

# ENGLISCHES SEMINAR I

## SPRACHPRAXIS

### Introductory Language Course

#### 41201 Introductory Language Course

2 SWS; Übung; Max. Teilnehmer: 320

Mo. 8 - 9.30, 103 Philosophikum, S 81  
 Mo. 10 - 11.30, 103 Philosophikum, S 83  
 Mo. 10 - 11.30, 103 Philosophikum, S 90  
 Mo. 14 - 15.30, 103 Philosophikum, S 83  
 Di. 8 - 9.30, 103 Philosophikum, S 81  
 Di. 14 - 15.30, 103 Philosophikum, S 83  
 Di. 14 - 15.30, 103 Philosophikum, S 89  
 Di. 10 - 11.30, 103 Philosophikum, S 83  
 Mi. 12 - 13.30, 103 Philosophikum, S 83  
 Mi. 8 - 9.30, 106 Seminargebäude, S16  
 Do. 14 - 15.30, 103 Philosophikum, S 83  
 Do. 14 - 15.30, 103 Philosophikum, S 66  
 Do. 10 - 11.30, 103 Philosophikum, S 85  
 Do. 12 - 13.30, 106 Seminargebäude, S21  
 Fr. 12 - 13.30, 103 Philosophikum, S 81  
 Fr. 10 - 11.30, 103 Philosophikum, S 90

S.Allan  
 R.Anderson  
 E.Start  
 S.Jackson  
 S.Newman  
 R.Buchbender  
 M.Fitzpatrick  
 T.Ford

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 an exam at the end of the semester in order to achieve a 'Leistungsnachweis'. Students MUST attend the first class to secure their place.

Note: Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place, please email the instructor.

### Essay Writing I

#### 41217 Essay Writing I

2 SWS; Übung; Max. Teilnehmer: 72

Di. 10 - 11.30, 103 Philosophikum, S 89  
 Di. 10 - 11.30, 103 Philosophikum, S 84 (verlegt in die Berrenratherstr.  
 136)  
 Mi. 16 - 17.30, 103 Philosophikum, S 85  
 Fr. 8 - 9.30, 103 Philosophikum, S 94

S.Jackson  
 T.Ford

R. Buchbender  
R. Anderson

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. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place please e-mail the instructor.  
Richard Aczel, How to Write an Essay. Stuttgart: Ernst Klett, 2012.

Arthur Miller, The Crucible (Student Edition). Ed. Susan C. W. Abbotson. London: Methuen Drama, 2010.

If you cannot get hold of the Methuen edition, feel free to buy the Penguin Classics edition instead (Arthur Miller, The Crucible. New ed. London: Penguin Classics, 2000).

## 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

### 41233 Linguistic Practice: Grammar\_1

2 SWS; Übung; Max. Teilnehmer: 100

Mi. 14 - 15.30, 103 Philosophikum, S 56

K. Lenz

This course provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar. Students qualify for a "Nachweis der aktiven Teilnahme" as well as for a "Leistungsnachweis" on the basis of an end-of-term test.

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

### 41234 Linguistic Practice: Grammar\_2

2 SWS; Übung; Max. Teilnehmer: 100

Di. 16 - 17.30, 103 Philosophikum, S 56

M. Klages-Kubitzki

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

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

### 41235 Linguistic Practice: Grammar\_3

2 SWS; Übung; Max. Teilnehmer: 82

Fr. 12 - 13.30, 103 Philosophikum, S 91

R. Buchbender

This course provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar. Students qualify for a "Nachweis der aktiven Teilnahme" on the basis of an end-of-term test.

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

Rodney Huddleston & Geoffrey K. Pullum. 2005. A Students Introduction to English Grammar.

Cambridge: Cambridge Univ. Press.

### 41236 Linguistic Practice: Grammar\_4

2 SWS; Übung; Max. Teilnehmer: 100

Fr. 14 - 15.30, 103 Philosophikum, S 91

R. Buchbender

This course provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar. Students qualify for a "Nachweis der aktiven Teilnahme" as well as for a "Leistungsnachweis", if needed, on the basis of an end-of-term test.

Text: Rodney Huddleston & Geoffrey K. Pullum. 2005. A Student's Introduction to English Grammar.

Cambridge: Cambridge Univ. Press.

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

## Linguistic Practice: Phonetics and Phonology

### 41237 Linguistic Practice: Phonetics and Phonology\_1

2 SWS; Übung; Max. Teilnehmer: 100

Di. 12 - 13.30, 103 Philosophikum, S 56

B. Abel

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

### 41238 Linguistic Practice: Phonetics and Phonology\_2

2 SWS; Übung; Max. Teilnehmer: 82

Mi. 10 - 11.30, 103 Philosophikum, S 91

B. Abel

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

### 41239 Linguistic Practice: Phonetics and Phonology\_3

2 SWS; Übung; Max. Teilnehmer: 100

Mo. 10 - 11.30, 103 Philosophikum, S 56

M. Klages-Kubitzki

This course offers a general as well as a language specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription. Students qualify for a Schein ("aktive Teilnahme"/2 CP or "Leistungsnachweis"/3 CP) on the basis of an end-of-term test.

### 41240 Linguistic Practice: Phonetics and Phonology\_4

2 SWS; Übung; Max. Teilnehmer: 82

Mo. 16 - 17.30, 103 Philosophikum, S 93

M. Klages-Kubitzki

This course offers a general as well as a language specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription. Students qualify for a Schein ("aktive Teilnahme"/2 CP or "Leistungsnachweis"/3 CP) on the basis of an end-of-term test.

## Advanced Language Course

### 41241 Advanced Language Course

2 SWS; Übung; Max. Teilnehmer: 193

Mo. 8 - 9.30, 103 Philosophikum, S 54

Mo. 10 - 11.30, 103 Philosophikum, S 54

Mo. 12 - 13.30, 103 Philosophikum, S 54

Di. 10 - 11.30, 103 Philosophikum, S 54

Mi. 17.45 - 19.15, 103 Philosophikum, S 94

Do. 14 - 15.30, 103 Philosophikum, S 89

Fr. 10 - 11.30, 103 Philosophikum, S 54

Fr. 14 - 15.30, 103 Philosophikum, S 54

R. Anderson

E. Start

M. Fitzpatrick

S. Jackson

S. Newman

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. All students should have successfully completed the introductory module BM 1 before taking this course. The course will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorical Skills and the Essay Writing II/Essay Writing II for BA courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.

Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place please e-mail the instructor.

## 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

### 41251 Rhetorics in Practice

2 SWS; Übung; Max. Teilnehmer: 160

Mo. 14 - 15.30, 103 Philosophikum, S 81

Mo. 12 - 13.30, 103 Philosophikum, S 94

Di. 10 - 11.30, 103 Philosophikum, S 81

Di. 14 - 15.30, 103 Philosophikum, S 85

Fr. 16 - 17.30, 103 Philosophikum, S 58

Fr. 12 - 13.30, 103 Philosophikum, S 85

Fr. 14 - 15.30, 103 Philosophikum, S 85

k.A.

S.Allan  
S.Newman  
R.Buchbender  
E.Start  
R.Anderson  
S.Jackson  
M.Fitzpatrick

This course is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place and consistent attendance as well as active participation are required in order to obtain credit for the course.

Note: Additional places in this course will be allocated by the instructor. If KLIPS has not assigned you a place, please email the instructor.

Please note that course No. 3 taught by S. Newman is a BLOCKSEMINAR!

COURSE ROOM: S16; Course dates: Thu Sept 19th: 10.00-17.00, Mon Sept 23rd: 10.00-17.00; Tues Sept 24th: 10.00-17.00 - Please note that there will be breaks for lunch etc.

FULL attendance as well as active participation in this intensive class are required to obtain the credit for the course. Course materials will be provided on the first day of the course.

NB If you sign up for the course, and KLIPS does not allocate you a place, and you are sure you want to attend, please email me: sigrid.newman@uni-koeln.de

ALSO: IF KLIPS ALLOCATES YOU A PLACE AND YOU NO LONGER WISH TO TAKE THE COURSE, YOU MUST INFORM ME VIA EMAIL WELL BEFORE THE FIRST DAY OF THE COURSE. Sanctions will be taken against any student who fails to do this, as it is unacceptable and unprofessional behaviour.

## E s s a y   W r i t i n g   I I

### 41261 Essay Writing II

2 SWS; Übung; Max. Teilnehmer: 120

Di. 8 - 9.30, 103 Philosophikum, S 57

Di. 12 - 13.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr. 136)

Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIa

Fr. 12 - 13.30, 103 Philosophikum, S 57

M.Fitzpatrick  
S.Allan  
S.Jackson

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.

Students (2003 regulations) in Dr Allan's and Mr Fitzpatrick's classes 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 23 November 2013 (9am-1pm) in VIII and on Saturday 30 November 2013 (9am-1pm) in VIII. Obviously, you only have to show up to one of these dates.

Students (2003 regulations) in Dr Jackson's classes will have to write an essay at home for discussion in class and attend class regularly to get credit for the course.

All students (all groups) MUST attend the first class to secure their place.

Note: Additional places in these classes will be allocated by the instructors. If KLIPS has not assigned you a place, please email the relevant instructor.

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

### 41266 Essay Writing II for B.A.

2 SWS; Übung; Max. Teilnehmer: 144

Mo. 10 - 11.30, 103 Philosophikum, S 94

Di. 12 - 13.30, 103 Philosophikum, S 94

Di. 12 - 13.30, 103 Philosophikum, S 84 (verlegt in die Berrenratherstr. 136)

Mi. 12 - 13.30, 103 Philosophikum, S 94

Mi. 16 - 17.30, 103 Philosophikum, S 94

Do. 16 - 17.30, 103 Philosophikum, S 94

Do. 12 - 13.30, 103 Philosophikum, S 91

Fr. 10 - 11.30, 103 Philosophikum, S 84 (verlegt in die Berrenratherstr. 136)

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

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

The exam for this class will take place on 12 February 2014. Please ensure you will be there on this day. The resit exam will take place in the week prior to the start of teaching in SS14.

Note: Additional places in these classes will be allocated by the instructors. If KLIPS has not assigned you a place, please email the relevant instructor.

## 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

### 41276 Anglo-Saxon Language and Culture

2 SWS; Vorlesung; Max. Teilnehmer: 188

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIII

T.Kohnen

Set against the background of a short outline of the major periods in the history of the English language, this lecture will present a more detailed description of the Anglo-Saxon period. Old English or Anglo Saxon covers the time between ca. 450 and ca. 1150. Seen from today, Old English strikes us as both exotic and familiar. On the one hand, it shows us English as it was spoken before the influence of French set in, with

a fully-fledged morphology, different spelling conventions and different word order patterns. On the other hand, a large part of the basic core of today's vocabulary stems from Old English. And, last but not least, many German learners find Old English fairly easy because of its closeness to German. The lecture will cover important aspects of Anglo-Saxon language and literature as well as topics involving Anglo-Saxon society and culture.

#### 41278 Aspects of Psycholinguistics

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal C

D. Adone

In this series of lectures we explore the psychological processes involved in language.

The focus will be on the following areas

- Language Processing
- The Acquisition of L1
- The Acquisition of L2
- Bilingual First Language Acquisition

- The mental lexicon

Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

#### 41279 Of humans, monkeys and bees: Biolinguistics and Contemporary Syntax

2 SWS; Vorlesung; Max. Teilnehmer: 130

Mo. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal D

V. Struckmeier

Humans are the only species on the planet to employ "language" in a strict sense. While other species have communication systems of various sorts, none of our non-human relatives can boast the same type of communication system that Homo Sapiens employs so efficiently and effortlessly: A system that generates an infinite amount of complex forms, each with their own specific meaning. In our lecture, we will have a close look at the design features of human languages: What makes language "tick" formally? What properties must our cognitive system have in order for it to be able to generate all those forms? How can we relate forms to their meanings? We will compare these human language features with the properties of the bee dance, primate food calls and other animal communication systems in order to find out in which way (or: to what degree?) we really are a unique species linguistically.

AT credits obtained by regular attendance.

## Einführungsseminare Sprachwissenschaft Teil A

#### 41281 Introduction to Linguistics\_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mo. 10 - 11.30, 103 Philosophikum, S 93

M. Brück

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

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

Attendance of the first session is obligatory.

#### 41282 Introduction to Linguistics\_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 106 Seminargebäude, S11

E. Knopp

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.

The exercises are to be handed via ILIAS at regular intervals during term time.

You are also expected to actively contribute during course sessions.

In order to obtain credit for this course, you need to pass the final online-exam, which will take place during the first week after term, i.e. 10th-14th February 2014.

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. 3<sup>rd</sup> Edition. Oxford, UK: OUP.

Radford, A.; Atkinson, M.; Britain, D.; Clahsen, H. & Spencer, A. 2009. Linguistics. An Introduction. 2<sup>nd</sup> Edition. Cambridge: CUP.

Master copies will be made available on ILIAS.

### 41283 Introduction to Linguistics\_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

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

M. Brück

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

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

Attendance of the first session is obligatory.

### 41284 Introduction to Linguistics\_4

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

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

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 (Leistungsnachweis in old Studienordnung) 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.

### 41285 Introduction to Linguistics\_5

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 14, 103 Philosophikum, S 65

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 (Leistungsnachweis in old Studienordnung) 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.

### 41286 Introduction to Linguistics\_6

2 SWS; Einführungsseminar; Max. Teilnehmer: 48

Fr. 17.45 - 19.15, 825 Triforum, S192

C. Schöneberger

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.

## Einführungsseminare Sprachwissenschaft Teil B

- 41287 Syntax**  
 2 SWS; Einführungsseminar; Max. Teilnehmer: 35  
 Fr. 12 - 13.30, 106 Seminargebäude, S15 A. Gabel  
 This course deals with the description of sentence structures within the Minimalist Program. We will mainly have a look at syntactic categories and functions, empty categories and Head-, Argument- and Wh-movement. The course will build on the students' previous knowledge from the A-seminar and deepen their understanding of syntactic structures. The discussion centers on the analysis of English but takes other languages into account as needed.  
 Participation in the first session is mandatory.  
 Die Anwesenheit in der ersten Sitzung ist verpflichtend.  
 Radford, Andrew. 2009. An introduction to English sentence structure. Cambridge: CUP.
- 41288 Historical Pragmatics**  
 2 SWS; Einführungsseminar; Max. Teilnehmer: 35  
 Mo. 14 - 15.30, 103 Philosophikum, S 65 K. Gather  
 In a nutshell, we will look at aspects of pragmatics and apply them to historical texts.  
 The main pragmatic topics will be deixis, implicature, presupposition, speech acts, politeness, and discourse analysis. The texts will primarily stem from the Early Modern English period, and cover diverse genres. A brief overview of the history of the English language will be given in one of the first sessions so that prior knowledge is not necessarily required. In order to obtain a 'Leistungsnachweis', you are asked to give a presentation and write a term paper.
- 41289 Morphology**  
 2 SWS; Einführungsseminar; Max. Teilnehmer: 35  
 Di. 14 - 15.30, 103 Philosophikum, S 63 K. Klein  
 This course deals with word formation processes. It tries to answer which units and operations are involved before moving on to the interfaces morphology shares with other core areas of linguistics. We will discuss how it interplays with syntax, phonology and the lexicon. The course intends to provide the students with basic knowledge of morphological processes and to put the field in a wider context at the same time.  
 Course taught by Kathrin Klein (LS Adone).  
 Attendance in the first session is mandatory.  
 LN/5Cps requires regular and active attendance as well as a written term paper.
- 41291 Morphological Theory and Analysis**  
 2 SWS; Einführungsseminar; Max. Teilnehmer: 35  
 Do. 10 - 11.30, 103 Philosophikum, S 63 K. Phillips  
 This course will survey the field of morphology and will address questions arising in a number of different areas, including: a) traditional problems of morphological analysis and alternative proposals put forward to deal with them; b) theoretical issues relating to the way in which morphology interacts with other components of the grammar -- its relation to syntax and phonology; and c) the nature of the Lexicon.
- 41292 Topics in English Grammar**  
 2 SWS; Einführungsseminar; Max. Teilnehmer: 35  
 Do. 14 - 15.30, 103 Philosophikum, S 63 K. Phillips  
 In this course, we examine in detail a range of construction-types and grammatical processes in English. We shall be concerned in particular to consider some of the problems which arise in the analysis and description of specific areas of the grammar and to look at alternative ways of dealing with them.
- 41293 The English Lexicon**  
 2 SWS; Einführungsseminar; Max. Teilnehmer: 35



Fr. 10 - 11.30, 103 Philosophikum, S 65

T. Rütten

The Oxford English Dictionary contains well over 600,000 entries of more than 1,000 years of recorded language history, of which doublets such as catch and chase or triplets of the type ask – question – interrogate are not at all uncommon. In its recorded linguistic history, the English lexicon has suffered losses that make texts from before 1100 virtually inaccessible for the untrained reader. Then again, it has welcomed tens of thousands of new lexical items to its core vocabulary, resulting in an immense word stock from a great variety of sources.

In this seminar, we will discuss the most important stages in the evolution of today's lexicon, moving backwards in time step by step. Our focus is twofold: first, we will investigate the characteristics of the lexicon at each stage in language history; secondly, we will scrutinize the methodologies employed for reconstructing and analysing the earlier stages of the lexicon in the relevant research literature. Students are required to prepare oral presentations for individual topics and to contribute to class actively. Research papers for Leistungsnachweise are due March 31, 2014.

## 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 Learning to Read in English**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 106 Seminargebäude, S24

A. Pillunat

In this course we will approach processes involved in learning how to read English from a psycholinguistic perspective. The focus will be on English-as-Second-Language learners. Beginning with an overview of different stages of native English reading, we will further have a look at different writing systems and the possibility of transfer of processing strategies. Finally, the issue of the complexity of English spelling will be addressed.

Requirements: weekly reading, active participation in class discussion, portfolio of exercises. Scheine can be obtained via a final exam to be written in the last session of the semester.

No term papers!  
Course readings:

Birch, B. M. (2002). English L2 Reading : Getting to the Bottom. Mahwah, N.J.: Lawrence Erlbaum Associates.

Additional readings will be announced individually if necessary.

**41299 Foundations of Linguistics**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.),  
B V

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.

**41300 Linguistic Theory and Analysis**

2 SWS; Übung; Max. Teilnehmer: 40

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

K. Phillips

This course is designed to provide revision of basic concepts and terminology in Linguistics and to develop further the basic tools of linguistic analysis introduced in the Einführungsseminar A. It will include discussion of the foundational assumptions of general linguistics and an examination of central theoretical notions in phonology, morphology, syntax and semantics. All of the topics will be addressed with the aid of appropriate exercise material.

**41301 England, English, Englishness**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr.  
136)

B. Abel

E. Fritsch

What does it mean to be English, especially in times of devolution? What myths, stories and icons are associated with England and the concept of Englishness? This course will analyze English identity from literary, linguistic and cultural studies standpoints. The literary part of the course will focus on how a shared sense of self or community is constructed in selected narratives (and poems) by a variety of English authors. We will reflect on the role of literature as a participant in the discourse on national identity. In the linguistic part of the course we will identify differences between standard, regional and social English dialects and accents and we will discuss how language influences or creates identity. In the cultural studies part of the course we will pursue aspects of Englishness taken from different fields of English culture and society. Regular attendance, active participation and the successful completion of a pass/fail-end-of-term test are mandatory to obtain 3 CP (details t.b.a.). A detailed bibliography will be provided in the first session.

**41302 Introduction to the Theory of English Grammar**

2 SWS; Übung; Max. Teilnehmer: 40

Sa. 11.1.2014 10 - 16, 100 Hauptgebäude, Hörsaal VIIb

Sa. 18.1.2014 10 - 16, 100 Hauptgebäude, Hörsaal VIIb

Sa. 25.1.2014 10 - 16, 100 Hauptgebäude, Hörsaal VIIb

Sa. 1.2.2014 10 - 16, 100 Hauptgebäude, Hörsaal VIIIb

V. Struckmeier

This course introduces basic concepts of English syntax and morphology: How are words structured internally? What syntactic principles structure the combination of words into phrases and sentences? Last, but not least, we will combine these empirical observations into a coherent grammatical theory.

"Aktive Teilnahme" credits are obtained by regular attendance.

A "Referat" consists of a short written summary of a class topic presented in class.

A "Klausur" is also offered and will be written towards the end of the last class meeting.

**41303 Sociolinguistics**

2 SWS; Übung; Max. Teilnehmer: 40

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

K. Klein

This course provides an introduction into the study of sociolinguistics. A basic linguistic background (Teilnahmeschein Part A) is required. We will discuss different aspects of the close link between language and society and the many factors that influence the way we speak. Furthermore we will deal with research methods, case studies, language attitudes, language endangerment and maintenance as well as Pidgins and Creoles.

Participation in the first session is mandatory in order to secure your spot.

Course requirements will be given in the first session.

**41450 EWA / Tutorium - Vorbereitung der Modulabschlussprüfung BM 1 ("MAP")**

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 16 - 17.30, 103 Philosophikum, S 90

M. Klages-Kubitzki

Dieses Tutorium soll Sie bei Ihren Vorbereitungen zur Modulabschlussprüfung (BM 1) unterstützen. Es ist daher nur sehr bedingt für Studierende im ersten Fachsemester geeignet. Die inhaltliche Zuordnung der Termine zu den Bereichen "Grammar", "Phonology" und "ILC" erfolgt im Laufe des Semesters und richtet sich nach dem Bedarf der Teilnehmerinnen und Teilnehmer. Eine regelmäßige Teilnahme ist nur dann Pflicht, wenn ein Teilnahmenachweis (2 CP) für EM 1 erworben werden soll.

**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****41311 The Acquisition of Morphosyntax**

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Di. 12 - 13.30, 106 Seminargebäude, S16

D. Adone

How do children acquire their first language (L1)? What counts as linguistic input and how much of it is necessary for children to acquire their L1? What happens if children do not get input? How do children with language disorders acquire their L1? In this course we take an interdisciplinary approach to answer these questions and many others.

Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

Radford, Andrew. 1990. Syntactic Theory and the Acquisition of English Syntax: The Nature of Early Child Grammars of English. Oxford: Blackwell.

**41312 Interfaces**

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Di. 10 - 11.30, 106 Seminargebäude, S16

K. Phillips

The levels of linguistic description, phonology, morphology, syntax and semantics, are traditionally viewed as autonomous components of the grammar of a language. In this course, we consider the nature of the relationships between these components and examine the various ways in which they may interact with each other. Theories relating to specific aspects of these interface relations will be introduced, bringing wide-ranging areas of Linguistics within the scope of a general discussion of the organization of the grammar. We shall focus, in particular, on the way in which arguments for alternative views of the interface relations are constructed, the theoretical consequences of these views, and the controversies which surround them

**41313 Aspects of English Syntax**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal XVIIa

D. Adone

Syntax deals with the level of language that lies between individual words and the meaning of sentences. In this course we will focus on the description of English syntax within the Minimalist Framework taking Radford's "Minimalist Syntax" from 2004 as a starting point. Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

Radford, Andrew. 2004. *Minimalist Syntax. Exploring the Structure of English*. Cambridge: CUP.**41315 Old English Prose**

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Mi. 10 - 11.30, 106 Seminargebäude, S16

T. Kohnen

Das Altenglische weist auch im Bereich der Prosa eine reichhaltige Texttradition auf, die ganz unterschiedliche Textsorten umfasst (z.B. Rezept, Testament, Gesetz, Chronik, Predigt, Brief und Roman). Im Mittelpunkt des Seminars steht einerseits die kontinuierliche Lektüre ausgewählter Textauschnitte, andererseits soll der soziale und kulturelle Hintergrund der unterschiedlichen Textsorten beleuchtet und deren jeweiliges "Anforderungsprofil" rekonstruiert werden.

Textgrundlage: Richard Marsden, ed. 2004. *The Cambridge Old English Reader*. Cambridge.

Wichtiger Hinweis: Dieses Seminar wird durch meine Vorlesung "Anglo-Saxon Language and Culture" ergänzt, deren Besuch dringend empfohlen wird. Wichtige Grundlagen des Altenglischen, die im Seminar nur kurz angesprochen werden können, werden in der Vorlesung ausführlicher dargelegt.

**41316 Pragmatics**

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Do. 14 - 15.30, 106 Seminargebäude, S26

D. Stein  
C. Bongartz

After identifying the field of pragmatics in the spectrum of linguistic research, the course offers a survey of the most important fields of inquiry within a wide-scope view of pragmatics, ranging from speech-act theory through deixis to the theory of inference and socio-pragmatics. Naturally, the course focuses on communication in English and on how English linguistic expressions interact with context in the construction of meaning.

It includes deeper discussions of selected topics, such as pragmatics-based approaches to the definition of genres and literary discourse.

Course taught by: Prof. Dr. Dieter Stein (Uni Düsseldorf)

**41325 Medieval English Drama**

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Do. 10 - 11.30, 106 Seminargebäude, S26

T. Kohnen

This seminar has two aims. First, it will focus on the most important aspects of medieval English drama. We will read and analyse excerpts in class. Here linguistic as well as literary topics will be discussed. Secondly, the seminar will cover the most important aspects of Middle English grammar and lexis. A master copy of the texts which will be read in class will be made available at the beginning of the course.

Richard Beadle, ed. 1994. *The Cambridge Companion to Medieval English Theatre*. Cambridge. – Fernand Mossé. 1952. *A Handbook of Middle English*. (transl. by J.A. Walker) Baltimore.

**41455 Language of the Law**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 16 - 17.30, 106 Seminargebäude, S26

D. Stein

C. Bongartz

After identifying the way law and language cohabit, the course identifies areas and types of this interaction, starting from areas where linguistic issues have a legal dimension. The main part of the course will be devoted to a linguistic analysis of language in the various field within the large domain of use of law, with a certain emphasis on, but not restricted to the language of statutes. The analysis will have to draw on a wide range of knowledge of linguistic categories of analysis, from more structural tools to more discourse-based tools.

Focus will be on English-language texts and discourses.  
Course taught by:

Prof. Dr. Dieter Stein (Uni Düsseldorf)

## 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 )

### 41319 Child Language

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 106 Seminargebäude, S25

M. Klages-Kubitzki

Any account of language development needs to consider the linguistic, cognitive and developmental processes involved and the conditions that need to be met in order for these processes to take place. In this course we will therefore study and compare various theories and methods in child language research with a special focus on different theoretical views, explanations and data on the acquisition of phonology, morphology, syntax and semantics.

Bavin, Edith L. (ed.). 2012 [2009]. *The Cambridge Handbook of Child Language*. Cambridge: Cambridge University Press.

Further reading t.b.a.

### 41321 Language Policies

2 SWS; Übung; Max. Teilnehmer: 36

Mi. 10 - 11.30, 103 Philosophikum, S 76

K. Lenz

Developing language policies is a way of applying linguistics to the real world, of taking decisions with respect to real-world language issues. Language policies are always based on linguistic choices which are preferred over others and a prescription of these choices. This course wants to investigate the historical range of agencies involved in implementing language policies. We also want to explore the broad continuum of formality, from official institutions to much lower-level, informal agencies, as well as their range of actual effectiveness with respect to language management. In short, we want to find out about the authorities involved in language management, about the range of prescriptive decisions taken with respect to language, about the foundations these decisions are based on and about possible and real consequences of these kinds of decisions.

Recommended reading: Spolsky, Bernard. 2009. *Language Management*. Cambridge: UP.

### 41323 The Bible in English

2 SWS; Übung; Max. Teilnehmer: 28

Do. 14 - 15.30, 106 Seminargebäude, S23

K. Gather

In this course we will discuss everything essential with regard to 'The Bible in English', starting with Bible passages in Old English and ending with the modern Bible versions of the 20<sup>th</sup> century. We will look at the changeable history of the 'book of books' and try to discover motivations behind the translation processes. What is more, biblical language seems to be easily recognizable. One important aim of this course is to reveal the typical features of biblical language and relate them to the general development of the English language. What is the role of the Bible in English with respect to language change?

Daniell, David. 2003. *The Bible in English. Its History and Influence*. New Haven and London: Yale University Press.

### 41324 Middle English: Language, Literature and Culture

2 SWS; Übung; Max. Teilnehmer: 28

Do. 12 - 13.30, 106 Seminargebäude, S23

T. Rütten

This course is designed as a follow-up to the Introduction in the previous semester. We will read and discuss Middle English *Gebrauchsprosa* as well as literature proper in light of the socio-historical and cultural background of the time. Knowledge of Middle English is not a necessary prerequisite but is certainly helpful. Students are expected to participate in class actively, which requires thorough preparation of the core texts each week. Leistungsnachweise may be obtained on request. Papers are due March 31, 2014.

### 41325 Medieval English Drama

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Do. 10 - 11.30, 106 Seminargebäude, S26

T. Kohnen

This seminar has two aims. First, it will focus on the most important aspects of medieval English drama. We will read and analyse excerpts in class. Here linguistic as well as literary topics will be discussed. Secondly, the seminar will cover the most important aspects of Middle English grammar and lexis. A master copy of the texts which will be read in class will be made available at the beginning of the course.

Richard Beadle. ed. 1994. The Cambridge Companion to Medieval English Theatre. Cambridge. – Fernand Mossé. 1952. A Handbook of Middle English. (transl. by J.A. Walker) Baltimore.

#### 41326 **Creating Dictionaries in the Information Age: Corpus and Open Collaborative Lexicography**

2 SWS; Übung; Max. Teilnehmer: 30

Do. 10 - 13.30, 103 Philosophikum, SL 60, 14tägl

L. Camara de la Fuente

Dictionaries in the Information Age represent a dramatic transformation in the relationship with the paper dictionaries due to the fact that the Internet influences lexicography, and owing to users are not only consumers but producers of knowledge. In this course, students are introduced to the field of corpus lexicography with a focus on identifying corpus based dictionaries; composing dictionaries using Internet resources and designing and constructing dictionaries for special purposes. Student are also introduced to a new trend: the open collaborative lexicography with a focus on identifying potential applications in the teaching of first and second languages.

The course will take place for three hours every two weeks in the language lab (starting Oct. 17, 2013). Classes are task-oriented training with computer and organized in pairs or in small groups to favor high level of interaction.

Kurs findet donnerstags 10-13.30 Uhr 14-tägig statt - (Sprachlabor SL 60).

### 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

#### 41329 **Examenskolloquium**

2 SWS; Kolloquium; Max. Teilnehmer: 30

Do. 12 - 13.30, 103 Philosophikum, S 55

D. Adone

This course is designed to guide all exams candidates!!!

All students taking part in exams in 2014 should attend this course!

#### 41330 **Historical Text Linguistics**

2 SWS; Kolloquium; Max. Teilnehmer: 22

Do. 14 - 15.30, 103 Philosophikum, S 90

T. Kohnen

Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Studierende, Examenskandidat(inn)en und Doktorand(inn)en. Prinzipiell werden alle „prüfungsrelevanten“ Themen der Linguistik besprochen. Themenschwerpunkte liegen in den Gebieten der historischen Textlinguistik, der historischen Pragmatik und der Korpuslinguistik.

#### 41334 **Advanced crosslinguistic studies & formal theory: DP structure and acquisition II**

2 SWS; Kolloquium; Max. Teilnehmer: 50

Di. 17.45 - 19.15, 105 Hörsaalgebäude, Hörsaal F

M. Becker  
C. Bongartz  
K. Heusinger

Das Forschungsseminar setzt unser Seminar aus dem letzten Semester fort, das den Schwerpunkt auf die theoretische Fundierung des Themas gelegt hatte.

Im zweiten Teil soll nun der Sprachvergleich sowie die Auswertung und linguistische Analyse konkreter sprachlicher Daten stehen. Hierbei sollen konkrete Forschungsfragen entwickelt und in geeignete Designs für empirische Experimente umgesetzt werden. In diesem Zusammenhang sollen auch methodische Fragen und Probleme (Designerstellung, statistische Auswertung) zur Sprache kommen.

Anmeldung bei einer der verantwortlichen Lehrpersonen (per Email oder persönlich) erforderlich

weitere Informationen zu Scheinerwerb etc. in der ersten Sitzung

### 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

## Vorlesungen Literaturwissenschaft

### 41340 American Authors 1940-2010

2 SWS; Vorlesung; Max. Teilnehmer: 300

Mo. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal C

N.N.

H. Berressem

This course normally runs from 1940, but this semester I want to begin in 1938 so that we might include John Dos Passos's USA Trilogy. The author, an American literary modernist, claimed that "Mostly USA is the speech of the people." This proposition can serve as a rough guide for the novels, poems, and essays covered in the course, which include the following: John Dos Passos, USA Trilogy (Library of America, ISBN 978-1-883011-14-7), Norman Mailer, The Armies of the Night (New York: New American Library, 1968), Joan Didion, Democracy, Don DeLillo, Libra, Thomas Pynchon, The Crying of Lot 49, William Gaddis, Carpenter's Gothic, William Gibson, Neuromancer, Colson Whitehead, The Intuitionist. These works of fiction (as history) and history (as fiction) will be supplemented by readings of American poetry from its Puritan beginnings to the present. The poems can be accessed through various sites such as bartelby.com and poetryfoundation.org, and will be assigned week by week.  
Course taught by Prof. Joe Tabbi (University of Illinois at Chicago)

To all NAS Master students: the associated tutorial (for a "seminaristische Vorlesung") takes place in room 115/6 (philosophikum) on Mondays at 16:00.

Please direct any questions to [ascologne@gmail.com](mailto:ascologne@gmail.com)

To all students from Rheinische Friedrich-Wilhelms-Universität Bonn: as you cannot register via klips, please send an email to [ascologne@gmail.com](mailto:ascologne@gmail.com) stating your complete name and matriculation number.

### 41342 The 20th-Century English Novel I: Edwardians and Modernists

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal C

H. Antor

This series of lectures will provide a survey of major trends in the development of the English novel during the first four decades of the twentieth century. We will start off with a discussion of the cultural foundations of modernism, which resulted from major changes in the Victorian period. This will be followed by an analysis of the work of the so-called Edwardian materialists, especially H.G. Wells, John Galsworthy, and Arnold Bennett, who were criticized by a later generation of novelists for their conventional style of narration. Our interpretations of some of the novels of Joseph Conrad will show that his books already display distinctly modernist characteristics. The novels of James Joyce and Virginia Woolf will be discussed as examples of classical modernism in England. Further modern novelists analysed in our lecture will include E.M. Forster, D.H. Lawrence, and others. The following works are recommended as preparatory reading: Batchelor, John, The Edwardian Novelists. London: Duckworth, 1982. Trodd, Anthea, An Introduction to Edwardian Literature. Hemel Hempstead: Harvester, 1991. Childs, Peter, Modernism. The New Critical Idiom. London: Routledge, 2000. Levenson, Michael, ed., The Cambridge Companion to Modernism. Cambridge: Cambridge University Press, 1999. Stevenson, Randall, Modernist Fiction: An Introduction. Second edition. London: Prentice Hall, 1998. Bradbury, Malcolm, The Modern British Novel. Harmondsworth: Penguin, 1994, 22001.

### 41344 Visions of the Antipodes in Literature, History and Cartography

2 SWS; Vorlesung; Max. Teilnehmer: 100

Di. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal G

N.N.

B. Neumeier

The antipodes had been the subject of speculation ever since the vision of a southern world first featured in classical literature. The antipodes took a variety of mythic forms and continued to arouse curiosity and speculation over two millennia. However, the region remained largely a figment of European imagination until the discovery voyages of the seventeenth century. The first successful Dutch voyages to touch on the Australian landmass from 1606 signalled the beginning of more than two centuries of intense exploration in the antipodes, and the gradual accumulation of reliable information. At the start of this period there was very limited knowledge of the makeup of the wider world aside from the maritime routes to rival nations and isolated colonies in other parts of the globe. Most people could never hope to travel beyond local borders, and sea travel was dangerous, requiring specialised training and willingness to brave life-threatening obstacles such as pirate attack, shipwreck and getting lost at sea in an era when even longitude could not yet be accurately measured. Speculation and preconception, based on myths, were powerful influences on explorers. When they finally arrived in the antipodes after long sea voyages there was very little opportunity to describe things in a neutral way.

It is well known that the process of discovering the antipodes continued throughout the eighteenth and nineteenth centuries until the region had been extensively charted and documented, first by the Dutch and then by British and French explorers. It is less well known that a parallel process that had started

much earlier was also continuing. It was the process of creating fictional projections for a public that was eager to conceptualise this new world, using whatever information was available, whether invented or true. The 'imaginary voyage', for example, was a kind of adventure writing that had a unique relationship with the physical geography of the antipodes. European writers developed a sophisticated literary form that simulated the common rhetoric used in genuine voyage accounts. This almost forgotten genre was remarkable for its ability to blend geographical fact with pure fantasy in a way that captured the imaginations of readers.

This lecture course surveys visions of the antipodes in travel narratives and fictional literature, as well as evolving representations of the southern land on maps and in art.  
Course taught by Prof. Paul Arthur (Australian Studies Guest Professor)

#### 42868 Reconstruction and Gilded Age

2 SWS; Vorlesung; Max. Teilnehmer: 82

Di. 10 - 11.30, 103 Philosophikum, S 93

N.Finzsch

This lecture is directed at students of History, English, and North American Studies.  
A bibliography with literature on both parts of the lecture is found on ILIAS ...

### Einführungsseminare Literaturwissenschaft Teil A

#### 41346 Introduction to American Studies

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

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

J.Dücker

What is this America that forms the object of American Studies? Where do we look for it? How do we analyze the evidence?

In search of answers to these questions, the seminar will consider US-American literary and cultural documents of various periods, places and genres.

As this seminar can be taken as an equivalent to "Einführung in die Literaturwissenschaft A", participants will also be introduced to more general methodological and theoretical aspects of literary studies. Therefore, the texts in question will not only be studied for their partaking in the construction and questioning of an American Identity but also in terms of their respective literary period and genre.

Please purchase individually, read and be prepared to discuss:

Fitzgerald, F. Scott. *The Great Gatsby* (1925).

Ellis, Bret Easton. *American Psycho* (1991).

Shorter literary as well as theoretical texts will be made available during the semester.

#### 41347 Introduction to Literary Studies\_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 106 Seminargebäude, S01

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).

#### 41348 Introduction to Literary Studies\_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal XIb

E.Fritsch

This course will offer an introduction to basic terms, selected methods, theories and issues in the study of literature in English. The main focus will be on methods of literary criticism, genre and periods. We will analyze and discuss exemplary texts from major genres, ranging from poetry, narrative prose to drama. Course evaluation will be based on active participation and a course final. Course Texts: selected poetry, various short stories, A. Ayckbourn, *Absurd Person Singular*.

#### 41349 Introduction to Literary Studies\_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

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

E. Fritsch

This course will offer an introduction to basic terms, selected methods, theories and issues in the study of literature in English. The main focus will be on methods of literary criticism, genre and periods. We will analyze and discuss exemplary texts from major genres, ranging from poetry, narrative prose to drama. Course evaluation will be based on active participation and a course final. Course Texts: selected poetry, various short stories, A. Ayckbourn, Absurd Person Singular.

**41350 Introduction to Literary Studies\_4**

2 SWS; Einführungsseminar; Max. Teilnehmer: 42

Di. 16 - 17.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr. 136)

L. Czarnowsky

This course offers an introduction to literary periods, theories and methods of analysis. Using Oscar Wilde's *The Importance of Being Earnest* to engage with dramatic texts, W. Somerset Maugham's *The Razor's Edge* 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.

Please obtain copies of the Wilde and Maugham texts. The university bookshop near campus (VUB) has the preferred editions in stock.

Einführungsseminare  
Literaturwissenschaft Teil B

**41353 The Witch: Perceptions and Representations of Female Agency**

2 SWS; Einführungsseminar; Max. Teilnehmer: 30

Mo. 10 - 11.30, 106 Seminargebäude, S13

J. Schorn

This class is an introduction to the methods and theories of Gender Studies. As an example, we will examine the social construction of femininity and specifically female sexual agency. We will start with an exploration of Gender Studies by reading some foundational texts. Next, we will apply the theories to one play and three novels, as well as selected media texts.

Theoretical readings and media texts will be made available to you by the lecturer. You are asked to purchase the four books listed below.

Requirements: Regular attendance, active participation, response papers, term paper.

The Crucible, Arthur Miller

The Scarlett Letter, Nathaniel Hawthorne

The Witches of Eastwick, John Updike

Wicked, Gregory Maguire

**41354 Institutions and Transitions: Adolescence and School Experience in 19th Century American Literature and Beyond**

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 100 Hauptgebäude, Hörsaal VIIb

B. Sonnenberg

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." We will read and analyze different works from 19th century authors such as Mark Twain, Marie Bashkirtseff's legendary diary "I am the most interesting book of all," Frank L. Baum's "The Wonderful Wizard of Oz," and others. We will also consider narratives that are set in the 19th century such as Laura Ingalls Wilder's "Little House on the Prairie" and films / TV shows that deal with adolescence, school, students, and teachers in 19th century USA.

(A reading list will be announced on Klips shortly.)

All students are expected to give a short presentation and, if they want to obtain 5 CP/LPs, to write a 10-12 page term paper. There will be a weekly viewing assignment; theoretical texts will be made available on Ilias during the course of the semester.



**41355 Money Rules: Gender, Fiction, Value(s)**

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mo. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B V

J. Hoydis

Money and fiction are both based on notions of credit(bility). In particular the English novel has been linked to the rise of capitalism and a national speculative consciousness from its beginnings at the turn of the 17th to the 18th century. While characters may lose or gain fortunes, their lives and ambitions are often inescapably tied to finances, which also has a crucial impact on the depiction of gender roles and personal/sexual (in)dependence. In this class we will survey fictions from the early 18th up to the present, including Daniel Defoe's *Moll Flanders* (1725), Jane Austen's *Pride and Prejudice* (1813), Martin Amis' *Money* (1984) and Kate Jennings' *Moral Hazard* (2002). Focusing on the pervasiveness of representations of money in literature, we will look at some of the ways money has been understood economically, historically, and culturally and what impact it has on plot, characterization, and the construction and mediation of values in the texts. We will engage with questions and metaphors of prostitution, speculation, belief, bankruptcy, crisis and disease, which tie the fictional dramatizations of money to a wide range of social, political and aesthetic concerns. Requirements: regular attendance and reading in preparation for class, a short oral presentation (in groups) and a written term paper (8-10p).

Please buy the novels below. All other materials will be made available in ILIAS. It facilitates the discussion in class if we have copies with the same pagination, so try to acquire the texts in the editions given below. Students should have read *Moll Flanders* by the beginning of the semester.

- Defoe, Daniel. *Moll Flanders*. 1725. (Wordsworth Classics)
- Austen, Jane. *Pride and Prejudice*. 1813. (Wordsworth Classics, 2007)
- Amis, Martin. *Money*. 1984. (Vintage, 2005)
- Jennings, Kate. *Moral Hazard*. 2002 (Fourth Estate, 2003)

**41356 Beyond a Joke: Shakespeare and the Idea of Comedy**

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Do. 12 - 13.30, 106 Seminargebäude, S15

R. Aczel

Shakespearean comedy is tragedy for grown-ups. It imagines possibilities for full being in impossible worlds of lack. This course looks beyond the humour of Shakespeare's comedies to their partly melancholy, partly ironic, but ultimately celebratory visions of the chances of human joy. We will focus on *Twelfth Night*, *As You Like It*, *Much Ado About Nothing* and *Measure for Measure*. Please use Oxford World's Classics editions for all plays.

**41357 Literature in English from Atlantic Canada**

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Fr. 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

A. Rau

Atlantic Canada, also often referred to as the "Maritime provinces" or "the Maritimes" comprises the four provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador. The course focuses on close readings of selected texts that not only illustrate the many facets of the various literary genres of short stories, plays, novels and poems, but also vividly reflect the rich and distinct history and culture of this eastern region of Canada and its people. Master-copies of most of the texts will be provided in a folder in the library. Requirements: active participation, a short oral presentation and final term paper (LN).

**41358 Modern American Poetry**

2 SWS; Einführungsseminar; Max. Teilnehmer: 28

Mi. 14 - 15.30, 106 Seminargebäude, S13

K. Kawar  
H. Berressem

This course will survey some of the major poets and movements of American modernism. With attention to the specific historical, material, and intellectual conditions of the time, we will work to understand the ways in which modernist aesthetics worked to articulate and challenge those problems of modernity. Authors include: T.S. Eliot, Ezra Pound, Wallace Stevens, William Carlos Williams, Gertrude Stein, Claude McKay, Langston Hughes, Countee Cullen, Elizabeth Bishop, Sylvia Plath, Allen Ginsberg. This course is discussion-based. Texts will be provided via ILIAS. Course taught by Kelly Kawar.

**41359 The American Stage**

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 12 - 13.30, 106 Seminargebäude, S16

S. Youssef

At the start of the 20th century America did not have a longstanding literary or theatrical tradition, such as Britain or Sweden. Yet, during the last century America has produced some of the most valuable and distinctive dramatist of theater history. This course will give a survey of 20th and 21st century American

dramatists and their work. We will be looking at the historical, social and cultural contexts of the plays, watch film adaptations and recorded staged performances, read extracts from a number of plays. Critical reading of Tennessee Williams' *A Streetcar Named Desire*, Arthur Miller's *Death of a Salesman*, Tony Kushner's *Angels in America* and others. Themes addressed in the plays will engage students to critically and analytically address issues of race, gender, sex, class and identity in America. Requirements: reading, written assignment, participation, presentation and final paper.

#### 41360 In the Wake of First Contact: Australian Postcolonial Narrative

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

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

V. Herche

When the British colonized Australia in 1788, little was known about the land and its Indigenous inhabitants by the colonists. Initially, relations between the explorers and the Aboriginal inhabitants tended to be hospitable and based on understanding the terms of trading for food, water, cloth and artefacts. These relations became hostile as the Aboriginal population realised that the land and resources upon which they depended and the order of their life were seriously disrupted by the on-going presence of the colonisers. The immigration and European settlement had a disastrous impact on the lives of local Aboriginal people.

This course explores fictional and non-fictional Australian narratives from the 18<sup>th</sup> to 21<sup>st</sup> century, introducing theories of post-colonialism, and debating aspects of racism, frontier violence, dispossession, gender relations and reconciliation.

As a basis for our discussion we read novels by Grenville and White, selected poems and letters, and use further examples from visual arts and film. As the arrival of British colonists effected vast changes upon Aboriginal culture and society, we further explore themes of identity, displacement, indigeneity and nation in novels by Kim Scott and Sam Watson.

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

Please buy the novels and read the first one before the beginning of the semester. All other materials will be made available in ILIAS.

Kate Grenville. 2005. *The Secret River*.

Patrick White. 1976. *A Fringe of Leaves*.

Kim Scott. 2012. *That Deadman Dance*.

Sam Watson. 1990. *The Kadaitcha Sung*. (copy available on ILIAS)

#### 41361 Gender Constructions in Northern British Literature

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal F

J. Homberg-Schramm

In this course we will examine how gender is represented in the contemporary Northern British novel. After an introduction to Gender Studies, we will discuss how the novels mentioned below construct femininity or masculinity, respectively. Acknowledging the close link between gender identity and national identity, we will explore if nationality can influence constructions of normative and deviant gender roles. Furthermore, we will analyse if a joint identification as Northern possibly influences these gender constructions in Northern Irish, Scottish or Northern English novels.

Requirements: regular attendance, active participation, oral presentation, term paper

Course taught by Jessica Homberg-Schramm

Please buy and read the following novels:

A.L. Kennedy – *Looking for the possible dance* (1993)

Bernard MacLaverty – *Grace Notes* (1997)

Andrew O'Hagan – *Our Fathers* (1999)

Pat Barker – *Another World* (1998)

Richard E. Kelly – *Crusaders* (2008)

#### 41362 "Through the Looking Glass": Gender and the Fantastic from the 16th to the 21st Century

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Di. 8 - 9.30, 103 Philosophikum, S 58

L. Czarnowsky

Critic Rosemary Jackson calls fantasy "a literature of desire", one that "traces the unsaid and unseen of culture, that which has been silenced, made invisible, covered over and made 'absent'". This course engages with both classic and contemporary representatives of the genre, drawing on works as established as Spenser's *The Faerie Queen* and Shakespeare's *A Midsummer Night's Dream* as well as more recent contributions such as Carroll's *Alice's Adventures in Wonderland*, Dahl's *Charlie and the Chocolate Factory* and Neil Gaiman's *The Ocean at the End of the Lane*.

Course taught by Laura von Czarnowsky

Please buy the Shakespeare, Carroll, Dahl and Gaiman texts. All texts (in the editions mandatory for the course work) are in stock at the VUB bookshop near campus.

### 41363 Romanticism

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal VIIa

C. Boge

The term Romanticism was invented by the Victorians to homogenize a series of political and intellectual upheavals in Europe, lasting from the mid-1770s until the early 1830s. Even today, Romanticism is frequently misconstrued "as the rejection of Enlightenment and as the embrace of darkness" (Brown). Yet the Romantic period saw Mary Wollstonecraft and Percy Bysshe Shelley, the mother and husband of the author of *Frankenstein*, advocate the rights of women and support atheism. It was a time in which a poet like Samuel Taylor Coleridge would not only analyse the nature of human perception and selfhood but become an articulate critic of the transatlantic slave trade: "Would you choose to be sold, to have the hot iron hiss upon your breasts, after having been crammed into the hold of a Ship with so many fellow-victims, that the heat and stench, arising from your diseased bodies, should rot the very planks? Would you that others should do this unto you?"

Together, we will make inroads into the wilderness of 'romanticisms'. All reading material will be provided.

### 41364 American Science Fiction

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

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

C. Boge

This course gives an overview of American science fiction from the formative period (1926-70) through the age of maturity (1970-2000). We will discuss three texts that are widely regarded as masterpieces of the genre: Ray Bradbury's *Fahrenheit 451* (1953), Alfred Bester's *The Stars My Destination* (1957), and Philip K. Dick's *Do Androids Dream of Electric Sheep?* (1968). In addition, we will analyse scenes from contemporary American sci-fi movies.

Note: I expect students signing up for this course to have read the novels by the beginning of term. Please try to obtain the following editions of the texts mentioned below:

Bester, Alfred. *The Stars My Destination*. SF Masterworks. London: Gollancz, 2010.

Bradbury, Ray. *Fahrenheit 451*. New York: Simon and Schuster Paperbacks, 2012.

Dick, Philip K. *Do Androids Dream of Electric Sheep?* SF Masterworks. London: Gollancz, 2001.

### 41365 Britain at the Fin de Siècle

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Di. 12 - 13.30, 106 Seminargebäude, S15

S. Youssef

The "fin de siècle" refers to the end of a century. Yet at the end of the 19th century in Britain the term did not just refer to a set of dates, but rather a whole set of artistic, moral, and social concerns. We will be looking at artistic movements between 1880 and 1914, addressing the emergence of the New Woman, the Wilde trials, notions of sex, gender and decadence and evaluate the relevance of this period for contemporary literature. Additionally, we will be looking at Aubrey Beardsley's black and white drawings in the *Yellow Book* and see how his work exemplifies the challenged the conventions of high Victorian ideals for literature and art. A number of dramatic readings will be assigned, such as Oscar Wilde's *Salome* and other writings. Focusing on the performing arts, we will also look at a selection of actors and actresses, such as Marlene Dietrich, and theater directors, such as Antonin Artaud, of this period. Furthermore we will also look at films produced during this period and underline the tension between aestheticism and political and social concerns. Requirements: reading, written assignment, participation, presentation and final paper.

## 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 )

### 41301 England, English, Englishness

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr. 136)

B. Abel  
E. Fritsch

What does it mean to be English, especially in times of devolution? What myths, stories and icons are associated with England and the concept of Englishness? This course will analyze English identity from literary, linguistic and cultural studies standpoints. The literary part of the course will focus on how a shared sense of self or community is constructed in selected narratives (and poems) by a variety of English authors. We will reflect on the role of literature as a participant in the discourse on national identity. In the linguistic part of the course we will identify differences between standard, regional and social English dialects and accents and we will discuss how language influences or creates identity. In the cultural studies part of the course we will pursue aspects of Englishness taken from different fields of English culture and society. Regular attendance, active participation and the successful completion of a pass/fail-end-of-term test are mandatory to obtain 3 CP (details t.b.a.). A detailed bibliography will be provided in the first session.

#### 41367 The American Nightmare: Theorizing the Horror Film

2 SWS; Übung; Max. Teilnehmer: 80

Mi. 16 - 17.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr. 136)

B. Sonnenberg

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, to 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 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 regard 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. 71), 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.

#### 41368 American Cultural Studies: Literature for Children and Young People

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr. 136)

G. Westphal

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

Readings: See Literatur.

Scheine: Aktive Teilnahme, Leistungsnachweis (details t.b.a.).

WICHTIG / IMPORTANT

Aufgrund der organisatorischen Struktur dieser Übung ist die Präsenz in der ersten Sitzung ZWINGEND erforderlich. Nur, wer zur ersten Sitzung erscheint, kann an der Übung teilnehmen.

Due to the organizational structure of this course the students' presence at the first session is ABSOLUTELY mandatory. Only those who appear on the first day will be able to take part in the course. WICHTIG / IMPORTANT

Aufgrund der organisatorischen Struktur dieser Übung ist die Präsenz in der ersten Sitzung ZWINGEND erforderlich. Nur, wer zur ersten Sitzung erscheint, kann an der Übung teilnehmen.

Due to the organizational structure of this course the students' presence at the first session is ABSOLUTELY mandatory. Only those who appear on the first day will be able to take part in the course.  
Readings:

- L. Frank Baum, The Wonderful Wizard of Oz (1900)
- E.B. White, Charlotte's Web (1952)
- Harper Lee, To Kill a Mockingbird (1960)
- Linda Sue Park, Project Mulberry (2005)
- Trenton Lee Stewart, The Mysterious Benedict Society (2007)

All books can be purchased at rather low prices (new and used) at Amazon, and students are expected to obtain and read them.

### 41369 An Introduction to Intercultural Communication - BLOCKSEMINAR

Übung; Max. Teilnehmer: 40

k.A., n. Vereinb  
BLOCKSEMINAR

E . Start

Course dates: Monday 16th September - Friday 20th September 2013.

Exam date: Friday 27th September 2013, 12pm - 1.30pm (S26)

Intercultural communication is often seen as the basis for international business. This course will deal with both the theories of intercultural communication and the practical language of business English. The course will involve practising skills such as participating in meetings and writing in a business context, and also be reflective, helping you examine your own culture and its impact on intercultural interactions.

FULL attendance, active participation (including preparation/group meetings on Tuesday and Thursday) and the successful completion of a pass/fail test are mandatory to obtain 3 CP (details t.b.a.).

Course Schedule:

Monday 16.09.13: 9:30 - 17:00 in S26

Tuesday 17.09.13: study/preparation day

Wednesday 18.09.13: 9:30 - 17:00 in S26

Thursday 19.09.13: study/preparation day

Friday 20.09.13: 9:30 - 17:00 in S26

Please note that there will be breaks for lunch etc.

NB If you sign up for the course, and KLIPS does not allocate you a place, and you are sure you want to attend, please email me: [estart@uni-koeln.de](mailto:estart@uni-koeln.de) Exchange students are very welcome to attend this course.

### 41370 Britain Today

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, S 82 (verlegt in die Berrenratherstr. 136)

E . Start

This course aims to give an introduction to modern Britain and will deal with a wide range of issues which give an insight into the identity and concerns of the British today. Topics will range from the forthcoming Scottish referendum on independence and the recent successes of the UK Independence Party to British television and popular culture. Students are expected to prepare for each class (including reading class materials on ILIAS and following a blog) and take an active part in class discussions and group work. In addition, students will be required to document their own reflections and learning. Regular attendance, active participation and the successful completion of a pass/fail-end-of-term test are mandatory to obtain 3 CP (details t.b.a.).

**41371 Voices of Ireland - BLOCKSEMINAR**

2 SWS; Übung; Max. Teilnehmer: 40

k.A., n. Vereinb

BLOCKSEMINAR

S. Newman

Ireland is often associated with romantic myths, music and merriment, but the true voices of Ireland reveal a much more complex and darker cultural past and present. This course will explore 20th century and contemporary Irish and Northern Irish culture through film, short stories and poetry.

NB: Students will need to collect the course portfolio and have read the texts BEFORE the first day of the 'Blockseminar'. Please note, some course materials will also be uploaded on to ILIAS, and students must read and prepare this material before the beginning of the course.

THE PORTFOLIOS CAN BE COLLECTED FROM THE SIO FROM MONDAY JULY 29th ONWARDS.  
PLEASE ONLY TAKE ONE IF YOU DEFINITELY HAVE A PLACE IN 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. Please note that FULL attendance and active participation are necessary if you wish to obtain any credit for the course!

NB If you sign up for the course, and KLIPS does not allocate you a place, and you are sure you want to attend, please email me: sigrid.newman@uni-koeln.de

ALSO: IF KLIPS ALLOCATES YOU A PLACE AND YOU NO LONGER WISH TO TAKE THE COURSE, YOU MUST INFORM ME VIA EMAIL WELL BEFORE THE FIRST DAY OF THE COURSE. Sanctions will be taken against any student who fails to do this, as it is unacceptable and unprofessional behaviour.

Course dates:

Fri Sept 20th: 10.00-17.00

Wed Sept 25th: 10.00-17.00

Thu Sept 26th: 10.00-17.00

COURSE ROOM: S16

Please note that there will be breaks for lunch etc.

Blockseminar!

**41373 Form and Meaning in Poetry**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 58

R. Aczel

Poetry is perhaps the most intense and focussed form of verbal expression that we have. This course explores what poetry can do and how it does it. We will consider a wide range of poetic forms (from the sonnet to the villanelle) drawing upon an equally wide range of historical examples (from the Renaissance to the present).

**41374 Textual Analysis in Practice: Poetry\_1**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S16

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Thematic aspects will include: the poetics of sex and love across the ages, the portrayal of death and loss, urban vs. nature poetry, war poetry, ethnic poetry and poetic self-reflexivity. The poems we will read and discuss include examples from the British and American traditions and will be made available in a reader. Course evaluation will be based on active participation and a short presentation on a particular poem in class. If a 'Referatsschein' is needed, the oral presentation will additionally focus on a cultural or historical aspect of poetry. There will also be a 'Klausur' option in the last week of term.

**41375 Textual Analysis in Practice: Poetry\_2**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 106 Seminargebäude, S16

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Thematic aspects will include: the poetics of sex and love across the ages, the portrayal of death and loss, urban vs. nature poetry, war poetry, ethnic poetry and poetic self-reflexivity. The poems we will read and discuss include examples from the British and American traditions and will be made available in a reader. Course evaluation will be based on active participation and a short presentation on a particular poem in class. If a 'Referatsschein' is needed, the oral presentation will additionally focus on a cultural or historical aspect of poetry. There will also be a 'Klausur' option in the last week of term.

**41376 James Joyce's Dublin: Text, Theme and Film\_1**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIa

M. Fitzpatrick

In writing *Dubliners*, James Joyce hoped to give the city of Dublin to the world. This course examines the theme of Dublin in Joyce's *Dubliners* and some of his later work. This course involves a close reading of James Joyce's *Dubliners*. We also read William Blake's *Songs of Innocence and Songs of Experience* and discuss the progression from innocence to experience in Joyce's book of short stories. We read excerpts of Joyce's later work in the context of his early short stories—Joyce's *Ulysses* began as a short story. We view adaptations of Joyce's work for the screen and discuss the merits of adapting the work of a pioneer of the 'stream of consciousness' technique.

Required reading by the start of semester: *Dubliners* by James Joyce. You must buy this book as a paperback edition, not as an ebook (information about the edition to follow); *Songs of Innocence and Songs of Experience* by William Blake (any edition)

Other materials will be provided.

**41377 James Joyce's Dublin: Text, Theme and Film 2**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIa

M. Fitzpatrick

In writing *Dubliners*, James Joyce hoped to give the city of Dublin to the world. This course examines the theme of Dublin in Joyce's *Dubliners* and some of his later work. This course involves a close reading of James Joyce's *Dubliners*. We also read William Blake's *Songs of Innocence and Songs of Experience* and discuss the progression from innocence to experience in Joyce's book of short stories. We read excerpts of Joyce's later work in the context of his early short stories—Joyce's *Ulysses* began as a short story. We view adaptations of Joyce's work for the screen and discuss the merits of adapting the work of a pioneer of the 'stream of consciousness' technique.

Required reading by the start of semester: *Dubliners* by James Joyce. You must buy this book as a paperback edition, not as an ebook (information about the edition to follow); *Songs of Innocence and Songs of Experience* by William Blake (any edition)

Other materials will be provided.

**41379 Disabilities in American Literature and Film**

2 SWS; Übung; Max. Teilnehmer: 22

Do. 12 - 13.30, 103 Philosophikum, S 90

N. N.  
H. Berressem

This seminar seeks to explore the various depictions of impairments in American literature and film, aiming to unveil ruling mechanisms of exclusion and abuse. In order to detect and retrace shifts in the social attitudes toward bodily and mental deviances, students will be acquainted with the general issues of disability studies. The philosophical and sociological renegotiations of normalcy, stigma and ableism will be addressed and discussed thoroughly.

The readings (Hemingway's *The Sun also Rises*, Kesey's *One Flew Over the Cuckoo's Nest*, Morrison's *Sula*) and the visual presentations (David Lynch's "The Elephant Man" as well as selected episodes of the series "South Park") will be supplemented by theoretical texts that will be made available on Ilias during the course of the semester. Students are expected to have read the three novels by the beginning of the semester: Ernest Hemingway *The Sun also Rises*, Ken Kesey *One Flew Over the Cuckoo's Nest*, Toni Morrison *Sula*.

Course taught by Eleana Vaja.

## Hauptseminar Literaturwissenschaft

### 40549b Death by Camera - Cut to Death (in der Bibliothek Morphomata)

2 SWS; Hauptseminar; Max. Teilnehmer: 60

Mo. 12 - 13.30

H. Berressem  
G. Blamberger  
M. Roussel

Thema des Seminars sind Todesdarstellungen im Hollywood-Kino. Als eines der kulturell durchdringendsten populären Bildmedien fungiert Hollywood als eminent wirkmächtiger Träger von Verhandlungen des Todes in der zeitgenössischen westlichen Kultur. Viele der spektakulärsten, der melodramatischsten aber auch der komischsten Inszenierungen von Tod kommen aus Hollywood. Einige der Fragen die das Seminar adressiert sind: Wie wird Tod auf inhaltlichen und formalen Ebenen inszeniert? Wer stirbt? Wie verhält sich die Inszenierung zu Vorgaben spezifischer Genres? Welche Funktion übernimmt die Kamera? Das Licht? Die Einstellung? Die Montage? Welche filmtheoretischen Parameter können helfen, die kinematographische Darstellung des Todes genauer zu konturieren?

Das Seminar besteht aus einer Serie von 'lunch lectures,' bei der Fellows des an der Universität zu Köln angesiedelten Internationalen Kollegs Morphomata ihre jeweilige Lieblings-Todes-Szene aus dem amerikanischen Hollywood-Kino vorstellen, und diese aus ihrem Fachgebiet und ihrer Expertise heraus kommentieren. Der Leistungsnachweis wird durch kontinuierliche Anwesenheit sowie durch das Erstellen einer Hausarbeit erbracht.

### 41382 Literature and Science

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Mi. 12 - 13.30, 106 Seminargebäude, S01

N. N.  
H. Berressem

Literary/cultural theory and philosophy always learned from the sciences and sometimes even inspired scientific and technological explorations (in science fictions and thought experiments, for example). But what if theorists in literature and the humanities can begin to think with the sciences? Can humanists make the approaches and conceptual framework of the sciences their own? Are the tools and techniques of new media of some use, in realizing such a project? These are question, and live possibilities, that will guide us through the overview essays collected in the Routledge Companion to Literature and Science. As we move through essays in eco-criticism, new materialisms, cognitive criticism and electronic literature, we will also read a wide range of poetry in English, that can be found in sites (themselves enabled by current information technologies) such as Bartelby.com, poetryfoundation.org, the Electronic Literature Directory and affiliated resources which are themselves (the resources) active nodes in the integration of science, technology and literature. And the poems will also give us clear, concise indications of how literature can operate as a kind of scientific or philosophical investigation, in the register of spoken and written language. Required texts:

Routledge Companion to Literature and Science , eds Bruce Clarke and Manuela Rossini (paperback 978-0-415-50959-6)

Addressing Modernity, Eds Carsten Schinko and Hans Bergthaller. Rodopi (paperback 978-90-420-3257-6). Course taught by Prof. Joe Tabbi (University of Illinois at Chicago).

### 41383 The Post-Human Imagination: Readings in Contemporary Fiction, Poetry, and Theory

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Di. 12 - 13.30, 103 Philosophikum, S 89

N. N.  
H. Berressem

For a long time, critics have talked about innovative writing in terms of historical periods: traditionalist, realist, modernist, post-modernist, for example. The assumption implicit here is that humans are somehow, individually or collectively, in control of such developments. Or that we should be: "Always Historicize!" was the battle cry of post-modernism, articulated by leading Marxist theorist Frederic Jameson in the 1980s. But is historicization even possible now, with so many contenders for so many histories taking their observations in so many directions? The current discourse on 'the posthuman,' in its more interesting instances, circumvents historicist approaches and instead posits non-human actants, beyond what is now seen as a relatively narrow realm of experience that can be grasped (or governed) by human consciousness. This course looks at various imaginative works that can be best described as "posthuman" - in particular, those written and cited by the authors of a recent essay collection, "Fiction's Present." We also read some examples of literary theory that can help us to articulate these differences from the humanist, historicist outlook.

Works of Imaginative Writing: "See the Moon" (Donald Barthelme) (handout), Against the Day (Thomas Pynchon), Written on the Body (Jeanette Winterson), American Genius: A Comedy (Lynne Tillman), The Intuitionist (Colson Whitehead)



Critical contexts:

Fiction's Present, ed. Ralph Berry and Jeffrey DiLeo  
 What is Posthumanism? Cary Wolfe. University of Minnesota Press (paperback ISBN: 9780816666157)  
 Addressing Modernity, Eds Carsten Schinko and Hans Bergthaller. Rodopi (paperback ISBN 978-90-420-3257-6).  
 Bruno Latour and Vincent Lapanjay. The Science of Passionate Interests: An Introduction to Gabriel Tarde's Economic Anthropology. Chicago: Prickly Paradigm Press.  
 "Globalization or World Society?: How to conceive of modern society" (Niklas Luhmann): International Review of Sociology, March 1997, Vol. 7 Issue 1 (available online)  
 "Against Narrativity." (Galen Strawson): Ratio (new series) XVII 2004. (available online)  
 "Lacan between Cultural Studies and Cognitivism." (Slavoj Zizek): Umbr(a): Science and Truth. Number 1. 2000. pp 9-32. (available online)  
 "Writing, American Literature, and 'Media Ecologies.'" (Randall Knoper): review of Michael Wutz, Enduring Words, in American Literary History, Vol 23 Issue 1 (handout)  
 Essays edited by Eric Rasmussen and Rone Shavers on Lynne Tillman, American Genius, available online in ebr, www.electronicbookreview.com.

#### 41384 Inescapable Frameworks: Positionality, Identity and Alterity in Anglophone Literature

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Mo. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal G

H. Antor

In this seminar, we will look at examples from various anglophone literatures and analyze the ways in which identity is constituted in processes of self-construction involving ethical acts of positioning within what the Canadian philosopher Charles Taylor has called "inescapable frameworks". This will lead to critical engagements with salient issues in negotiations of the self in British, North-American, postcolonial, and global contexts. We will read and discuss the following texts: V.S. Naipaul, *The Mimic Men* (1967); David Malouf, *Johnno* (1975); Joy Kogawa, *Obasan* (1981); Aritha van Herk, *No Fixed Address: An Amorous Journey* (1986); Ian McEwan, *Black Dogs* (1992); David Dabydeen, *Disappearance* (1993). In addition, we will use Charles Taylor, *Sources of the Self: The Making of the Modern Identity*. Montreal: McGill University Press, 1989. Further materials will be made available in class. Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.

#### 41385 Victorian Poetry and Culture

2 SWS; Hauptseminar; Max. Teilnehmer: 45

Do. 12 - 13.30, 106 Seminargebäude, S12

H. Antor

In this seminar, we will read and analyze in their cultural contexts some of the classics of Victorian poetry. We will discuss poems by such writers as Matthew Arnold, Robert Browning, Elizabeth Barrett Browning, Alfred Lord Tennyson, Dante Gabriel Rossetti, William Morris, Algernon Charles Swinburne, Thomas Hardy, Gerard Manley Hopkins, Rudyard Kipling, and others. The themes we will deal with include science, religion, politics, gender roles, nation and empire, and so on. We will also discuss poetic forms such as epic and lyric poetry, dramatic monologue, elegy, verse novel, etc. We will use the following anthology: Francis O'Gorman (ed.), *Victorian Poetry: An Annotated Anthology*, Oxford: Blackwell, 2004. In addition, we will use: Bristow, Joseph (ed.), *The Cambridge Companion to Victorian Poetry*. Cambridge: Cambridge University Press, 2000, and Cronin, Richard, Alison Chapman and Antony H. Harrison (eds.), *A Companion to Victorian Poetry*, Oxford: Blackwell, 2002. For further reading, I recommend: Jürgen Osterhammel, *Die Verwandlung der Welt: Eine Geschichte des 19. Jahrhunderts*. München: Beck, 2011. A. N. Wilson, *The Victorians*. London: Hutchinson, 2002. Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics*, London: Routledge, 1993. Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.

#### 41388 Literary London and New York: Reading the Metropolis

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Mo. 14 - 15.30, 103 Philosophikum, S 73 (verlegt in die Berrenratherstr. 136)

A. Gutenberg

The metropolis can be read as an icon of the experience of modernity with its connotations of disorientation and fragmentation in an increasingly divided, sped-up, economised, racialised and genderised world. In the 20<sup>th</sup> century, which will be our focus in this seminar, the city has advanced to the status of protagonist in narrative writing. In the six novels from the modernist and postmodernist tradition we are going to read, the cities of London and New York serve as catalysers or obstacles for identity formation, as cyphers of urban fantasies, as historical and cultural archives and places of trauma. We will discuss the novels alongside some sociological and philosophical writing, poetry and selected films and with reference to the theoretical approaches of cultural studies, intertextuality and gender studies. TEXTS: Virginia Woolf: *Mrs Dalloway* (Oxford World's Classics); Ian McEwan: *Saturday* (Vintage); Penelope Lively: *City of the Mind* (Penguin); John Dos Passos: *Manhattan Transfer* (Penguin); Paul Auster: *The New York Trilogy* (Faber & Faber); Don De Lillo: *Falling Man* (Scribner). Course evaluation will be based on regular attendance, participation in a group presentation and a term paper.

**41389 Ästhetik und Politik: Rancière-Lektüren**

2 SWS; Hauptseminar; Max. Teilnehmer: 49

Fr. 18.10.2013 12 - 13.30, 100 Hauptgebäude, Hörsaal X1a

Fr. 18.10.2013 13.30 - 18, 100 Hauptgebäude, Hörsaal XVIIa

Fr. 10.1.2014 12 - 18, 100 Hauptgebäude, Hörsaal X1a

Sa. 11.1.2014 9 - 18, 100 Hauptgebäude, Hörsaal X1a

H. Berressem  
W. Nitsch  
L. Morris

2006 von Le Monde diplomatique als einer der „derzeit bedeutendsten politischen Theoretiker Frankreichs“ bezeichnet, zählt Jacques Rancière (\*1940) gegenwärtig zu den meistdiskutierten französischen Philosophen der Gegenwart. Als Schüler Louis Althusser's begann Rancière seine Karriere als Co-Autor von dessen Hauptwerk Lire le Capital (1965). Internationale Bekanntheit erlangte er allerdings vor allem durch seine Schriften zur Ästhetik seit Mitte der 1990er Jahre. Im Zentrum seines originären Konzepts steht dabei das politische Potential von Ästhetik: Dass Kunst sich seit Anfang des 19. Jahrhundert gleichermaßen als autonom und heteronom begreift, nutzt Rancière als Ausgangspunkt, um das Verhältnis von Ästhetik und Politik neu zu definieren, fernab der Opposition zwischen engagierter Kunst und l'art pour l'art. Mit seinem theoretischen Ansatz versucht er zu zeigen, wie Kunst unabhängig von konkreten politischen Inhalten politisch wirken kann. Analog dazu entwickelt Rancière ein neues Verständnis von Politik, das nicht mehr durch die Ausübung von Macht bestimmt ist. Politik ist für ihn vielmehr ein Konflikt um Wahrnehmungsweisen und der damit verbundenen Konfiguration eines spezifischen Raums. Im Zentrum des Seminar soll daher die Frage nach der „Ästhetik der Politik“ und der „Politik der Ästhetik“ stehen, die auf drei Ebenen beleuchtet werden soll. In der gemeinsamen Lektüre ausgewählter Texte Rancière's sollen zunächst Zugänge zu dessen Begriff der Politik und dem damit in Verbindung stehenden Verständnis von Ästhetik erarbeitet werden. Darauf aufbauend werden konkrete Fallanalysen aus dem Bereich der Literatur, der bildenden Künste, dem Theater und dem Kino ebenso eine Rolle spielen wie die Diskussion von Rancière's Positionen vor dem Hintergrund konkurrierender Theorieansätze.

BLOCKSEMINAR!

Vorbesprechung am Fr 18.10.2013, 12-13.30, Hörsaal X1a; Veranstaltung: Freitag 18.10.13.30-18 (VIIa), Freitag, 10.01.2014 von 12-18h (12-18h, Hörsaal X1a im Hauptgebäude) und Samstag, 11.01.2014 von 9-18h (Hörsaal X1a im Hauptgebäude).

**41390 Text, Media and Memory in the Digital Era**

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 106 Seminargebäude, S15

N. N.  
B. Neumeier

This course explores how the digital environment is profoundly changing the way we write, record, communicate and remember. Students will be encouraged to think critically about the possibilities that computing offers the humanities, including the implications of using new media formats and methods for compiling, storing and displaying cultural and social data. The course begins by considering the influence of earlier media, such as photography and film, on literary and historical studies, so that digital innovations can be understood in a broader context. Using examples drawn from around the world with a focus on Australia, the course surveys formats, genres and writing practices, ranging from the personal and experimental to the institutional. These will be discussed in the context of the latest issues in areas such as multimedia documentary, interactive narrative, online communities and commemoration, digital biography and storytelling, historical GIS, e-research, virtual worlds and digital identity.

Course taught by Prof. Paul Arthur (Gastprofessor)

**41392 Ökologie der Praktiken: Medien, Kunst, Literatur**

2 SWS; Hauptseminar; Max. Teilnehmer: 70

Mi. 13.11.2013 18 - 21

Fr. 29.11.2013 14 - 18

Sa. 30.11.2013 11 - 17

Mo. 2.12.2013 14 - 20

Fr. 6.12.2013 18 - 20

Fr. 31.1.2014 15 - 19

Sa. 1.2.2014 11 - 17

H. Berressem

Der Begriff des Milieus ist nicht nur etymologisch mit dem des Mediums verknüpft. Medien sind jedem Milieu immanent. In gewissem Sinne ist jede Kartographie des Milieus auch eine Analyse der Medialität von Ereignissen, reflektiert und produziert jede mediale Praktik ein Milieu.

Der Kurs, der in Kooperation mit der Universität Düsseldorf (Prof. Reno Görling) und der Kunsthochschule für Medien Köln (Prof. Marie-Luise Angerer) durchgeführt wird, beschäftigt sich mit der Beziehung von Medienwissenschaft, Kunstproduktion, Literatur und Lebenspraktiken. Der Begriff „Ökologie der Praktiken“ wurde von der belgischen Philosophin und Wissenschaftstheoretikerin Isabelle Stengers geprägt. Neben Stengers sind weitere theoretische Positionen die von Alfred N. Whitehead, Gilles Deleuze und Bruno Latour, aber auch Gregory Batesons „Ecology of Mind“ und James J. Gibsons „Ecological Approach to Visual Perception.“ Neuere Möglichkeiten einer Ökologie der Praktiken legen ein besonderes Augenmerk auf die affektiven Dimensionen des Milieus und der Kunstproduktion. Im Zentrum des Blockseminars liegen zwei Vorträge und Workshops mit Brian Massumi und Erin Manning die im Dezember einmal in Düsseldorf und einmal in Köln stattfinden.

Lehrende: Prof. Hanjo Berressem (Universität zu Köln), Prof. Reno Görling (Universität Düsseldorf), Prof. Marie-Luise Angerer (Kunsthochschule für Medien Köln)

13.11. 18:00-21:00 Köln

29.11. 14:00-18:00 Düsseldorf

30.11. 11:00-17:00 Düsseldorf

02.12. 14-20 Workshop Brian Massumi / Erin Manning Düsseldorf (fakultativ)

06.12. 18-20 Vortrag Brian Massumi Köln (fakultativ)

31.01. 15:00-19:00

01.02. 11:00-17:00 Köln.

## 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 )

### 41394 Tales of Rape

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIIb

J. Hoydis

Incidents of rape – be they very real, imagined, alleged, invented – reoccur in fiction and, more often than not, constitute the central moment around which the plot action is constructed and which has a decisive impact on the characters. As a transgressive act of violence, rape raises a number of ethical, legal, and aesthetic concerns when represented in literature. Apart from addressing questions of trauma, revenge, victimization, fantasy, guilt, and accusation, the focus will be on the metaphorical function of the motif and its reflection of social, cultural and political circumstances and anxieties, as well as on gender roles and identity formation within the texts. Crucial is also the matter of evidence, of how and what is perceived as 'truth', from what perspective, and to what end. We will discuss Thomas Hardy's *Tess of D'Urbervilles* (1891), E.M. Forster's *Passage to India* (1924), J.M. Coetzee's *Disgrace* (1999), Ian McEwan's *Atonement* (2001), Nnedi Okorafor's *Who Fears Death* (2010), and selected excerpts from the film versions of the novels.

Please acquire and prepare the novels below. All other materials will be made available in ILIAS at the beginning of October. It facilitates the discussion in class if we have copies with the same pagination, so try to obtain the texts in the following editions:

- Hardy, Thomas. *Tess of the D'Urbervilles*. 1891. (Penguin Popular Classics, 1994).
- Forster, E. M. *Passage to India*. 1924. (Penguin Books, 2000)
- Coetzee, J. M. *Disgrace*. 1999. (Vintage, 2000)
- McEwan, Ian. *Atonement*. 2001. (Vintage, 2007)
- Okorafor, Nnedi. *Who Fears Death*. 2010. (DAW Books)

### 41395 From Page to Stage: Theory and Practice of Drama

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.

Die Veranstaltung findet in Räumlichkeiten der Studiobühne statt.

### 41396 Writing Immigration

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 103 Philosophikum, S 58

E. Fritsch

In this class, we will examine and discuss works that represent the experience of immigration to the US in a variety of ways (and at various points in time) ranging from Jewish immigration to New York City in the late 19<sup>th</sup> century (stories and excerpts by Anzia Yeziarska and Abraham Cahan among others) to German immigration to the American (Mid-)West in the early 20<sup>th</sup> century (Louise Erdrich, *The Master Butcher's Singing Club* 2003), and Caribbean immigration to the US (again New York) in the mid- 20<sup>th</sup> Century (Julia Alvarez, *How The Garcia Girls Lost Their Accents* 1991).

Creditation depending on course of study and combination of written exercises (2 CP or 3 CP/LP) and short presentation with written component (4 CP/LP).

**41397 Storytelling, Evolution and the Brain**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 100 Hauptgebäude, Hörsaal VIIa

C. Boge

"Narrative," writes Brian Boyd, requires our "unique capacity for metarepresentation: not only to make and understand representations, but also to understand them as representations" (2009, 129, *italic original*). Boyd's 'evocritical' approach forms part of the recent cognitive turn in cultural studies that has "expanded to include work done in comparative psychology (i.e. study of nonhuman animals), law, economics, music, engineering, and political science" (Zunshine 2010, 3). Together, we will examine how storytelling may have evolved from animal play, and whether the neurosciences can make a substantial contribution to our understanding of the human capacity for storytelling. In addition, please buy and read Daniel Keyes' novel *Flowers for Algernon* (Oxford: Heinemann New Windmills, 1989).

**41398 Literature of Conflict**

2 SWS; Übung; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 103 Philosophikum, S 69

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.

Information about the course texts will be available online at the beginning of August.

Additional places in this class will be allocated by the instructor. If KLIPS has not allocated you a place, please email me: sigrid.newman@uni-koeln.de

**41399 A United Kingdom of Poetic Voices?: Armitage, Clarke, Lochhead and Morrissey.**

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 69

S. Allan

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

'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? Perhaps Jubilee Lines, published in 2012 to mark the Diamond Jubilee of the Queen's accession to the throne is already past its sell-by date?

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

NOTE: Additional places in this course will be allocated by the instructor. If KLIPS does not assign you a place, please email me: shona.allan@uni-koeln.de  
Simon Armitage, *Seeing Stars*. London: Faber & Faber, 2011.

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

Carol Ann Duffy, *Jubilee Lines: 60 Poets for 60 Years*. London: Faber & Faber, 2012.

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

Sinéad Morrissey, *There was Fire in Vancouver*. Manchester: Carcanet, 1996.

**41400 Exkursion: New York, New York**

2 SWS; Übung; Max. Teilnehmer: 30

k.A., k. A., Ortsangaben folgen

18.-24. February 2014

B. Neumeier

A one-week tour of exploring New York's role as a political, social and cultural center, and discovering a truly vibrant and multicultural city.

Designed for students interested in discovering New York's theatrical and artistic landscape – in theory and practice!

Programme:

4 x theater shows (either Broadway, off-Broadway or off-off-Broadway shows)

Daily guided tours through the five boroughs (e.g. visit to The New York Public Library; MoMa – Museum of Modern Art; Ground Zero Memorial etc.)

Theater workshop

Full Island Sightseeing Cruise, Empire State Building

(Exact schedule will be announced in November 2013)

For further information please contact: [sarah.youssef@uni-koeln.de](mailto:sarah.youssef@uni-koeln.de), office 110

**41411 Locating the 'Text' in Electronic Literature**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 103 Philosophikum, S 78

N.N.

H. Berressem

This class follows directly on the international conference that the instructor helped to organize in Paris, France: "Chercher le Texte: Locating the Text in Electronic Literature" (September 24-27, 2013). Our reading for the course will be drawn entirely from sources and resources online. We will take as our reference points the various dedicated literary sites among the Consortium for Electronic Literature (CELL): <http://eliterature.org/partners/>

Students can prepare by browsing the various directories from around the world, in Bergen, Montreal, Providence, Chicago, and Washington, D.C. You can also begin reading around in some of the born digital works of electronic literature featured on the ELO site, and also in the Organization's Electronic Literature Collection: <http://collection.eliterature.org/>

There is no set reading list for this seminar. The sites will be navigated in class, and the order of readings will depend on how each concept raised during the seminar connects to the next concept, in a networked or hypertextual fashion. For this networked reading practice to work, students should come to each meeting with at least one work clearly in mind, and have prepared four to six lines describing the work. (These descriptions may be developed in turn, into entries for the various e-lit directories in our Consortium. Those entries that are accepted by the Consortium editors, will be made available to the public.) Course taught by Prof. Joe Tabbi (University of Illinois at Chicago)

## 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

**41389 Ästhetik und Politik: Rancière-Lektüren**

2 SWS; Hauptseminar; Max. Teilnehmer: 49

Fr. 18.10.2013 12 - 13.30, 100 Hauptgebäude, Hörsaal XIa

Fr. 18.10.2013 13.30 - 18, 100 Hauptgebäude, Hörsaal XVIIa

Fr. 10.1.2014 12 - 18, 100 Hauptgebäude, Hörsaal XIa

Sa. 11.1.2014 9 - 18, 100 Hauptgebäude, Hörsaal XIa

H. Berressem

W. Nitsch

L. Morris

2006 von Le Monde diplomatique als einer der „derzeit bedeutendsten politischen Theoretiker Frankreichs“ bezeichnet, zählt Jacques Rancière (\*1940) gegenwärtig zu den meistdiskutierten französischen Philosophen der Gegenwart. Als Schüler Louis Althusser's begann Rancière seine Karriere als Co-Autor von dessen Hauptwerk Lire le Capital (1965). Internationale Bekanntheit erlangte er allerdings vor allem durch seine Schriften zur Ästhetik seit Mitte der 1990er Jahre. Im Zentrum seines originären Konzepts steht dabei das politische Potential von Ästhetik: Dass Kunst sich seit Anfang des 19. Jahrhundert gleichermaßen als autonom und heteronom begreift, nutzt Rancière als Ausgangspunkt, um das Verhältnis von Ästhetik und Politik neu zu definieren, fernab der Opposition zwischen engagierter Kunst und l'art pour l'art. Mit seinem theoretischen Ansatz versucht er zu zeigen, wie Kunst unabhängig von konkreten politischen Inhalten politisch wirken kann. Analog dazu entwickelt Rancière ein neues Verständnis von Politik, das nicht mehr durch die Ausübung von Macht bestimmt ist. Politik ist für ihn vielmehr ein Konflikt um Wahrnehmungsweisen und der damit verbundenen Konfiguration eines spezifischen Raums. Im Zentrum des Seminar soll daher die Frage nach der „Ästhetik der Politik“ und der „Politik der Ästhetik“ stehen, die auf drei Ebenen beleuchtet werden soll. In der gemeinsamen Lektüre ausgewählter Texte Rancières sollen zunächst Zugänge zu dessen Begriff der Politik und dem damit in Verbindung stehenden Verständnis von Ästhetik erarbeitet werden. Darauf aufbauend werden konkrete Fallanalysen aus dem Bereich der Literatur, der bildenden Künste, dem Theater und dem Kino ebenso eine Rolle spielen wie die Diskussion von Rancières Positionen vor dem Hintergrund konkurrierender Theorieansätze.  
BLOCKSEMINAR!

Vorbereitung am Fr 18.10.2013, 12-13.30, Hörsaal X1a; Veranstaltung: Freitag 18.10.13.30-18 (V11a), Freitag, 10.01.2014 von 12-18h (12-18h, Hörsaal X1a im Hauptgebäude) und Samstag, 11.01.2014 von 9-18h (Hörsaal X1a im Hauptgebäude).

#### 41405 Examenkolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 30  
Der Kurs findet in Professor Neumeiers Büro statt.

#### 41406 Exams Preparation

2 SWS; Kolloquium; Max. Teilnehmer: 20

Mo. 14 - 15.30, 103 Philosophikum, S 90

H. Antor

It is the purpose of this Kolloquium to provide a forum of discussion for all those preparing for their final written or oral exams or engaged in the process of writing a Staatsarbeit/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).

#### 41407 Forschungskolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 15

Mo. 16 - 17.30, 103 Philosophikum, S 84 (verlegt in die Berrenratherstr. 136)

H. Antor

In this discussion group for advanced young research students we will meet to discuss research in progress under my supervision. Individual chapters from recent research will be presented and discussed in order to test the premises on which the projects are based and to negotiate the viability of the results presented. In addition, we will read and discuss recently published contributions to scholarly discourse in our field of enquiry.

#### 41408 Forschungskolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 20

#### 41409 Forschungskolloquium Amerikanistik

2 SWS; Kolloquium; Max. Teilnehmer: 20

Di. 18 - 19.30, 106 Seminargebäude, S15

H. Berressem

#### 41412 Kolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 20

Di. 12 - 13.30, 103 Philosophikum, S 81

A. Gutenberg

This Examenkolloquium provides a forum of discussion for all those preparing for their final written or oral exams in English

literary studies or engaged in the process of writing a Staatsarbeit/BA or MA paper. Participants will have the opportunity to present their special subjects as well as their particular approaches to the topic. In this way a class discussion will be initiated that is meant as a testing ground and as a source for new ideas. Since the course schedule depends on who will attend the seminar it will have to be discussed in our first meeting.

## FACHDIDAKTIK

### Fachdidaktische Übungen

#### Vorbereitungsseminar für das Schul- / Fachpraktikum / Grundlagenseminar Fachdidaktik

- 41415 Vorbereitungseminar zum Schulpraktikum\_1/Grundlagenseminar Fachdidaktik\_1**  
2 SWS; Übung; Max. Teilnehmer: 35  
Mo. 8 - 9.30, 103 Philosophikum, S 57 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.
- 41416 Vorbereitungseminar zum Schulpraktikum\_4/Grundlagenseminar Fachdidaktik\_4**  
2 SWS; Übung; Max. Teilnehmer: 40  
Di. 14 - 15.30, 103 Philosophikum, S 56 A.Gutenberg
- Diese Übung richtet sich an a) Lehramtsstudierende nach LPO 2003 (die ihr schulisches Praktikum in nächster Zeit absolvieren werden) sowie an b) Bachelor of Education. Zur Vorbereitung auf das Praktikum bzw. als Einführung in die Fremdsprachendidaktik werden einleitend zentrale fachdidaktische Ansätze, Konzepte und Methoden sowie Kriterien zur Planung, Durchführung und Evaluation von Unterricht diskutiert. Auf dieser Grundlage sollen dann eigene Unterrichtsentwürfe zu den zentralen Kompetenzbereichen entwickelt und im Plenum durchgeführt sowie ausgewertet werden. Lehramtsstudierende nach LPO 2003 können in dieser Übung einen aktiven Teilnahmenachweis (ausschließlich für Modul A1.5 oder A2.5, nicht aber für A5) erwerben. Bachelorstudierende des Lehramtes schließen die Übung mit einer endnotenrelevanten Klausur ab.
- 41418 Vorbereitungseminar zum Schulpraktikum\_3/Grundlagenseminar Fachdidaktik\_3**  
2 SWS; Übung; Max. Teilnehmer: 35  
Fr. 14 - 15.30, 103 Philosophikum, S 57 R.Heuser
- Diese Übung richtet sich an a) Lehramtsstudierende nach LPO 2003 und b) Bachelor of Education, die ihr schulisches Praktikum in nächster Zeit absolvieren werden bzw. vor ihrem Berufsfeldpraktikum stehen. Einleitend werden zunächst didaktische und fachdidaktische Ansätze, Konzepte und Methoden vorgestellt und diskutiert. Vor diesem Hintergrund sollen daraufhin eigene Unterrichtsstunden entwickelt, durchgeführt und gemeinsam evaluiert werden. 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.  
Course taught by R. Heuser.

#### Nachbereitungsseminar für das Schul- / Fachpraktikum

- 41421 Nachbereitungsseminar zum Fachpraktikum\_2**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 89

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 Beobachungskriterien 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.

#### 41422 Nachbereitungsseminar zum Fachpraktikum\_3

2 SWS; Übung; Max. Teilnehmer: 40

Di. 8 - 9.30, 106 Seminargebäude, S15

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 Beobachungskriterien 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.

#### 41423 Nachbereitungsseminar zum Schul-/ Fachpraktikum\_4

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S15

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 Beobachungskriterien evaluiert werden.

Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden. Genaue 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.

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

#### 41426 Bilinguales Unterrichten - eine Einführung in Theorie und Praxis

2 SWS; Übung; Max. Teilnehmer: 30

Sa. 5.10.2013 8.30 - 16, 100 Hauptgebäude, Hörsaal VIIa

Sa. 2.11.2013 8.30 - 16, 103 Philosophikum, S 92

Sa. 11.1.2014 8.30 - 16, 103 Philosophikum, S 92

A. Heimes

Der Kurs richtet sich an Studierende, die an bilingualem Lehren und Lernen in der Schule interessiert sind. Nach einer Einführung in die Grundlagen des bilingualen Unterrichts werden in einer zweiten Phase praktisch angelegte Übungen durchgeführt und Unterrichtsmaterialien erarbeitet. Das Seminar empfiehlt sich für StudentInnen mit Zweifächern, die auch mehrsprachig unterrichtet werden. Es können aber auch anderweitig Interessierte teilnehmen, die bereit sind, sich zeitweise in Sachfächer einzudenken. Ein evtl. Unterrichtsbesuch im ersten Quartal 2014 ist denkbar.  
BLOCKSEMINAR!

Termine: Samstag, 5. Oktober, 8:30-16:00 Uhr, Samstag, 2. November, 8:30-16:00 Uhr, Samstag, 11. Januar, 8:30-16:00 Uhr

#### 41427 Teaching Feature Films and Short Films in the EFL Classroom

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIb

K. Kutzbach



The seminar will introduce students to central theoretical concepts, critical positions and developments, as well as the curricular requirements of teaching films (Filmdidaktik). On this basis, we will explore, apply and evaluate different approaches to and methods of teaching feature films and short films in the EFL classroom.

A syllabus and bibliography will be made available in the introductory session. Course evaluation will be based on active participation, regular attendance and an in-class presentation (aktive TN).

Please note that students who do not show up in the first session without prior notice will be deleted from the list of participants.

#### **41428 Teaching Feature Films and Short Films in the EFL Classroom**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 8 - 9.30, 103 Philosophikum, S 56

K. Kutzbach

The seminar will introduce students to central theoretical concepts, critical positions and developments, as well as the curricular requirements of teaching films (Filmdidaktik). On this basis, we will explore, apply and evaluate different approaches to and methods of teaching feature films and short films in the EFL classroom.

A syllabus and bibliography will be made available in the introductory session. Course evaluation will be based on active participation, regular attendance and an in-class presentation (aktive TN).

Students who do not show up in the first session without prior notice will be deleted from the list of participants.

Please note that the seminar includes block scheduling (8.11. 8:00-14:00 & 9.11. 10:00-16:00, see "Bemerkung").

Die Veranstaltung umfasst wöchentliche Sitzungen mittwochs 8-9:30 ab der ersten Vorlesungswoche bis Weihnachten. Zusätzlich dazu findet eine Kompaktphase am Freitag, 8.11 (8:00-14:00) und Samstag, 9.11. (10:00-16:00) statt.

Die regelmäßige Teilnahme ist erfüllt, wenn die maximale Fehlzeit den Umfang von zwei Einzelsitzungen (à 90 Minuten) nicht übersteigt.

#### **41429 Entwicklung der Schreib- und Sprechkompetenz im Englischunterricht**

2 SWS; Übung; Max. Teilnehmer: 30

Do. 14 - 15.30, 103 Philosophikum, S 84 (verlegt in die Berrenratherstr. 136)

N. N.  
A. Gutenberg

Schwerpunkt dieser Veranstaltung sind die produktiven Fertigkeiten Schreiben und Sprechen und deren Schulung im Rahmen des Englischunterrichts.

Die Entwicklung der individuellen Handlungskompetenz in der Fremdsprache ist eines der Hauptlernziele modernen Englischunterrichts. Unsere Aufgabe ist es, den SuS entsprechendes Werkzeug z.B. zur Bewältigung einer spezifischen Sprechsituation zu vermitteln. Dabei nutzen wir das natürliche Mitteilungsbedürfnis der Schüler und bieten ihnen so oft wie möglich Gelegenheiten zum aktiven sprachlichen Handeln und damit zum produktiven und kreativen Umgang mit Sprache. Im ersten Teil der Veranstaltung werden die Begriffe Sprech- und Schreibkompetenz theoriegeleitet eingeführt sowie die curricularen Vorgaben und Anforderungen genauer untersucht.

Ziel des zweiten Teils des Seminars ist es, den TeilnehmerInnen verschiedene Wege zur systematischen Schulung der beiden Kompetenzbereiche in der Sekundarstufe I und II aufzuzeigen und entsprechende Methoden praktisch zu erproben sowie mit Blick auf die Unterrichtspraxis kritisch zu reflektieren. Weiterhin werden verschiedene Formen der Leistungsmessung vorgestellt und entsprechende praktische Beispiele kriteriengeleitet analysiert. Die neu eingeführten mündlichen Prüfungen als Ersatz einer Klassenarbeit bzw. Klausur sowie deren Gestaltung und Bewertung sind ebenfalls Gegenstand des Seminars.

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

Course taught by A. Kislak.

Do. 14.00 – 15.30 Uhr: 17.10.; 24.10.; 7.11.; 14.11.; 5.12.; 12.12.; 9.01.; 16.01.; 6.02.; 13.02.

Die Veranstaltung beinhaltet zwei Kompaktphasen: Freitag, 22.11.2013 und Freitag, 31.01.2014 (jeweils 13.00 – 19.00 Uhr)

**41431 Teaching Hamlet**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 17.45 - 19.15, 103 Philosophikum, S 65

B. Paffrath

Eigentlich ist es großartig, Shakespeare in der Schule zu unterrichten. Aber ganz häufig wird ein Bogen um die richtig guten Dramen gemacht. Warum nicht mal Hamlet? Die FD Übung will hier Mut machen und konkrete unterrichtliche Hilfestellungen entwickeln. Gleichzeitig wird die exemplarische Arbeit an Hamlet Zugänge zu anderen Shakespearedramen erleichtern. In diesem Seminar sollen ganz unterschiedliche Schattierungen dieses wunderbaren Dramas herausgearbeitet werden. Dabei rückt die zentrale Frage, wie kann das in der Schule Gegenstand von Unterricht werden, immer in den Mittelpunkt. Verschiedene Ansätze zu Hamlet sollen nicht nur bearbeitet, sondern in Simulationen praxisorientiert erprobt und reflektiert werden. Von den Teilnehmenden wird aktive Mitarbeit bei Simulationen und Übernahme von Präsentationen erwartet.

**41432 Entwicklung von Unterrichtseinheiten für den Englischunterricht der Sekundarstufe II**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 106 Seminargebäude, S01

F. Fiedler-Lammers

Ziel der Übung ist es, zunächst allgemein- und fachdidaktische Kenntnisse zu vermitteln und basierend auf diesen eine den inhaltlichen und methodischen Forderungen der Richtlinien Englisch Sek.II, sowie den Vorgaben des Zentralabiturs entsprechende Auswahl von - übergreifenden - Themen und entsprechenden Texten (einschließlich mehrfach kodierter Texte) zu treffen, die als Grundlage für die mögliche Entwicklung von Unterrichtsreihen dienen können.

Die Bedingungen des Scheinerwerbs werden in der ersten Sitzung besprochen.

**41434 Teaching literary texts: Fiktionale Texte im Englischunterricht der Sekundarstufen I und II**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 8 - 9.30, 103 Philosophikum, S 78

N.N.

A. Gutenberg

Neben der Entwicklung kommunikativer und interkultureller Kompetenzen fordern die Kernlehrpläne für die Sekundarstufe I und II die systematische Entwicklung methodischer Kompetenzen für das Arbeiten mit Texten und Medien. Literarische Texte unterschiedlicher Gattungen bieten vielfältige Möglichkeiten, diese Kompetenzen zu schulen, sowohl in kognitiv-analytischen Verfahren als auch in handlungs- und produktionsorientierten Verfahren. Der methodisch differenzierte Umgang mit unterschiedlichen literarischen Textformen in unterschiedlichen Jahrgangsstufen steht daher im Mittelpunkt dieses Seminars. Unterschiedliche Methoden der Textbegegnung und -bearbeitung sollen vorgestellt, erprobt und im Hinblick auf ihre Eignung für den Unterricht in verschiedenen Jahrgangsstufen kritisch reflektiert werden.

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. Dieser Kurs wird von Frau S. Gajewski unterrichtet.

**WEITERE ÜBUNGEN****41440 Conversation Course**

2 SWS; Übung; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 103 Philosophikum, S 73 (verlegt in die Berrenratherstr. 136)

N.N.

**41441 Conversation Course and Grammar Review**

2 SWS; Übung; Max. Teilnehmer: 30

Do. 17.45 - 19.15, 103 Philosophikum, S 73 (verlegt in die Berrenratherstr. 136)

N.N.

**41450 EWA / Tutorium - Vorbereitung der Modulabschlussprüfung BM 1 ("MAP")**

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 16 - 17.30, 103 Philosophikum, S 90

M. Klages-Kubitzki

Dieses Tutorium soll Sie bei Ihren Vorbereitungen zur Modulabschlussprüfung (BM 1) unterstützen. Es ist daher nur sehr bedingt für Studierende im ersten Fachsemester geeignet. Die inhaltliche Zuordnung der Termine zu den Bereichen "Grammar", "Phonology" und "ILC" erfolgt im Laufe des Semesters und richtet

sich nach dem Bedarf der Teilnehmerinnen und Teilnehmer. Eine regelmäßige Teilnahme ist nur dann Pflicht, wenn ein Teilnahmenachweis (2 CP) für EM 1 erworben werden soll.