben im Englischunterricht. Grundlagen und Unterrichtsbeispiele. Seelze: Klett Kallmeyer.

Grieser-Kindel, Christin/Henseler, Roswitha/Möller, Stefan. 2006. Method Guide - Schüleraktivierende Methoden für den Englischunterricht in den Klassen 5-10. Paderborn: Schöningh.

Grieser-Kindel, Christin/Henseler, Roswitha/Möller, Stefan. 2009. Method Guide - Methoden für einen kooperativen und individualisierenden Englischunterricht in den Klassen 5-12. Paderborn: Schöningh.

Müller-Hartmann, Andreas/Schocker, Marita/Pant, Hans Anand. 2013. Kompetenzentwicklung in der Sek.I. Lernaufgaben Englisch in der Praxis. Braunschweig: Diesterweg. [Videobeispiele]

41423 Teaching Film

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

A. Acker

In dieser Übung werden wir uns mit Film-/Literaturdidaktik und der Konzeption geeigneter Lernaufgaben für den Englischunterricht der Sekundarstufen I und II beschäftigen. Die Übung selbst gliedert sich in zwei Themenblöcke, die beide durch methodische Überlegungen zu handlungs- und produktionsorientierten Verfahren begleitet werden. Der erste Teil soll sich dabei ausschließlich mit der Gegenüberstellung von englischsprachigen Schullektüren in verschiedenen Jahrgangsstufen und deren Verfilmungen beschäftigen, wobei die zentralen Begriffe und Fragen der Literatur- und Filmdidaktik vorgestellt werden sollen. Im zweiten Teil soll dann das Medium Film ohne literarische Vorlage als eigenständige Gattung in den Vordergrund gerückt und verschiedene Filmbeispiele berücksichtigt werden. Voraussetzung für den Nachweis der aktiven Teilnahme ist die Bereitschaft zur Mitarbeit in einer Arbeitsgruppe. Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.

41424

Blockseminar: Teaching Debating

2 SWS; Übung; Max. Teilnehmer: 40

Di. 14.4.2015 17.45 - 19.15, 103 Philosophikum, S 63

Sa. 25.4.2015 9.30 - 14.30, 103 Philosophikum, S 93

Di. 12.5.2015 17.45 - 19.15, 103 Philosophikum, S 63

Di. 2.6.2015 17.45 - 19.15, 103 Philosophikum, S 63

Sa. 13.6.2015 9.30 - 14.30, 103 Philosophikum, S 90

Di. 16.6.2015 17.45 - 19.15, 103 Philosophikum, S 63

Sa. 20.6.2015 9.30 - 14.30, 103 Philosophikum, S 91

V. Höhn

Wie können die Diskussionsfertigkeiten von SchülerInnen im Englisch-Unterricht und im Rahmen von Debattier-AGs und Projektkursen verbessert werden? Welche Methoden gibt es um kontroverse Themen im Unterricht zu debattieren? Wie bereitet man SchülerInnen auf Planspiele wie das „Model United Nations“ vor?

Im Zentrum der Übung stehen die Besprechung und Simulation verschiedener Debattierformate und deren Einsatz im unterrichtlichen Kontext. Die Übung gliedert sich in drei Blöcke. Im ersten Block werden verschiedene Debattierformate (World Schools Debating, Model United Nations, Model European Parliament, Talkshow, Pro-Contra-Debatte, Fishbowl-Diskussion etc.) und sprachliche „warm up“-Methoden thematisiert und z.T. simuliert. Zudem erfolgt eine Beschäftigung mit dem kompetenzorientierten Lehrplan der Sekundarstufe II und den darin enthaltenen kontroversen Themen, die im Unterricht zu vermitteln sind.

Der zweite Block konzentriert sich auf das im anglo-amerikanischen Raum sehr bekannte „Model United Nations“ (MUN), bei welchem SchülerInnen in die Rolle von UN-Diplomaten schlüpfen und die Debatten in verschiedenen UN-Organen, wie dem UN-Sicherheitsrat, simulieren. Im Kontext der Übung werden die TeilnehmerInnen schrittweise an das MUN herangeführt, erlernen wichtige Bestandteile dieses Debattierformats, wie z.B. die Grundelemente der diplomatischen Sprache und das Verfassen von Resolutionen und „position papers“, und simulieren eine MUN-Debatte. Gleichzeitig werden Möglichkeiten thematisiert und simuliert, wie man SchülerInnen auf das MUN vorbereitet und dieses mit ihnen durchführt.

Der dritte Block beinhaltet die Präsentation, Simulation und Evaluation der von den TeilnehmerInnen erstellten Stundenentwürfe. Die TeilnehmerInnen werden in Gruppen Unterrichtsstunden konzipieren und präsentieren, in deren Zentrum die Auseinandersetzung mit einem kontroversen Thema der Sekundarstufe II steht, und in denen die erlernten Debattierformate zur Anwendung kommen.

Neben der Konzeption und Präsentation eines Stundenentwurfs wird die angemessene Vorbereitung auf die MUN-Simulation erwartet.
Course taught by Viktor Höhn.

Email: viktor.hoehn@gmx.de

41425

Teachers on Stage

2 SWS; Übung; Max. Teilnehmer: 28

Di. 16 - 17.30, Ende 19.5.2015

Sa. 11.4.2015 11 - 16.30, 100 Hauptgebäude, Aula 2

Sa. 18.4.2015 11 - 16.30, 100 Hauptgebäude, Aula 2

Sa. 25.4.2015 11 - 16.30, 103 Philosophikum, S 91

A. Valente

Wie schaffen wir es in der Schule, Elemente handlungs- und produktionsorientierter Verfahren (workshop approach) mit „klassischen“ textorientierten Herangehensweisen (deskbound approach) nicht nur zu vereinbaren, sondern in einem chiastischen Miteinander die Schüler_innen durch die bewusste Verknüpfung zu einem besseren|tieferen Verständnis zu bringen und ihnen diesen Mehrwehrt auch noch transparent und bewusst zu machen? Frei nach Rex Gibsons Credo „turning the language into action will reveal meaning“, werden wir uns diesen Fragen und (dramen)didaktischen Problemen nähern, Methoden und Herangehensweisen kritisch reflektieren und viel praktisch arbeiten, um die theaterpädagogischen Weichen zu stellen, damit wir uns in der Schule sicher und selbstbewusst auf der Bühne des Klassenzimmers bewegen können.

Diese Übung wird sowohl von der Diskussions- und Reflexionsbereitschaft der Teilnehmer_innen leben und nicht zuletzt auch von der Bereitschaft sich auf theaterpädagogische|praktische Übungen einzulassen.

Außerdem wird erwartet, dass die Teilnehmer_innen exemplarische Aufgaben zu verschiedenen Dramen(auszügen) selbstständig entwickeln, sowie eine kurze Szene am Ende der Veranstaltung in Kleingruppen inszenieren und vor der Gruppe aufführen.

Zu gegebener Zeit werden fachdidaktische Texte und Auszüge aus Dramen als Kopiervorlage und in ILIAS bereitgestellt. Ein Schwerpunkt wird hier auch auf Shakespeare liegen, da dieser noch weitere interessante Herausforderungen bietet.

Mit 3 Blockterminen an Samstagen: 11.4.2015 (Aula 2 - Hauptgebäude) / 18.4.2015 (Aula 2 - Hauptgebäude) / 25.4.2015 (S 91, Philosophikum) - 11:00 - 16:30 Uhr

Einzelsitzungen: 07.04.2015 / 28.04.2015 / 05.05.2015 / 12.05.2015 / 19.05.2015 - 16:00 - 17:30 Uhr (findet statt in S 204 - Studiobühne)

Daher endet die Veranstaltung bereits vor den Pfingstferien am 19. Mai 2015
Grundlegende literaturdidaktische Kenntnisse werden vorausgesetzt. Falls hier Nachhol- bzw. Auffrischungsbedarf besteht, empfehle ich diese Texte (die auch im Ordner zu finden sein werden):

- Nünning, Ansgar, Surkamp, Carola (2006), „Grundlagen des fremdsprachlichen Literaturunterrichts“, in: Englische Literatur Unterrichten, Seelze-Verlber: Klett/Kallmeyer, 12-59.
- Nünning, Ansgar, Surkamp, Carola (2006), „Methoden der Literaturvermittlung“, in: Englische Literatur Unterrichten, Seelze-Verlber: Klett/Kallmeyer, 61-82.

Als allgemeinen dramendidaktischen Text bitte als Einführung lesen (bis spätestens zum 1. Blocktermin):

- Nünning, Ansgar, Surkamp, Carola (2006), „Die Arbeit mit dramatischen Texten“, in: Englische Literatur Unterrichten, Seelze-Verlber: Klett/Kallmeyer, 142-193.

Wir werden exemplarisch mit Shakespeares Hamlet arbeiten. Es ist zwar nicht obligatorisch, das Stück vorher zu lesen (da die Erarbeitung auch so funktioniert|funktionieren sollte), aber es würde durchaus Sinn machen, mit dem Stück vertraut zu sein.

- Mein Tipp: Hamlet, Cambridge School Shakespeare, 2014 (ISBN 978-1-107-61548-9) - ca. 10 € (Ihr müsst das Buch für den Kurs nicht kaufen)

41429

Teaching Grammar in the EFL classroom

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal VI

A. Acker

Grammatikunterricht nimmt in der Schule einen zentralen Stellenwert ein und ist ein nicht wegzudenkender Teil der sprachlichen Grundbildung besonders in der Sekundarstufe I. Zur Ausprägung funktionaler kommunikativer Kompetenzen in der Fremdsprache, zu denen die SuS in Verwendungssituationen des Alltags befähigt werden sollen, müssen daher spezielle Methoden des Grammatikunterrichts entwickelt und reflektiert werden. Diese Übung soll den Studierenden einerseits die Möglichkeit bieten, bekannte Methoden des Grammatikunterrichts zu analysieren und zu evaluieren, andererseits sollen zu grammatischen Phänomenen auch eigene Konzepte der Umsetzung im Englischunterricht gestaltet werden, die eine Abwechslung zu den traditionellen

Formen des Grammatikunterrichts darstellen. Voraussetzung für den Nachweis der aktiven Teilnahme ist die Bereitschaft zur Mitarbeit in einer Arbeitsgruppe. Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.

WEITERE ÜBUNGEN

- 41440 Conversation Course**
2 SWS; Übung; Max. Teilnehmer: 20
Di. 17.45 - 19.15, 103 Philosophikum, S 89
- N.N.
R.Buchbender
- 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.
- 41442 EWA / Tutorium zur Vorbereitung der Modulabschlussprüfung**
2 SWS; Tutorium; Max. Teilnehmer: 40
Mi. 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B V
- M.Klages-Kubitzki
- Dieses Tutorium soll Sie bei Ihren Vorbereitungen zur Modulabschlussprüfung (BM 1) unterstützen und dient vor allem der Wiederholung von Kursinhalten. Es setzt somit Vorkenntnisse aus "Linguistic Practice: Grammar" und "Linguistic Practice: Phonetics and Phonology" voraus und ist daher für Studierende im ersten Fachsemester ungeeignet. Die inhaltliche Zuordnung der Termine zu den Bereichen "Grammar", "Phonology" und "ILC" erfolgt im Laufe des Semesters und richtet sich ebenso wie die Unterrichtssprache (Deutsch oder Englisch) nach dem Bedarf der Teilnehmerinnen und Teilnehmer. Bei regelmäßiger Teilnahme kann ein Teilnahmenachweis (2 CP) für EM 1 erworben werden oder eine Bescheinigung von 1 CP "selbständige Studien" für EM 1 beantragt werden
- 41443 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II
- N.N.
M.Klages-Kubitzki
- 41444 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Fr. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III
- N.N.
M.Klages-Kubitzki
- 41445 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal XIa
- N.N.
M.Klages-Kubitzki
- 41446 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Fr. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV
- M.Klages-Kubitzki
N.N.
- 41447 EWA / Tutorium - Speaking and Writing in English_5 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Do. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II
- M.Klages-Kubitzki
N.N.
- 41449 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar**
2 SWS; Tutorium; Max. Teilnehmer: 20

- Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III M. Klages-Kubitzki
N.N.
- 41450 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor I M. Klages-Kubitzki
N.N.
- 41451 EWA / Tutorium (Carolin Kempkes) - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 ("MAP")**
2 SWS; Tutorium; Max. Teilnehmer: 20
Di. 25.8.2015 10 - 13, 106 Seminargebäude, S21
Mi. 26.8.2015 10 - 13, 106 Seminargebäude, S21
Do. 27.8.2015 10 - 13, 106 Seminargebäude, S21
Mo. 31.8.2015 10 - 13, 106 Seminargebäude, S12
Di. 22.9.2015 10 - 13, 106 Seminargebäude, S14
Mi. 23.9.2015 10 - 13, 106 Seminargebäude, S14
Do. 24.9.2015 10 - 13, 106 Seminargebäude, S14
Mo. 28.9.2015 10 - 13, 106 Seminargebäude, S14 M. Klages-Kubitzki
N.N.
- 41452 EWA / Tutorium - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 ("MAP")**
2 SWS; Tutorium; Max. Teilnehmer: 40
Di. 25.8.2015 15 - 18, 106 Seminargebäude, S12
Mi. 26.8.2015 15 - 18, 106 Seminargebäude, S12
Do. 27.8.2015 15 - 18, 106 Seminargebäude, S12
Mo. 31.8.2015 15 - 18, 106 Seminargebäude, S12
Di. 22.9.2015 15 - 18, 106 Seminargebäude, S14
Mi. 23.9.2015 15 - 18, 106 Seminargebäude, S14
Do. 24.9.2015 15 - 18, 106 Seminargebäude, S14
Mo. 28.9.2015 15 - 18, 106 Seminargebäude, S14 M. Klages-Kubitzki
- 41453 "Lights, Camera, Action!" - Milestones of Film History**
2 SWS; Übung; Max. Teilnehmer: 20
Fr. 10.4.2015 14 - 15.30, 103 Philosophikum, S 90
Sa. 6.6.2015 10 - 17.30, 100 Hauptgebäude, Hörsaal VIIIb
Fr. 12.6.2015 14 - 17.30, 103 Philosophikum, S 91
Sa. 13.6.2015 10 - 17.30, 100 Hauptgebäude, Hörsaal VIII
Fr. 19.6.2015 14 - 17.30, 103 Philosophikum, S 91
Sa. 20.6.2015 10 - 17.30, 100 Hauptgebäude, Hörsaal VI T. Beljanski
A. Cramer
- The cinema began with a passionate, physical relationship between celluloid and the artists and craftsmen and technicians who handled it, manipulated it, and came to know it the way a lover comes to know every inch of the body of the beloved. No matter where the cinema goes, we cannot afford to lose sight of its beginnings.
- (Martin Scorsese)
- Moving pictures have come a long way ever since the Lumière brothers' ARRIVAL OF A TRAIN IN LA CIOTAT (1895). Generations of film lovers have since travelled to places beyond their

imagination, because the interaction of celluloid, a camera, a projector and a silver screen made it possible. Movies have spellbound audiences decade after decade, and filmmakers frequently express their passion for the 'big guns' of film history in their movies, as did Martin Scorsese in his award-winning picture HUGO of 2011.

This course will introduce students to a selection of those milestones of U.S. film history. We will cover a wide variety of decades and genres from the early years of film production until today, with students having the opportunity to make own suggestions. After watching the movies in class, we will analyze them in light of what it is exactly that has made these movies all-time classics. Our discussions will revolve around the question, how and why they have secured their place in film history and American culture, and why these movies still contribute to today's understanding of the art of film.

Students can obtain up to 3CP. ATTENTION: This course can ONLY be registered in the Ergänzungsmodul. Please email the instructors if you would like to participate!