

ENGLISCHES SEMINAR I

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

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

41201 Introductory Language Course_1

2 SWS; Übung; Max. Teilnehmer: 30

Di. 12 - 13.30, 103 Philosophikum, S 55

R. Buchbender

This compulsory intensive language course is for (a) students studying under the Lehramt 2003 module system, (b) BA English Studies students and (c) BA Education students. It 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 Education students need this 'active participation' credit in order to take the end-of-module exam. BA English Studies 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.

41203 Introductory Language Course_2

2 SWS; Übung; Max. Teilnehmer: 30

Fr. 12 - 13.30, 103 Philosophikum, S 55

R. Anderson

This compulsory intensive language course is for (a) students studying under the Lehramt 2003 module system, (b) BA English Studies students and (c) BA Education students. It 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 Education students need this 'active participation' credit in order to take the end-of-module exam. BA English Studies 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.

41204 Introductory Language Course_3

2 SWS; Übung; Max. Teilnehmer: 30

Di. 14 - 15.30, 103 Philosophikum, S 92

R. Anderson

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

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

41213 Essay Writing I_1

2 SWS; Übung; Max. Teilnehmer: 25

Mo. 10 - 11.30, 103 Philosophikum, S 83

S. Jackson

This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

41214 Essay Writing I_2

2 SWS; Übung; Max. Teilnehmer: 25

Mo. 12 - 13.30, 103 Philosophikum, S 83

S. Jackson

This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

41215 Essay Writing I_3

2 SWS; Übung; Max. Teilnehmer: 25

Mo. 8 - 9.30, 106 Seminargebäude, S13

S. Allan

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.
 Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008.

41216 Essay Writing I_4

2 SWS; Übung; Max. Teilnehmer: 25

Mi. 12 - 13.30, 103 Philosophikum, S 85

R. Buchbender

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.

Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008

41217 Essay Writing I_5

2 SWS; Übung; Max. Teilnehmer: 25

Do. 14 - 15.30, 103 Philosophikum, S 85

R. Buchbender

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.

Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008

41218 Essay Writing I_6

2 SWS; Übung; Max. Teilnehmer: 25

Fr. 10 - 11.30, 106 Seminargebäude, S23

R. Anderson

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.

Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008.

41219 Essay Writing I_7

2 SWS; Übung; Max. Teilnehmer: 22

Mi. 12 - 13.30, 103 Philosophikum, S 90

S. Newman

This course is ONLY for Lehramt students or BA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

The novel which we will be using as our course text is:

The Picture of Dorian Gray, Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008

Please make sure that you buy this edition!

41220 Essay Writing I_8

2 SWS; Übung; Max. Teilnehmer: 25

Di. 10 - 11.30, 103 Philosophikum, S 85

R. Anderson

This course is ONLY for Lehramt students studying under the new module system or BA/MA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

41221 Essay Writing I_9

2 SWS; Übung; Max. Teilnehmer: 25

Do. 16 - 17.30, 103 Philosophikum, S 85

E. Start

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.

Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008.

41222 Essay Writing I_10

2 SWS; Übung; Max. Teilnehmer: 25

Do. 12 - 13.30, 103 Philosophikum, S 89

S. Newman

This course is ONLY for Lehramt students or BA students who have passed the ILC. It is usually taken in the second semester. The course follows on from the Introductory Language Course and focuses on writing. Students will practise writing different types of text, some of which will be marked. Students MUST attend the first class to secure their place.

The novel which we will be using as our course text is:

The Picture of Dorian Gray, Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008

Please make sure that you buy this edition!

41223 Essay Writing I_11

2 SWS; Übung; Max. Teilnehmer: 25

Do. 10 - 11.30, 103 Philosophikum, S 55

E. Start

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.

Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008.

41224 Essay Writing I_12

2 SWS; Übung; Max. Teilnehmer: 25

Di. 8 - 9.30, 103 Philosophikum, S 63

S. Allan

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies and Education) who have PASSED the ILC exam (BA English Studies) or the end-of-module exam (BA Education). 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.

Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Wilde, Oscar. The Picture of Dorian Gray. Ed. Joseph Bristow. Oxford: Oxford World's Classics, 2008.

Linguistic Practice: Grammar

41225 Linguistic Practice: Grammar_1

2 SWS; Übung; Max. Teilnehmer: 100

Mo. 12 - 13.30, 103 Philosophikum, S 67

K. Lenz

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

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

41226 Linguistic Practice: Grammar_2

2 SWS; Übung; Max. Teilnehmer: 100

Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal VI

M. Klages-Kubitzki

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

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

41227 Linguistic Practice: Grammar_3

2 SWS; Übung; Max. Teilnehmer: 100

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal VI

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 Schein ("aktive Teilnahme" or "Leistungsnachweis") on the basis of their active participation as well as an end-of-term test.

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

Linguistic Practice: Phonetics and Phonology

41229 Linguistic Practice: Phonetics and Phonology_1

2 SWS; Übung; Max. Teilnehmer: 100

Di. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal G

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.).

41230 Linguistic Practice: Phonetics and Phonology_2

2 SWS; Übung; Max. Teilnehmer: 100

Mi. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal G

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.).

41231 Linguistic Practice: Phonetics and Phonology_3

2 SWS; Übung; Max. Teilnehmer: 90

Mo. 16 - 17.30, 106 Seminargebäude, S11

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. Regular attendance and active participation are mandatory. In addition, students must pass a written end-of-term test (details t.b.a.).

Advanced Language Course

41233 Advanced Language Course_1

2 SWS; Übung; Max. Teilnehmer: 35

Mo. 14 - 15.30, 103 Philosophikum, S 63

S. Allan

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.

41234 Advanced Language Course_2

2 SWS; Übung; Max. Teilnehmer: 35

- Do. 14 - 15.30, 103 Philosophikum, S 75 S. Newman
 This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- 41235 Advanced Language Course_3**
 2 SWS; Übung; Max. Teilnehmer: 35 S. Newman
 Mi. 10 - 11.30, 103 Philosophikum, S 76
 This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- 41236 Advanced Language Course_4**
 2 SWS; Übung; Max. Teilnehmer: 35 S. Jackson
 Fr. 12 - 13.30, 103 Philosophikum, S 63
 This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- 41237 Advanced Language Course_5**
 2 SWS; Übung; Max. Teilnehmer: 35 R. Buchbender
 Mi. 14 - 15.30, 103 Philosophikum, S 73
 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 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.
- 41238 Advanced Language Course_6**
 2 SWS; Übung; Max. Teilnehmer: 35 R. Buchbender
 Fr. 14 - 15.30, 106 Seminargebäude, S25
 This is an advanced course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul' 1. It will involve language and cultural work of all kinds - grammar, vocabulary, texts. It should normally be taken before the Rhetorics in Practice and the Essay Writing II courses. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.

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

- 41241 Rhetorics in Practice_1**
 2 SWS; Übung; Max. Teilnehmer: 30 S. Jackson
 Fr. 14 - 15.30, 103 Philosophikum, S 55
 This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.
- 41242 Rhetorics in Practice_2**
 2 SWS; Übung; Max. Teilnehmer: 30 S. Newman
 Di. 10 - 11.30, 103 Philosophikum, S 73
 This class is aimed at helping students improve their language skills and deals with various discussion topics from a range of areas. The focus is on activating listening and speaking skills for presentations, as well as general oral competence at an advanced level. Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

41243 Rhetorics in Practice_3

2 SWS; Übung; Max. Teilnehmer: 22

Mi. 12 - 13.30, 103 Philosophikum, S 94

S.Allan

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

41244 Rhetorics in Practice_4

2 SWS; Übung; Max. Teilnehmer: 30

Do. 16 - 17.30, 103 Philosophikum, S 55

R.Buchbender

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

41245 Rhetorics in Practice_5

2 SWS; Übung; Max. Teilnehmer: 30

Fr. 12 - 13.30, 103 Philosophikum, S 54

E.Start

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

41246 Rhetorics in Practice_6

2 SWS; Übung; Max. Teilnehmer: 30

Do. 14 - 15.30, 103 Philosophikum, S 92

R.Anderson

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

Essay Writing II**41251 Essay Writing II_1**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S14

E.Start

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

41252 Essay Writing II_2

2 SWS; Übung; Max. Teilnehmer: 38

Di. 10 - 11.30, 103 Philosophikum, S 63

S.Allan

This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old and new regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class. Students studying under the 2003 regulations will have to write an essay for discussion in class and attend class regularly to get credit for the course. Students MUST attend the first class to secure their place.

41253 Essay Writing II_3

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S16

S.Jackson

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

41254 Essay Writing II_4

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 57

S.Jackson

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

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

41255 Essay Writing II for B.A._1

2 SWS; Übung; Max. Teilnehmer: 20

Di. 16 - 17.30, 103 Philosophikum, S 90

R.Buchbender

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

41256 Essay Writing II for B.A._2

2 SWS; Übung; Max. Teilnehmer: 20

Do. 12 - 13.30, 103 Philosophikum, S 81

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.

41257 Essay Writing II for B.A._3

2 SWS; Übung; Max. Teilnehmer: 20

Mi. 16 - 17.30, 103 Philosophikum, S 90

S.Newman

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

41258 Essay Writing II for B.A._4

2 SWS; Übung; Max. Teilnehmer: 20

Di. 14 - 15.30, 103 Philosophikum, S 94

S.Newman

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

41259 Essay Writing II for B.A._5

2 SWS; Übung; Max. Teilnehmer: 20

Fr. 10 - 11.30, 103 Philosophikum, S 81

E.Start

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

41260 Essay Writing II for B.A._6

2 SWS; Übung; Max. Teilnehmer: 20

Mo. 10 - 11.30, 103 Philosophikum, S 81

S.Allan

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

SPRACH - UND KULTURWISSENSCHAFT

Vorlesungen Sprachwissenschaft

41265 Early Modern English

2 SWS; Vorlesung; Max. Teilnehmer: 150

Di. 10 - 11.30, 103 Philosophikum, H 80

T. Kohnen

This lecture has two aims. First, it will give a short general outline of the major periods in the history of the English language, with their most important social, cultural and linguistic developments. Secondly, it will present a more detailed description of the Early Modern English period. This period covers the time from the incipient standardisation of written English (in the middle of the 15th century) to the beginnings of its codification (in the early 18th century). Seen from today, Early Modern English strikes us as a period of great creative freedom, which has produced long and rambling texts as well as the most spectacular works of English literature. The lecture will not only deal with developments in the fields of phonology, morphology, syntax and lexicography, but also focus on topics of historical text linguistics and historical pragmatics.

41266 Language Contact

2 SWS; Vorlesung; Max. Teilnehmer: 200

Mi. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal A2

D. Adone

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

This lecture is complementary to Prof. Patrick McConvell's lecture.

41267 Psychology of Second Language Acquisition

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal C

C. Bongartz

Second Language Acquisition (SLA) is concerned with the linguistic, cognitive and social factors that play a role in the process of learning a second language. This lecture will focus on the psycholinguistic underpinnings of L2 learning, and introduce students to the main research strategies employed in the study of L2 development. We will examine exemplary studies, explore their findings, and discuss implications for L2 teaching. In addition, we will set aside time during each session to explore possible research questions and topics for exam papers (BA, MA, Staatsexamen). Weekly readings will be assigned which will be made available via ILIAS. Students will be expected to work in groups on a portfolio to be submitted to obtain credit at the end of the semester.

41268 Language Interaction and Change

2 SWS; Vorlesung; Max. Teilnehmer: 200

Do. 16 - 17.30, 100 Hauptgebäude, Hörsaal VIII

N. N.
D. Adone

Diffusion of vocabulary, structural diffusion, areal phenomena.
Language contact: pidgins/creoles, mixed languages and their relationship to code-switching. Identifying language contact in prehistory.

Course taught by visiting professor of Australian Studies, Patrick McConvell.

References:

McConvell Patrick. 2009. Loanwords in Gurindji, a Pama-Nyungan language of Australia. 2009. in M. Haspelmath & U. Tadmor eds. Loanwords in the World's Languages: A Comparative Handbook. 790-822. Berlin: Mouton de Gruyter. (and section of WOLD database)

McConvell, Patrick. 2010. Contact and Indigenous Languages in Australia. In Ray Hickey ed. Handbook of Language Contact 770-794. Oxford: Blackwells.

Einführungsseminare Sprachwissenschaft Teil A

41270 Introduction to Linguistics_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Mo. 12 - 13.30, 106 Seminargebäude, S21

C. Schöneberger
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. You are also expected to actively contribute during course sessions.

Assessment takes place by passing the final exam in the last session of term.
Radford et al. 2009. Linguistics. An Introduction. Cambridge: UP.

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

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

41271 Introduction to Linguistics_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Do. 14 - 15.30, 100 Hauptgebäude, Hörsaal V

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.

A.Pillunat

41272 Introduction to Linguistics_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Mo. 14 - 15.30, 107 Universitäts- und Stadtbibliothek, B I

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

K.Gather

Einführungsseminare Sprachwissenschaft Teil B

41276 Sociolinguistics

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 63

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. These range from gender, environment, age, race, class, region and politics. In order to obtain a Schein you will be asked to give an oral presentation and to deliver a term paper by the end of the semester. Attendance of the first session is obligatory.

A.Bülow

41277 Approaches to Comparative Grammar and Language Change

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, S 63

The more specific aim of this course is to explore the theoretical connections between synchronic and diachronic perspectives on the topic of language variation. In more general terms, it addresses two very basic questions about fundamental and mysterious properties of Language: How and why do languages differ from each other? How and why do languages change? A third, further question, which provides a link between synchronic and diachronic analyses, is the central problem of language acquisition and evolution: If the grammar which a child acquires is the same as that of an earlier generation, then why should languages change and diverge from each other at all?

K.Phillips

On a descriptive level, we shall be looking at ways in which languages differ from each other and at the various processes which appear to characterize language change. With regard to theoretical accounts of synchronic, cross-linguistic variation, two major methodological approaches will be compared: the formal, generativist approach associated with Chomsky (Principles and Parameters) and the comparativist, functional-typological approach initiated by Greenberg (implicational universals). In relation to diachronic analysis, we shall survey the more traditional, historical accounts of change and also examine the mechanisms that have been proposed more recently, including intra-linguistic variation itself, as causes of innovation in the acquisition process. The history of English will figure prominently in the discussion of processes of language change.

41278 Psycho- meets Socio-: Interdisciplinary Perspectives on Second Language Acquisition

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 63

E. Knopp

This course introduces you to the study of second language acquisition and second language learning. We will have a look both at psycholinguistic and sociolinguistic perspectives on this subject and try to integrate both approaches.

On the basis of the existing theories in this field of research we will get an overview over the various aspects that need to be taken into account when studying second language acquisition, such as aspects of language development (pronunciation, vocabulary, grammar...), different acquisition settings and the resulting implications for second and foreign language teaching. Some selected methodological issues of second language acquisition research will be identified by looking at seminal studies in the field.

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

Assessment:

(1) Leistungsnachweis (BM2) by active participation, oral presentation and a Hausarbeit, submitted by 30th September 2012.

(2) Leistungsnachweis (BM4) by active participation, oral presentation and a portfolio.

(3) "Aktive Teilnahmeschein" (BM2 or BM4) by active participation and oral presentation.

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

Gass, S., Sorace, A and Selinker, L. 1999. *Second Language Learning Data Analysis*. Mahwah, N.J.: Lawrence and Erlbaum.

Gass, S. & Selinker, L. 2008. *Second Language Acquisition. An Introductory Course*. Third Ed. New York: Routledge.

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

41279 Syntax and Morphology

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 10 - 11.30, 100 Hauptgebäude, Hörsaal XVIIa

K. Phillips

Syntax and morphology are traditionally viewed as independent components of linguistic analysis. It is apparent, however, that there are, in fact, very close connections between the two. This is already clear from the standard definitions of inflectional morphology, as being conditioned by syntactic processes, and in relation to derivational morphology, the difficulty of drawing a clear dividing-line in relation to processes of compounding has always been recognized. From a modern point of view, it is questionable whether morphology exists at all, as a separate component in the organization of the grammar.

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

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

41280 Introduction to Early Modern English

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S26

T. Rütten

This course will introduce the English language as it was written and spoken in the sixteenth and seventeenth centuries. We will locate Early Modern English within the history of the English language and investigate the major changes in phonology, morphology, syntax, and the lexicon in this period. These developments will be discussed in relation to the process of language standardisation. In more practical sessions, we will read and discuss a range of contemporary texts, thus making ourselves familiar with communicative practices and the inventory of genres, both spoken and written, of the time.

For a Leistungsnachweis students are required to give an oral presentation to class and to compose a term paper on one of the topics discussed. Papers are due September 30, 2012.
Nevalainen, Terttu. Introduction to Early Modern English. Edinburgh University Press. 2006.

41281 Morphology

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 8 - 9.30, 106 Seminargebäude, S12

A. Bülow

This course provides an introduction into the basic concepts of morphology and word formation processes in English. A basic linguistic background (Teilnahmeschein Part A) is required. We will discuss how to analyse the internal structure of words and how to describe the formation of new words. The course will also deal with the relationship between morphological processes and phonology and syntax. One important issue will be how words are stored in the mental lexicon. In order to obtain a Schein, you will be asked to give an oral presentation and to deliver a term paper by the end of the semester. Attendance of the first session is obligatory.

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)

41275 The Mental Lexicon

2 SWS; Übung; Max. Teilnehmer: 36

Do. 10 - 11.30, 103 Philosophikum, S 92

A. Bülow

The mental lexicon is where our knowledge of a language is stored, but how? Does it resemble a dictionary? We will discuss the theoretical background of the organisation and processing of knowledge in the mental lexicon and the implications for the acquisition of new knowledge. In order to obtain a Schein, you will be asked to give an oral presentation and to pass a written exam at the end of the semester. Attendance of the first session is obligatory.

Aitchison, Jean (1994). Words in the Mind - An Introduction to the Mental Lexicon (2nd edition). Malden, MA: Blackwell.

41285 Historical Pragmatics

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 65

D. Groeger

Pragmatics is the study of speaker-meaning, i.e. meaning which is not literally said but communicated or implied by a speaker. The contextual features of communication help define pragmatic meaning and are thus central aspects of analysis. The historical study of speaker meaning explores the context(s) of communication in earlier time periods trying to find general patterns and principles of interaction by means of close reading. Texts which tend to reflect spoken interaction serve well for this kind of analysis, as for example drama, trial proceedings or witness depositions. Among others, we will analyze Shakespeare according to the use of you vs. thou or according to politeness strategies, we will study speech acts, as for example insults or compliments, and we will look at the development of pragmatics markers like well. We will do a lot of in-class reading of studies as well as of Middle English and Early Modern English texts, which requires weekly preparations by the participants. A reading list will be handed out in the first session.

41286 Textlinguistics

2 SWS; Übung; Max. Teilnehmer: 36

Do. 12 - 13.30, 103 Philosophikum, S 92

T. Rütten

This course provides an introduction to the tools and methods with which texts can be studied. Topics covered range from the fundamental concepts of cohesion and coherence to traditional text grammars as well as newer pragmatic-functional approaches to the analysis of texts. We will apply these concepts to a variety of texts and genres in both the spoken and the written mode. Students will be asked to analyse texts in class, so there will be regular homework assignments! Further reading assignments and oral presentations to class are required for a Nachweis der aktiven Teilnahme. In addition, there will be a written exam in the form of an essay at the end of term for those wishing to obtain a Leistungsnachweis.

Brinker, Klaus. 2005. Linguistische Textanalyse. Eine Einführung in Grundbegriffe und Methoden. 6th edn. Berlin: Erich Schmidt Verlag.

Brown, Gillian and George Yule. 1983. Discourse Analysis. Cambridge Textbooks in Linguistics. Cambridge University Press.

41287 Linguistics Workshop

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 106 Seminargebäude, S16

K. Phillips

The Linguistics Workshop aims, both to provide revision of basic concepts and terminology in linguistics in general, and to examine in further detail some of the questions and problems arising in more specific areas of the discipline. The course covers a broad selection of topics, ranging from fundamental methodological issues to specific ideas and theories. For each topic, the analysis of a short introductory text will form the basis for the discussion.

The issue of essay-writing in linguistics will also be addressed in the course of the semester, using model questions and answers relating to the topics discussed.

41288 London Calling

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 82

B. Abel
E. Fritsch

The location and locution of London will be the focus of this course. Reading a variety of literary and non-literary texts relating to the city of London, we will analyse conceptions of metropolitan space and compare representations of the changing city. Particular attention will be paid to the meaning of space and language in constructing identity, memory and culture. To analyse language in more detail, we will study the distinguishing features of different accents heard and used in London, e.g. Queen's English, Estuary English and Cockney and discuss their sociolinguistic implications.

Regular attendance, active participation and giving a short presentation (or an equivalent task) are mandatory to obtain 2 CP (details t.b.a.). In addition, students who wish to obtain an additional CP must pass a written end-of-term test. A detailed bibliography will be provided in the first session.

41289 Sociolinguistics

2 SWS; Übung; Max. Teilnehmer: 36

Fr. 14 - 15.30, 103 Philosophikum, S 89

S. Mohr

Language and gender – language and ethnic group – language and context... Issues like these are treated in sociolinguistics, the research domain at the interface of linguistics and sociology. The abovementioned points are some of the issues we will deal with in this course. Moreover, topics such as language choice in multilingual societies and the varieties of English around the world will be looked at.

Regular and active participation are mandatory in order to obtain a 'Teilnahmenachweis'. Additionally, you should be prepared to work on a small assignment (a short essay or a short oral presentation) as no 'Sitzscheine' will be granted. Students wishing to obtain a 'Leistungsnachweis' must pass the written end-of-term test. Textbooks will be recommended at the beginning of the term.

41340 Contemporary British Society

2 SWS; Übung; Max. Teilnehmer: 40

Di. 16 - 17.30, 100 Hauptgebäude, Hörsaal V

P. Bakshi-Hamm

The course will provide an introductory overview of contemporary British society in its economic, political and social aspects. The aim of the course is to acquaint students with the current issues of British society and to introduce them to the contemporary icons in arts, music and literature. The course is intended to supplement the concept of Britain as a traditional society, which one gets from British literature, with that of a dynamic culture dealing with radical social and political changes.

Some of the themes that will be focussed on are: regional developments in Britain, current issues in national politics, British economy, work and characteristics of employment, Britain and Europe, contemporary British arts and music, youth culture, developments in education, and Britain as a multicultural society. Participants will be encouraged to make comparisons between UK and Germany in each of these aspects. In each of the themes we will try to identify the leading figures or icons in their particular field. As the focus is on contemporary Britain, the reading material will comprise of newspaper and magazine reports and articles rather than books.

The course format is a seminar so the participants are expected to lead each of the topics (either one of those mentioned above or one of their own choice) with a presentation, followed by a class discussion to which all the participants are expected to contribute. Guidance on reading materials for each of the weekly topics will be provided but it is expected of the participants to do some independent literature search and reading.

Students will be expected to make a 20 minute presentation in class and then upload this presentation on ILIAS for 2 Credit Points. The presentation should include either at the end or in the beginning an activity (quiz or game) which should involve all the participants of the class.

For 3 Credit Points, students will have to sit a class test at the last session of the semester.

NEW COURSE!

41416 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, SL 64

M. Klages-Kubitzki
N.N.**41417 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)**

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 8 - 9.30, 103 Philosophikum, SL 64

N.N.
M. Klages-Kubitzki

Das Tutorium knüpft schwerpunktmäßig an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. Wir werden sprachpraktische Übungen durchführen und auf ausgewählte Inhalte der Veranstaltungen ILC und Phonetics & Phonology eingehen. Ebenso werden Anforderungen an Referate und das Erstellen von Handouts Gegenstand des Tutoriums sein, deren Umsetzung in Form von Kurzreferaten geübt und evaluiert werden soll. Wir werden außerdem wichtige Elemente beim Verfassen einer wissenschaftlichen Hausarbeit behandeln und in Übungen vertiefen. Neben formalen Anforderungen werden wir uns hier mit den Bereichen Themenwahl, Inhalt und Struktur, Sprache und Ausdruck, Zeichensetzung sowie Recherchieren, Zitieren und Bibliographieren beschäftigen.

41418 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 10 - 11.30, 103 Philosophikum, S 90

N.N.
M. Klages-Kubitzki

Das Tutorium knüpft schwerpunktmäßig an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. Wir werden sprachpraktische Übungen durchführen und auf ausgewählte Inhalte der Veranstaltungen ILC und Phonetics & Phonology eingehen. Ebenso werden Anforderungen an Referate und das Erstellen von Handouts Gegenstand des Tutoriums sein, deren Umsetzung in Form von Kurzreferaten geübt und evaluiert werden soll. Wir werden außerdem wichtige Elemente beim Verfassen einer wissenschaftlichen Hausarbeit behandeln und in Übungen vertiefen. Neben formalen Anforderungen werden wir uns hier mit den Bereichen Themenwahl, Inhalt und Struktur, Sprache und Ausdruck, Zeichensetzung sowie Recherchieren, Zitieren und Bibliographieren beschäftigen.

41419 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mo. 14 - 15.30, 103 Philosophikum, S 69

N.N.
M. Klages-Kubitzki

Das Tutorium knüpft an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. So werden wir uns durch Übungen zu Schreib- und Lesestrategien mit verschiedenen Textsorten (z.B. Essay, wissenschaftliche Hausarbeit) befassen. Neben formalen Anforderungen werden hier Themenwahl, Inhalt und Struktur, Sprache und Ausdruck sowie Recherchieren, Zitieren und Bibliographieren Gegenstand der Betrachtung sein.

41420 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, S 75

M. Klages-Kubitzki
N.N.

Das Tutorium knüpft an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. So werden wir uns durch Übungen zu Schreib- und Lesestrategien mit verschiedenen Textsorten (z.B. Essay, wissenschaftliche Hausarbeit) befassen. Neben formalen Anforderungen werden hier Themenwahl, Inhalt und Struktur, Sprache und Ausdruck sowie Recherchieren, Zitieren und Bibliographieren Gegenstand der Betrachtung sein.

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**41295 Early Modern English: Studies and exercises**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 10 - 11.30, 103 Philosophikum, S 78

T. Kohnen

This seminar is closely linked to my lecture on Early Modern English. In the seminar the topics introduced in the lecture will be studied in more detail and there will be opportunity for practical applications and exercises.

Wichtiger Hinweis: Der gleichzeitige Besuch meiner Vorlesung "Early Modern English" wird dringend empfohlen. Wichtige Informationen zum Thema, die im Seminar nur kurz angesprochen oder vorausgesetzt werden, werden in der Vorlesung ausführlicher dargelegt.

Manfred Görlach, Introduction to Early Modern English. Cambridge, 1991. – Mats Rydén et al. (eds.), A Reader in Early Modern English. Frankfurt, 1998. – Terttu Nevalainen, An Introduction to Early Modern English. Edinburgh, 2006.

41296 The acquisition of complex constructions in English

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal D

D. Adone

How do English 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. The focus on research on typical and atypical language acquisition will give us deeper insights into some of the central issues in the field.

Recommended reading:

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

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

41297 Advanced Topics in Syntax

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 106 Seminargebäude, S21

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.

Grundlegende Kenntnisse in Generativer Syntax werden vorausgesetzt!

Der gleichzeitige Besuch des seminarbegleitenden Tutoriums bei Fau Astrid Gabel donnerstags von 12.00 - 13.30 Uhr in S 13 (Neues Seminargebäude) wird dringend empfohlen!

Die Anwesenheit in der ersten Sitzung ist verpflichtend. Es werden keine Ausnahmen gemacht! Es ist nicht gestattet, mehr als zweimal im Semester zu fehlen.

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

41298 Issues in Language Learning_1

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 12 - 13.30, 103 Philosophikum, S 58

C. Bongartz

This class presents students with an opportunity to design empirical studies exploring the process of language acquisition (first language acquisition, bilingual acquisition, second language acquisition). We will discuss linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. Class sessions will be divided into general discussion of assigned readings and a workshop section where students will work in groups on developing their own studies.

41299 Issues in Language Learning_2

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 106 Seminargebäude, S21

C. Bongartz

This class presents students with an opportunity to design empirical studies exploring the process of language acquisition (first language acquisition, bilingual acquisition, second language acquisition). We will discuss linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. Class sessions will be divided into general discussion of assigned readings and a workshop section where students will work in groups on developing their own studies.

41300 Language contact, migration and diffusion of vocabulary

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 14 - 15.30, 107 Universitäts- und Stadtbibliothek, B VI

N. N.

D. Adone

What comparative historical linguistics tells us about cultural history and movements of people. Controversy about whether language contact and diffusion has played a greater role in Australia than elsewhere.

Course taught by visiting professor of Australian Studies, Patrick McConvell.

References:

McConvell, Patrick. 2010. The archaeolinguistics of migration in L & J. Lucassen & P. Manning eds. *Migration History in World History: multidisciplinary approaches*. Leiden : Brill. 153-186.

McConvell, Patrick and Claire Bowern. 2011. The Prehistory and Internal Relationships of Australian Languages *Language and Linguistics Compass* 5.1:19–32. Wiley On-line Library.

41302 The Language of Chaucer

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal V

This seminar, which is primarily designed as a "Übung der Hauptstufe", will focus on Chaucer's *Canterbury Tales*. We will read and analyse excerpts in class. Here linguistic as well as literary topics will be discussed. The seminar will also cover the most important aspects of Middle English grammar and lexis.

Larry D. Benson ed. *The Riverside Chaucer*. Boston 1987. – Helen Cooper, *The Canterbury Tales*. Oxford 1989. – Walter Sauer, *Die Aussprache des Chaucer-Englischen*. Heidelberg 1998.

T. Kohnen

Übung / Seminar Sprachwissenschaft (Aufbaumodule)

41302 The Language of Chaucer

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal V

This seminar, which is primarily designed as a "Übung der Hauptstufe", will focus on Chaucer's *Canterbury Tales*. We will read and analyse excerpts in class. Here linguistic as well as literary topics will be discussed. The seminar will also cover the most important aspects of Middle English grammar and lexis.

Larry D. Benson ed. *The Riverside Chaucer*. Boston 1987. – Helen Cooper, *The Canterbury Tales*. Oxford 1989. – Walter Sauer, *Die Aussprache des Chaucer-Englischen*. Heidelberg 1998.

T. Kohnen

41303 Anglo-Saxon Language and Culture

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 103 Philosophikum, S 63

The aim of this course is to learn about the life and culture of the Anglo-Saxons through their own writings. We will read original Old English texts dealing with teaching and learning, business, administration, religion and more. In addition, we will approach Anglo-Saxon reflections on the ways of the world in poems, gnomes and riddles. We will so make ourselves familiar with the language and culture in England before the Norman Conquest. Knowledge of Old English is certainly helpful but not mandatory for this course. For a *Teilnahmenachweis*, regular and active participation is required. *Leistungsnachweise* may be obtained on request.

Marsden, Richard. 2004. *The Cambridge Old English Reader*. Cambridge University Press

T. Rütten

41304 Linguistic Aspects of Anglo Cultural Scripts

2 SWS; Übung; Max. Teilnehmer: 40

Do. 8 - 9.30, 106 Seminargebäude, S15

M. Klages-Kubitzki

In this course, we will explore the connections between the English language and what Wierzbicka (2006) calls "Anglo" culture. Our work will be guided by the assumption that there is a distinct Anglo-English variety which is, to some extent at least, systematically related to what might be called Englishness. Thus, we will discuss specific vocabulary items and grammatical constructions in the English language with regard to the values and cultural scripts they encode or reflect. Our ultimate aim is both to describe the cultural underpinnings of present day English and to identify the implications of these findings for the modern world in which English is perhaps the most widely used language.

Introductory reading (further texts t.b.a.):

Anna Wierzbicka (2006). English: Meaning and Culture. Oxford: Oxford University Press.

41305 Topics in English Grammar

2 SWS; Übung; Max. Teilnehmer: 40

Di. 14 - 15.30, 106 Seminargebäude, S16

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.

41306 Sociolinguistics

2 SWS; Übung; Max. Teilnehmer: 36

Mo. 10 - 11.30, 103 Philosophikum, S 92

K. Lenz

The aim of this course is to provide insights into a variety of socio-linguistic issues with respect to English. Our discussion will include topics and findings in quantitative sociolinguistics and sociohistorical linguistics. The status and function of national and regional languages, sociolinguistic behaviour, the relationship of language and identity will be of interest and we may also focus on several aspects of language contact, such as multilingualism in education, code-switching, language maintenance, shift and death, the emergence of pidgin and creole languages, language planning and standardization. Recommended reading: Wardhaugh, Ronald. 2010 (6th edition). An Introduction to Sociolinguistics. Malden: Wiley-Blackwell.

41307 (Non)Native Accents in the Classroom

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 106 Seminargebäude, S16

B. Abel

Bitte beachten: Es findet eine obligatorische Blockveranstaltung am 30.5.12, 10.00-13.30, in Raum S 78 statt. Dafür entfallen die Sitzungen am 18.5.12 und 8.6.12. Außerdem müssen Sie als Teilnahmevoraussetzung über ausreichende Phonetik- und Phonologiekenntnisse (z.B. aus Basismodul 1) verfügen. Zusätzlich ist es empfehlenswert, den Kurs „Vorbereitung auf das Schul-/Fachpraktikum“ (LPO 2003, AM 1.5/AM 2.5) bzw. „Einführung in die Fachdidaktik Englisch“ (BA Unterrichtsfach Englisch, AM 4.1) bereits besucht zu haben oder parallel zu absolvieren.

Die Lehrveranstaltung ist an der Schnittstelle zwischen Sprachwissenschaft und Fachdidaktik angesiedelt und thematisiert Aspekte beider Bereiche im Hinblick auf muttersprachliche und nicht-muttersprachliche Akzente des Englischen. Nach der linguistisch-theoretischen und der curricularen Auseinandersetzung mit dem Thema soll der Schwerpunkt auf der Analyse der Repräsentation verschiedener Akzente in Schulbüchern liegen. Je nach Ergebnis dieser Analysen sollen Unterrichtsentwürfe oder Übungsformen entwickelt werden, die verschiedene Akzente des Englischen im Unterricht in den Mittelpunkt stellen.

41308 Topics in Semantics

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 8 - 9.30, 106 Seminargebäude, S24

M. Klages-Kubitzki

The course deals with key issues in semantics as the study of meaning communicated through language. In the first half of the semester we will be concerned with basic questions such as "What is meaning? How is meaning conveyed in language? How do language and thought interact? What is the role of the context of language use, and how do language users rely on extra-linguistic knowledge in constructing and interpreting the meaning of utterances?" The second half of the semester will be devoted to the discussion of more specialized topics to be decided on in class. BA-students interested in obtaining the "Teilnahmeschein +Referat" as part of their BA-examination should contact me in advance via e-mail (monika.klages@uni-koeln.de) about a topic for presentation. Students wishing to participate are expected to prepare Cruse (2004:5-15) and Saeed (2009:3-21) for the first session of this course.

Introductory texts (further reading t.b.a.):

Cruse, Alan. ²2004/³2011. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press.

Saeed, John I. ³2009. Semantics. Malden: Wiley-Blackwell.

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

41312 Analysing and Compiling Historical Corpora

2 SWS; Kolloquium; Max. Teilnehmer: 15

- Do. 16 - 17.30
Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Examenkandidat(inn)en und Doktorandinnen. T.Kohnen
- 41313 Historical Pragmatics**
2 SWS; Oberseminar; Max. Teilnehmer: 30
Do. 14 - 15.30, 103 Philosophikum, S 55 T.Kohnen
Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Studierende und Examenkandidat(inn)en. Hier werden zunächst prinzipiell alle "prüfungsrelevanten" Themen der Linguistik besprochen. Themenschwerpunkte liegen jedoch in der historischen Linguistik, insbesondere der historischen Pragmatik.
- 41314 Linguistics and Language Learning**
2 SWS; Kolloquium; Max. Teilnehmer: 30
Mi. 10 - 11.30, 103 Philosophikum, SL 60 C.Bongartz
This class will focus on oral and written presentation of linguistic data (especially essay writing and oral exams). Exam candidates are encouraged to enroll.
The course will also contain an "Independent Reading"-section.
sample reading lists for potential exam topics are available in room 104
- 41315 Postgraduate Reading Seminar**
2 SWS; Kolloquium; Max. Teilnehmer: 10
Do. 16 - 17.30 C.Bongartz
- 41316 Examenskolloquium**
2 SWS; Kolloquium; Max. Teilnehmer: 40
Mi. 14 - 15.30, 107 Universitäts- und Stadtbibliothek, B IV D.Adone
The main goal of this course is to combine theory and practice. In the first part we will concentrate on central issues in Second Language Acquisition Research. In the second part we will focus on Second Language Teaching (goals and aims of teaching English as a second language, teaching styles, teaching vocabulary, and other areas at school). This course is designed to guide exam candidates of SEK II, I and LPO 2003.
- 41317 Colloquium**
2 SWS; Kolloquium; Max. Teilnehmer: 15
Di. 16 - 17.30 N.N.
D.Adone
- 41318 Forschungskolloquium**
2 SWS; Oberseminar; Max. Teilnehmer: 15
Di. 16 - 17.30 D.Adone

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

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

- 41320 America I: Country**
2 SWS; Vorlesung; Max. Teilnehmer: 300
Mo. 12 - 13.30, 100 Hauptgebäude, Aula 1 H.Berressem
The lecture deals with the notion of ‚country‘ in America. It is the first part of a lecture series that will continue, in the WS 2012-13, with a lecture called ‚City.‘ In American culture, the notion of ‚country‘ is related to a diversity of often contradictory conceptual frameworks that seems to take up the natural variety of that very country: ‚From California, | To the New York Island | From the redwood forest | To the gulf-stream waters“ (Woody Guthry ‚This Land is Your Land‘). ‚Country‘ means ‚Virgin Land‘ and ‚Promised Land,‘ but also ‚Wilderness‘ and ‚Desert.‘ It is equally ‚ideal landscape‘ and ‚hostile environment.‘ The lecture will deal with some of the culturally powerful images of ‚country‘ in American literature, art and music. In literature: from the Puritan notion of ‚reading‘ the country according to Puritan typology, to Henry David Thoreau’s transcendentalist ‚reading‘ of nature during his retreat to Walden Pond, to Frank Norris’ naturalist description of the ‚wheat wars,‘ to modern and postmodern notions of ‚country‘ in F.Scott Fitzgerald and Cormack McCarthy and further to the genre of ‚nature writing.‘ In the visual arts: from the Düsseldorf School

of painting to the Luminists and beyond. In the cinema, from Easy Rider and Zabriskie Point to Into the Wild. In music: from country music to Talking Heads. Good walking shoes recommended!

41321 Ghostly Performances: Theatrical Hauntings from the 16th to the 21st Centuries

2 SWS; Vorlesung; Max. Teilnehmer: 200

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal XIII

B. Neumeier

This lecture course will explore notions of haunting in English drama from the Renaissance period to the present day in its historical, cultural and individual dimensions. What are the specific hauntings that are turned into theatrical spectacles? How are these hauntings envisioned and embodied from Shakespeare's Hamlet to gothic melodrama to a wide variety of contemporary plays by writers like Edward Bond, Liz Lochhead, and Sarah Daniels?

41322 Canadian Fiction from the 18th Century to WWII

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 14 - 16, 100 Hauptgebäude, Aula 2

H. Antor

The beginnings of Canadian fiction in English are rather modest and go back to colonial times. Frances Brooke's novel *The History of Emily Montague* (1769) nevertheless was the beginning of a long tradition of Canadian fiction which extends up until today and which by now has grown into a big success story. In this series of lectures, we will follow the development of the Canadian novel and of Canadian short stories from the mid-eighteenth century to the end of the Second World War. This will provide us with a survey of how a postcolonial literature developed from colonial beginnings and from a period of only a marginal existence far away from the literary centres in London and New York to a state of blooming maturity with new Canadian literary centres at home. The question of the Canadianness of Canadian literature will be dealt with throughout the term, and we will take our analyses to the point where Canadian fiction has reached the threshold of international recognition. Interpretations of individual novels and short stories will be supplemented by a brief look at how Canadian critics have told the story of their country's literary development in the period covered. If you want to do some preliminary reading, I suggest the following titles: Frances Brooke, *The History of Emily Montague* (1769), John Richardson, *Wacousta*; or, *The Prophecy* (1832), Catherine Parr Traill, *The Backwoods of Canada* (1836), Thomas Chandler Haliburton, *The Clockmaker*; or, *The Sayings and Doings of Sam Slick, of Slickville* (1836), Anna Brownell Jameson, *Winter Studies and Summer Rambles in Canada* (1838), Susanna Moodie, *Roughing It in the Bush* (1852), Lucy Maud Montgomery, *Anne of Green Gables* (1908), Stephen Leacock, *Sunshine Sketches of a Little Town* (1912), Frederick Philip Grove, *Fruits of the Earth* (1933), Sinclair Ross, *As For Me and My House* (1941), Hugh MacLennan, *Barometer Rising* (1941). All titles are available in the New Canadian Library series, published by the Toronto publisher McClelland&Stewart.

41323 Lektorenvorlesung

2 SWS; Vorlesung; Max. Teilnehmer: 100

Fr. 10 - 11.30, 100 Hauptgebäude, Hörsaal XII

S. Jackson

The lecture this semester will be a survey of English prose. We will start in the eighteenth century, looking at Defoe, Richardson, Fielding and the Gothic novel. The nineteenth century will be represented by Austen, Dickens and Emily Bronte. In the twentieth century we will examine the work of three key Modernist writers, Conrad, Joyce and Woolf.

Einführungsseminare
Literaturwissenschaft Teil A

41325 Introduction to American Studies

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal XXI

J. Dücker

This course aims at introducing its participants to the major themes and techniques of 'American Studies.' US-American texts from the 17th century up to today will form the ground of the discussion of major cultural, literary and theoretical currents.

Thematically, we will approach the individual works focussing on the particular way that these texts, as representative for their respective era, partake in the construction of what has retrospectively been coined 'the American Dream.' Simultaneously, we will pay attention to the way in which they question, undermine and deconstruct this very notion.

Methodologically, as the course seeks to familiarize its participants with the theoretical side of American studies, the works in question will be treated as prime representatives of their respective genre – prose, drama, or poetry. At the same time, we will look at the ways in which they transgress and subvert the formal boundaries of their generic affiliation.

It is this formal tension – and their intricate treatment of the question of American identity – that makes these works true American classics.

Please purchase individually, read and be prepared to discuss:

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

Arthur Miller. *Death of a Salesman*, 1949.

Shorter literary as well as theoretical texts will be made available at the beginning of the semester.

41326 Introduction to Literary Studies_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Mi. 10 - 11.30, 103 Philosophikum, S 67

E.Fritsch

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

41347 Introduction to Literary Studies_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 44

Do. 12 - 13.30, 106 Seminargebäude, S12

E.Fritsch

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

New Course!

Einführungsseminare Literaturwissenschaft Teil B

41330 To Act Or Not To Be. Performance and Performativity

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S26

D.Schulz

In this seminar we will ponder on the (im)possibility of being oneself, being true, being authentic, being natural. The uncertain boundaries of acting and being have been an ongoing philosophical as well as artistic subject for centuries and in our (post)modern times a heightened concurrent longing for but at the same time disillusionment with truthfulness is notable. For obvious reasons the theatre has always been a site, where the fragility of performance and authenticity becomes implicitly and oftentimes explicitly staged. Thus a few selected examples shall serve as a basis for our discussions. Please read the following texts before the beginning of the semester:

William Shakespeare, *Hamlet*

Oscar Wilde *The Importance of Being Earnest*

James Goldman, *The Lion in Winter*

Caryl Churchill, *Cloud Nine*

Terence Rattigan, *Cause Célebre*

Mike Bartlett, 13

41331 Strange Friends, Staged Strangers: Performing the Uncanny

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 16 - 17.30, 106 Seminargebäude, S22

R. Aczel

This course explores the notion of the “uncanny” in the theatre. It starts out from a reading of Freud’s seminal paper “Das Unheimliche” (1919) and considers uncanny interactions between “the familiar” and “the strange” both in dramatic texts and in the act of performance itself. We will base our analyses on three plays by Harold Pinter: *The Homecoming*, *The Lover*, and *Old Times* – master-copies will be made available in a Kopiervorlage. Participants requiring a LN will write a term paper and present a group production idea in the seminar.

41332 Roland Barthes in America - Cultural Studies 5G

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 8 - 9.30, 106 Seminargebäude, S16

J. Dücker

The seminar pursues two major aims.

First, it seeks to throw light on US-American cultural production today. Simultaneously, it will introduce its participants to the analytical methods of ‘Cultural Studies’ and enable them to conduct their own ‘field work’ in this academic discipline.

As the title indicates, recent US-American cultural production from various fields, such as the arts, media and politics will make up the thematic focus of the seminar. The method that will guide this investigation will be extrapolated from Roland Barthes’ cutting edge semiotic analyses of cultural materials. Barthes’ (1915-1980) diverse approaches to works of art and everyday phenomena of popular culture, which to date form the basis for the academic examination of cultural production, will serve as methodological examples for our own diagnosis of US-American culture today.

The first half of the semester will be dedicated to the introduction and discussion of Roland Barthes’ works. In the latter part of the semester, students will be asked to conduct their own ‘studies’ on the basis of the analytical methods that have been developed from Barthes’ analyses. Students will be asked to present their findings to the class.

Texts will be provided at the beginning of the semester.

41333 The Self and The Other - Vampires in 19th and 20th Century Fiction

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 13.30, 107 Universitäts- und Stadtbibliothek, B V

J. Schorn

The vampire seems to have suddenly become a very popular figure in literature, but though he may have become more visible again recently, he has existed in the popular imagination for hundreds of years, and has appeared regularly in fiction and film since the 19th century. The vampire’s longevity is in part due to his versatility: in literature, he has often acted as a projection screen for the dominant fears and preoccupations of the time, and thus he has been able to adapt and retain relevancy.

In this class, we will look at the history of the vampire in fiction and examine the ways in which he has reflected our fears and desires. To do so, we will read example texts and explore the role the vampire plays in each of them.

Please bring your own copies of the following books, and make sure to read them before the start of class:

Bram Stoker, [Dracula](#)

Chuck Hogan and Guillermo del Toro, [The Strain](#) (Part I of the Strain Trilogy)

All other texts and media will be made available to students.

41334 Introduction to Canadian Studies

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIIa

J. Hoydis

Offering an introduction to English Canadian literature in the 20th century, this course combines close readings of selected fictional texts and approaches to literary theory and criticism with the discussion of the rich culture and history of Canada. We will analyze three novels: Nellie McClung’s early feminist prairie novel *Sowing Seeds in Danny* (1908), Mordecai Richler’s dark satire of an Eskimo’s enterprise in Toronto, *The Incomparable Atuk* (1963), and Margaret Laurence’s study of life in a small Manitoba town, *The Diviners* (1974). In addition, we will read selected short stories by Stephen Leacock and Margaret Laurence as well as essays and poetry by Margaret Atwood. Requirements: active participation, a short oral presentation and final term paper (LN).

Texte:

McClung, Nellie. *Sowing Seeds in Danny* (Echo Library, 2008)

Richler, Mordecai. *The Incomparable Atuk* (New Canadian Library, 1989)

Laurence, Margaret. *The Diviners* (University of Chicago Press, 1993)

41335 Introduction to Theatre and Drama

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 8 - 9.30, 103 Philosophikum, S 82

N.N.

This course is designed to foster students' intellectual engagement with drama and theatre by introducing them to the basic terminology and methodology used in understanding plays and performances.

Additionally, students will receive training in the understanding, appreciation, and criticism of drama. Since theater is a practice based entity we will be attending plays and learn to articulate informed responses in both oral and written forms. Regular critical writing and reading assignments required.

Course taught by Sarah Youssef

41336 London Urban Poetry

2 SWS; Einführungsseminar; Max. Teilnehmer: 30

Mo. 17.45 - 19.15, 103 Philosophikum, S 63

N.N.

London has served as setting for countless literary texts. The most striking renditions of the city, however, appear in urban poetry. In fact, this sub-genre of poetry provides innovative forms for negotiating the many facets of urbanity and urban life. In this seminar, we will examine the relationship between the city and its lyrical representations from early to late modernity. We will take into account social theories of the urban and urban spaces as well as narrative theories of poetry.

Course taught by Dr. Sonja Frenzel

41337 Narrating Postcolonial Australia

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 8 - 9.30, 103 Philosophikum, S 93

K.Kutzbach
N.N.

This course offers an introduction to Australian narrative from the late 19th to 21st century by exploring the themes of identity, displacement, indigeneity and nation. We will start by reading selected short stories and poems by Henry Lawson and Banjo Paterson, then two novels will be discussed: Joan Lindsay *Picnic at Hanging Rock* (1967) and Sally Morgan *My Place* (1987). Please buy and read the two novels before the beginning of the semester. In addition, we will watch and analyse examples of Australian film.

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

Course taught by Vicky Herche

41370 Contemporary Australian Novelists

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 103 Philosophikum, S 82

C.Boge

This course will introduce students to key themes in Australian literature, such as the representation of Aboriginality, the notion of displacement and feelings of belatedness, the frontiers of settlement and the terra nullius myth. Students will be required to submit a term paper and give a presentation to obtain course credits. Please buy and read the Vintage edition of David Malouf's *Remembering Babylon* and the Canongate edition of Kate Grenville's *The Lieutenant* before the beginning of the semester. Registration online.

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)

41288 London Calling

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 82

B.Abel
E.Fritsch

The location and locution of London will be the focus of this course. Reading a variety of literary and non-literary texts relating to the city of London, we will analyse conceptions of metropolitan space and compare representations of the changing city. Particular attention will be paid to the meaning of space and language in constructing identity, memory and culture. To analyse language in more detail, we will study

the distinguishing features of different accents heard and used in London, e.g. Queen's English, Estuary English and Cockney and discuss their sociolinguistic implications.

Regular attendance, active participation and giving a short presentation (or an equivalent task) are mandatory to obtain 2 CP (details t.b.a.). In addition, students who wish to obtain an additional CP must pass a written end-of-term test. A detailed bibliography will be provided in the first session.

41340 Contemporary British Society

2 SWS; Übung; Max. Teilnehmer: 40

Di. 16 - 17.30, 100 Hauptgebäude, Hörsaal V

P. Bakshi-Hamm

The course will provide an introductory overview of contemporary British society in its economic, political and social aspects. The aim of the course is to acquaint students with the current issues of British society and to introduce them to the contemporary icons in arts, music and literature. The course is intended to supplement the concept of Britain as a traditional society, which one gets from British literature, with that of a dynamic culture dealing with radical social and political changes.

Some of the themes that will be focussed on are: regional developments in Britain, current issues in national politics, British economy, work and characteristics of employment, Britain and Europe, contemporary British arts and music, youth culture, developments in education, and Britain as a multicultural society. Participants will be encouraged to make comparisons between UK and Germany in each of these aspects. In each of the themes we will try to identify the leading figures or icons in their particular field. As the focus is on contemporary Britain, the reading material will comprise of newspaper and magazine reports and articles rather than books.

The course format is a seminar so the participants are expected to lead each of the topics (either one of those mentioned above or one of their own choice) with a presentation, followed by a class discussion to which all the participants are expected to contribute. Guidance on reading materials for each of the weekly topics will be provided but it is expected of the participants to do some independent literature search and reading.

Students will be expected to make a 20 minute presentation in class and then upload this presentation on ILIAS for 2 Credit Points. The presentation should include either at the end or in the beginning an activity (quiz or game) which should involve all the participants of the class.

For 3 Credit Points, students will have to sit a class test at the last session of the semester.
NEW COURSE!

41341 Europe from the Perspective of the English Speaking Countries - UK, America and India

2 SWS; Übung; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 103 Philosophikum, S 76

P. Bakshi-Hamm

The aim of the course is to look at the European Union from the perspective of three English speaking countries – UK, the US and India. While UK is technically a member of the European Union, its historical alliance with the US, as well as its particular form of national identity, make it sometimes a reluctant member of the EU. This course will examine EU's relations with the three English speaking regions in some key aspects and compare these relations. The course will be based on deriving information from newspapers, magazines, and the internet, using not only the current issues but also the press archives. The main papers that are likely to be used are The Economist and the Financial Times (for UK), Newsweek and the Time (for the US) and The Economic and Political Weekly and India Today (for India).

Students will be expected to make a 20 minute presentation in class and then upload this presentation on ILIAS for 2 Credit Points. The presentation should include either at the end or in the beginning an activity (quiz or game) which should involve all the participants of the class.

For 3 Credit Points, students will have to sit a class test at the last session of the semester.
NEW COURSE!

41342 Textual Analysis in Practice: Drama

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 103 Philosophikum, S 82

G. Westphal

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

Scheine: Aktive Teilnahme (details see below); Aktive Teilnahme mit Referat (presentation in class); Leistungsnachweis (Take-home exam). 2 c.p. for Aktive Teilnahme; 3 c.p. with Leistungsnachweis (Klausur). Regardless of the type of Schein students will be expected to take active part in the in-class-

discussions, attend classes regularly, and - in groups of 3 to 5 - to do a performance of a scene of their choice.

siehe Kommentar

41343 Textual Analysis in Practice: Narrative Fiction

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 82

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Our main focus will be on John Fowles's postmodernist novel *The French Lieutenant's Woman* (1969), which is interesting both as a pastiche of the Victorian novel and as a daring narrative experiment. We will also analyse selected short stories from various Anglophone traditions and from different periods of time. These will be provided in a reader. Course evaluation will be based on regular attendance, active participation and a written test in the final week of term (for LN). For 'aktive Teilnahme', an oral presentation in class will be required.

41344 Textual Analysis in Practice: Narrative Fiction

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 103 Philosophikum, S 82

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Our main focus will be on John Fowles's postmodernist novel *The French Lieutenant's Woman* (1969), which is interesting both as a pastiche of the Victorian novel and as a daring narrative experiment. We will also analyse selected short stories from various Anglophone traditions and from different periods of time. These will be provided in a reader. Course evaluation will be based on regular attendance, active participation and a written test in the final week of term (for LN). For 'aktive Teilnahme', an oral presentation in class will be required.

41345 From Page to Stage: Theory and Practice of Theatre Production

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIb

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.

41346 African American Writing

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 107 Universitäts- und Stadtbibliothek, B V

E. Fritsch

In this class we will read selected works of the African American literary tradition. Readings will include Frederick Douglass' slave narrative, a selection of poetry especially from the Harlem Renaissance, short stories by Charles Chesnutt, Alice Walker, Ernest Gaines and others, as well as Toni Morrison's novel *Song of Solomon*. We will focus on such aspects as the relation between vernacular (such as songs, blues, sermons, stories) and literary traditions, narrative strategies in a literature that is part of a struggle for civil rights, and constructions of racial and gendered identities. Texts: *The Norton Anthology of African American Literature* ed. Henry Louis Gates Jr. & Nellie Mc Kay (1997); Toni Morrison, *Song of Solomon* (Vintage, 1977/1998). Credits: 2 CP (portfolio) or 3 CP (portfolio and final test).

41348 Form and Meaning in Poetry

2 SWS; Übung; Max. Teilnehmer: 40

Di. 14 - 15.30, 103 Philosophikum, S 65

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).

41349 Intercultural Communication

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 16 - 17.30, 106 Seminargebäude, S25

E. Start

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. Regular attendance and active participation are mandatory to obtain a "Nachweis der aktiven Teilnahme". In addition, students who wish to obtain a "Leistungsnachweis" must pass a written end-of-semester test. Students must attend the first class to secure their place.

41350 The Road Novel

2 SWS; Übung; Max. Teilnehmer: 36

Di. 12 - 13.30, 103 Philosophikum, S 54

N.N.

This course is premised on a fundamental assumption, namely that "the road" seems to be an essential emblem for wildness, for freedom, and for an uninhibited creative energy unique both to American nature and culture. Although film is arguably the cultural form or medium to express and represent the sentiment of "the road," other practices such as poetry, music and fiction have depicted that sentiment in interesting and sometimes unexpected ways. Beside Easy Rider, True Romance, Whitman's "Song of the Open Road" and the music of Bob Dylan, we will focus on three novels by authors who have each been hugely important in terms of American literary history.

Jack Kerouac's *On the Road* (1957), Paul Auster's *The Music of Chance* (1990), and Cormac McCarthy's *The Road* (2006), each draw a completely different picture of the American road. All three of them contribute to a relatively young narrative genre and, by doing so, demonstrate its peculiar vicinity to other cultural practices. Yet, these novels, while being different versions of this multiple faceted emblem, or symbol, of the first American settlers' heritage and their voyage towards the (wild) West, also serve as examples of the cultural production prevalent in their own particular time and history. It is this context, in which "the road" will also make for a useful "prism" to look at American culture in the post-war era of the 1940s and 50s in Kerouac's case, and at the effects of globalization and full-blown postmodernity in *The Music of Chance*. The special place accorded to McCarthy's latest work within the course attests to the contemporary situation of the 'road novel'-genre itself, as the envisioning and experience of natural disaster seem to supplant the emancipatory aspects of the American road.

Please purchase and start reading the following novels:

- Jack Kerouac. *On the Road* (1957)
 - Paul Auster. *The Music of Chance* (1990)
 - Cormac McCarthy. *The Road* (2006)
- Course taught by Julius Greve (julius.greve@uni-koeln.de).

41415 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, S 94

M.Klages-Kubitzki

N.N.

41417 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 8 - 9.30, 103 Philosophikum, SL 64

N.N.

M.Klages-Kubitzki

Das Tutorium knüpft schwerpunktmäßig an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. Wir werden sprachpraktische Übungen durchführen und auf ausgewählte Inhalte der Veranstaltungen ILC und Phonetics & Phonology eingehen. Ebenso werden Anforderungen an Referate und das Erstellen von Handouts Gegenstand des Tutoriums sein, deren Umsetzung in Form von Kurzreferaten geübt und evaluiert werden soll. Wir werden außerdem wichtige Elemente beim Verfassen einer wissenschaftlichen Hausarbeit behandeln und in Übungen vertiefen. Neben formalen Anforderungen werden wir uns hier mit den Bereichen Themenwahl, Inhalt und Struktur, Sprache und Ausdruck, Zeichensetzung sowie Recherchieren, Zitieren und Bibliographieren beschäftigen.

41418 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 10 - 11.30, 103 Philosophikum, S 90

N.N.

M.Klages-Kubitzki

Das Tutorium knüpft schwerpunktmäßig an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. Wir werden sprachpraktische Übungen durchführen und auf ausgewählte Inhalte der Veranstaltungen ILC und Phonetics & Phonology eingehen. Ebenso werden

Anforderungen an Referate und das Erstellen von Handouts Gegenstand des Tutoriums sein, deren Umsetzung in Form von Kurzreferaten geübt und evaluiert werden soll. Wir werden außerdem wichtige Elemente beim Verfassen einer wissenschaftlichen Hausarbeit behandeln und in Übungen vertiefen. Neben formalen Anforderungen werden wir uns hier mit den Bereichen Themenwahl, Inhalt und Struktur, Sprache und Ausdruck, Zeichensetzung sowie Recherchieren, Zitieren und Bibliographieren beschäftigen.

41419 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mo. 14 - 15.30, 103 Philosophikum, S 69

N.N.

M.Klages-Kubitzki

Das Tutorium knüpft an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. So werden wir uns durch Übungen zu Schreib- und Lesestrategien mit verschiedenen Textsorten (z.B. Essay, wissenschaftliche Hausarbeit) befassen. Neben formalen Anforderungen werden hier Themenwahl, Inhalt und Struktur, Sprache und Ausdruck sowie Recherchieren, Zitieren und Bibliographieren Gegenstand der Betrachtung sein.

41420 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, S 75

M.Klages-Kubitzki

N.N.

Das Tutorium knüpft an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. So werden wir uns durch Übungen zu Schreib- und Lesestrategien mit verschiedenen Textsorten (z.B. Essay, wissenschaftliche Hausarbeit) befassen. Neben formalen Anforderungen werden hier Themenwahl, Inhalt und Struktur, Sprache und Ausdruck sowie Recherchieren, Zitieren und Bibliographieren Gegenstand der Betrachtung sein.

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

41352 Race in British Literature and Culture

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mo. 12 - 14, 107 Universitäts- und Stadtbibliothek, B VI

H.Antor

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

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

41353 Multiculturalism in Australian Literature and Culture

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIa

H.Antor

In this seminar we will read texts and analyse films which engage with Australia's multicultural society. Different approaches to multiculturalism will be discussed as well as some of the most important controversies dealing with this concept. Students must have read the following works by the beginning of the semester: Kate Grenville, *The Secret River* (2005); Christos Tsiolkas, *Loaded* (1995); Sally Morgan, *My Place* (1987); I also recommend Thomas Keneally, *The Chant of Jimmy Blacksmith* (1972), since we will analyse the film version of this novel. Further texts will be made available in the seminar.

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

41354 Gender, Politics and Life-Writing: The Auto/Biographical Mode in Different Media

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 14 - 15.30, 100 Hauptgebäude, Hörsaal V

B.Neumeier

This seminar will explore the gendered implications of life writing in auto/biographical texts and documentary films by and about two couples on the frontline of contemporary politics, Bill and Hillary Clinton, and Barack and Michelle Obama. The analysis will center on the construction of gendered concepts of the family as intersection of the public and the private in the different media, and on the possibilities and limits of the family as foundational model for the political self in a contemporary American context.

Texts: Bill Clinton, *My Life* (2004); Hillary Clinton, *Living History* (2003); Barack Obama, *Dreams from my Father* (1995) and *The Audacity of Hope* (2006); film documentaries like *A Mother's Promise* (2008) and *South Side Girl* (2008).

41355 Antipodean Images

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal V

B. Neumeier

This seminar will explore the verbal, visual and embodied constructions of Australia with regard to notions of gender, ethnicity, and national identity in Australian texts, stage plays, and films.

Texts: Peter Carey, True History of the Kelly Gang (2000); Doris Pilkington Garimara, Follow the Rabbit-Proof Fence (1996); Sam Watson, The Kadaitcha Sung (1990); Kim Scott, That Deadman Dance (2010)

Plays: David Williamson, Emerald City (1987); Wesley Enoch and Deborah Mailman, The Seven Stages of Grieving (1996); Wesley Enoch, The Story of the Miracles at Cookie's Table (2007)

Films: Picnic at Hanging Rock (Peter Weir 1975); The Tracker (Rolf de Heer 2002); Australia (Baz Luhrman 2008); Bedevil (Tracey Moffat, 1993); Samson and Delilah (Warwick Thornton 2009)

41356 American Porn -- Literature, Film, History

2 SWS; Hauptseminar; Max. Teilnehmer: 60

Di. 3.4.2012 16 - 19, 101 WiSo-Hochhaus, Hörsaal XXIV René-König-HS

Sa. 21.4.2012 9 - 17.45, 100 Hauptgebäude, Hörsaal V

Sa. 28.4.2012 9 - 17.45, 100 Hauptgebäude, Hörsaal V

Sa. 5.5.2012 9 - 17.45, 100 Hauptgebäude, Hörsaal V

H. Berressem
N. Finzsch

This co-taught, interdisciplinary seminar deals with pornography in the context of its history, addressing questions of pornography's conceptual definition, legal constraints, ethical considerations and of various 'pornographic poetics.' Throughout the 19th and 20th centuries, prosecutions and legal developments surrounded the attempted and often successful actions against allegedly 'obscene' literary works such as D.H. Lawrence's Lady Chatterley's Lover, James Joyce's Ulysses, Theodore Dreiser's An American Tragedy or Henry Miller's Tropic of Cancer and Tropic of Capricorn.

Some of the texts dealt with in the seminar, Allan Ginsberg's poem "Howl," Vladimir Nabokov's Lolita, Kathy Acker's Blood and Guts in High School and Bret Easton Ellis' American Psycho were targets of legal action. Other texts, such as John Rechy's Numbers, Robert Coover's Spanking the Maid, J.G Ballard's Crash attempt to create what might be called a 'pornographic poetics.'

Apart from literary texts and motion pictures that were deemed pornographic, the seminar will focus on the history of constitutional law (first amendment: freedom of speech), legal oppression of porn, feminist discourse and body history. American politics have deployed an amazing array of measures taken against erotic or pornographic contents, ranging from the infamous Comstock Laws (1873 ff.) to the various congressional committees in the late 20th century. Since the Supreme Court's decision in Roth v. United States, 354 U.S. 476 (1957), the Court had struggled to define what constituted constitutionally unprotected obscene material 1973 (one century after the first Comstock Law). In Miller v. California, 413 U.S. 15 (1973) the United States Supreme Court reiterated that obscenity was not protected by the First Amendment and established the Miller test for determining what constituted obscene material.

Some of the texts dealt with in the seminar, Allan Ginsberg's poem "Howl," Vladimir Nabokov's Lolita, Kathy Acker's Blood and Guts in High School and Bret Easton Ellis' American Psycho were targets of legal action. Other texts, such as John Rechy's Numbers, Robert Coover's Spanking the Maid, J.G Ballard's Crash attempt to create what might be called a 'pornographic poetics.'

The seminar is open for students of Northamerican Studies, American Literature and History. Since this is a "blockseminar", early application is necessary. Applicants who are willing to present a paper should get in touch with either Hanjo Berressem or Norbert Finzsch well before the seminar begins.

ATTENTION: There is a preliminary mandatory first meeting that every participant has to attend!

Tuesday April 3, 2012 at 16:00 in the René-König-Hörsaal in the faculty of Economics

41357 Chicano/a Culture

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 12 - 13.30, 106 Seminargebäude, S21

H. Berressem

In American literature, film, music and theater, that the Chicano voice and Chicano aesthetics have become increasingly visible and important. A reason for the fascination with and recourse to 'Chicano productions' is that they realize new, self-reflexive, broken, ironic, and thus what might be called 'border' forms of articulation. The course will look closely at some of these cultural and artistic developments as well at recent theoretical debates concerning intercultural negotiations, at new modes of describing the complex topology

of cultural and discursive space(s) and theoretical debates and descriptions that in many places traverse these productions and inform their literary and artistic strategies.

Reading list:

José Antonio Villarreal: Pocho (1959), Rudolfo A. Anaya: Heart of Aztlán (1976), Luis Valdez: Zoot Suit (1979), John Rechy: The Miraculous Day of Amalia Gomez (1991), Miguel Méndez: Pilgrims in Aztlán (1992), Luis J. Rodriguez: Always Running (1993), María Amparo Escandó: Esperanza's Box of Saints (1999).

There will be additional movie screenings. Theoretical texts will be provided in a reader at the beginning of the semester.

41358 English Literature from Chaucer to Shakespeare

2 SWS; Hauptseminar; Max. Teilnehmer: 35

2.5.2012 - 25.5.2012 14 - 17.30, 105 Hörsaalgebäude, Hörsaal F, Block

2.5.2012 - 25.5.2012 14 - 17.30, 103 Philosophikum, S 54, Block

C. Wilcockson

This block seminar (May 2012) has two sections, a medieval one and a Shakespeare section. Students who want to get credit for the class have to take both sections, students who just want to audit one of the sections are welcome.

Medieval section:

The second half of the fourteenth century witnessed the production of some of England's greatest literary creations. In this course of eight classes we shall study a number of works by the outstanding writers of the period: Geoffrey Chaucer and the author of Sir Gawain & the Green Knight. Previous knowledge of medieval literature is not a prerequisite for joining the course. If anyone wishes to write an essay for a Schein, guidance and specific bibliography will be given. The texts to be studied for the 2012 session (throughout May) are as follows: Chaucer: The General Prologue, The Miller's Tale; The Reeve's Tale; The Clerk's Tale; The Franklin's Tale; The Merchant's Tale; Troilus and Criseyde (Riverside Chaucer edition has all Chaucer's works, and contains very full explanatory notes.) My own edition, The Canterbury Tales: a Selection (Penguin, 2008) has the Riverside text with a facing-page modern prose translation. Sir Gawain and the Green Knight (ed. Tolkien and Gordon, Oxford Univ. Press)

Shakespeare section:

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

Suggestions for topics for anyone wishing to write an essay for a "Leistungsnachweis" will be given if requested. Anyone intending to write an essay or obtain a "Nachweis der aktiven Teilnahme" must attend a minimum of 13 sections of my classes on Shakespeare and Medieval Literature.

The course will take place as a block seminar Wednesdays 14-17.30 in F and Fridays 14-17.30 in S54 between May 2 and 25, 2012.

41360 South Indian Cinema: Gender and Caste Politics

2 SWS; Hauptseminar; Max. Teilnehmer: 20

Do. 12 - 13.30, 103 Philosophikum, S 87

S. Rajeswaran

South Indian Cinema encompasses four language zones in Southern India - Tamil, Kannada, Telugu and Malayalam. Language politics in independent India favours the North Indian language Hindi, which is also India's national language. So all other cinemas in India, have the tag of regional cinema attached to them. However, the South Indian Cinema is even more prolific than Hindi cinema, although it does not have a pan-Indian status or a global presence. Right from its very beginnings, especially during the Nationalist era of the 1930s and 40s, South Indian Cinema, especially Tamil Cinema has aligned itself very strongly to politics. So strong is this bond that the state of Tamilnadu has so far had 4 Chief Ministers who were actors, directors or script-writers. There are yet others who are associated with the Television industry. The state of Tamilnadu has also from the 1920s onwards offered strong resistance to upper caste Hindu hegemony. Gender politics is yet another area which is reflected in this cinema.

So while this seminar course will introduce students to South Indian Cinema as a whole, the focus will be on Tamil cinema and the reflection of caste and gender politics in these films. The target cinematic texts would include the films of Shivaji Ganesan, M.G. Ramachandran, Jayalalitha and Karunanidhi.

41361 North American and European Perspectives on Media Theory

2 SWS; Hauptseminar; Max. Teilnehmer: 70

Fr. 13.4.2012 12 - 16, 100 Hauptgebäude, Hörsaal VI
 Fr. 20.4.2012 12 - 16, 100 Hauptgebäude, Hörsaal VI
 Fr. 27.4.2012 12 - 16, 100 Hauptgebäude, Hörsaal VI
 Fr. 4.5.2012 12 - 16, 100 Hauptgebäude, Hörsaal VI
 Fr. 11.5.2012 12 - 16, 100 Hauptgebäude, Hörsaal VI
 Fr. 25.5.2012 12 - 16, 100 Hauptgebäude, Hörsaal VI

Course taught by Prof. David Holdsworth (Trent University, Canada)

In this course, we shall compare and contrast contemporary work in media theory as a context in which to explore political and cultural differences between European and North American styles of philosophical and discursive practices. The primary texts that we shall read are those of Marshal McLuhan (The Medium is the Message: An Inventory of Effects) and Harold Innis (The Bias of Communication) [a Canadian context] and William Connolly (Neuropolitics: Thinking, Culture, Speed) [an American context]. Primary German texts will be Niklas Luhmann (Die Realität der Massenmedien) and Friedrich Kittler (Gramophone, Film, Typewriter). A primary French text will be Deleuze (Logiques de la sensation), which will connect our reflections directly back to William Connolly's Deleuzean political thought. The course will be thematized critically around questions such as: Why did Nietzsche and Heidegger influence European, more than North American, thought? Why is Kant read so differently by European and Anglo-American philosophers? Why is European-style "socialism" so despised by American conservatives?
 Course taught by Prof. David Holdsworth (Trent University, Canada)

N.N.
 H.Berressem

41362 The American Labyrinth: Topology, Text and Media

2 SWS; Hauptseminar; Max. Teilnehmer: 70

Fr. 29.6.2012 16 - 20, 106 Seminargebäude, S21
 Sa. 30.6.2012 10 - 18, 100 Hauptgebäude, Hörsaal VI
 Fr. 6.7.2012 16 - 20, 106 Seminargebäude, S21
 Sa. 7.7.2012 10 - 18, 100 Hauptgebäude, Hörsaal VI

Blockseminar

Course taught by Prof. Paul A. Harris (Loyola Marymount University, Los Angeles, USA)

N.N.
 H.Berressem

The American Labyrinth: Topology, Text, and Media

Description: The seminar will undertake an interdisciplinary exploration of labyrinths, as topos, metaphor, and literary motif. The seminar will combine topological and phenomenological framings of labyrinths, providing historical context and analysis. The labyrinth motif will be explored as it finds expression in American literature, film, and contemporary media.

Texts:

Writing:

Poe, "The Cask of Amontillado," "The Fall of the House of Usher," "The Murders in the Rue Morgue," "The Purloined Letter," "Descent into a Maelstrom"

Perkins, "The Yellow Wall-Paper"

Faulkner, "A Rose for Emily"

Melville, Moby-Dick: chapter iii, "The Spouter-Inn"; chapter XXXV, "The Masthead"; chapter LXXVIII, "Cisterns and Buckets": chapter CXXXV, "The Chase—Third Day": "Epilogue"

Johnson, ARK (excerpts)

Serres, "Vortex"

Film:

The Shining, Vertigo, Inception

Media:

Hypertexts to be selected; The Labyrinth Project

Course taught by Prof. Paul Harris (Loyola Marymount University, USA)

41363 Living Across Borders: Global Bollywood

2 SWS; Hauptseminar; Max. Teilnehmer: 24

Do. 14 - 15.30, 103 Philosophikum, S 83

N. Bharucha

In the 1990s Postcolonial Hindi Cinema became more globally visible and acquired the tag of Bollywood, first in a kind of disparaging manner, but now in an academically serious mode. This Bollywood is no more focussed on urban family sagas or rural tales of sorrow or joy, these have moved on to various television channels. The new Bollywood films are cross over films that cross over from one cultural space into another, here from the Indian cultural spaces into western cultural spaces. The protagonists here are either diasporic Indians or transnational Indians who live across national borders. The Indian Diaspora has been imaging India to the world both in literature and in cinema, but now a more economically confident India is imaging its global image to the world in cross-over films which portray not just Indian contexts but also global ones in which Indians live and interact with the world. The target films for this course are: Kabhi Khushi Kabhi Gham, Dilwale Dulhania Le Jaayenge, My Name is Khan, Swades, New York, Nameste London, Patiala House, Love Aaj Kal.
New Course!

43342 "celluloid west"

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 11.4.2012 10 - 12, 125b Küpperstift, 101

Fr. 15.6.2012 16 - 21, 103 Philosophikum, H 80

Sa. 16.6.2012 10 - 16, 103 Philosophikum, H 80

Fr. 22.6.2012 16 - 21, 103 Philosophikum, H 80

Sa. 23.6.2012 10 - 16, 103 Philosophikum, H 80

S. Grohé
H. Berressem

Blockveranstaltung

Termine:

Vorbesprechung: Mi. 11.04.2012, 10-12 Uhr (Ort: Übungsraum Abt. Architekturgeschichte Kerpener Str. 30/ Eingang Weyertal)

Block I (Ort: Philosophikum H80)

Fr. 15.06.2012, 16 - 21 Uhr

Sa. 16.06.2012, 10 - 16 Uhr

Block II (Ort: Philosophikum H80)

Fr. 22.06.2012, 16 - 21 Uhr

Sa. 23.06.2012, 10 - 16 Uhr

Das Seminar beschäftigt sich mit dem Amerikanischen Genre des 'Westerns.' Im Zentrum des Interesses liegen thematische und kulturelle Inhalte, jedoch auch, und dies in besonderem Maße, cinematographische und somit 'visuelle' Aspekte des Genres. Anhand von genauen Film- und Sequenzanalysen werden charakteristische Bild- und Erzählformate, aber auch deren 'Spielarten,' Variationen und historischen Entwicklungen untersucht. In der ersten Sitzung wird die Struktur des Seminars genauer dargestellt. Gleichzeitig werden Themen für Kurzreferate vergeben.

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)

41364 18th Century British Novel

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 106 Seminargebäude, S24

E.Fritsch

The English novel is widely seen as originating in the eighteenth century, emerging in an interchange of literary practices, intellectual attitudes and social conditions. We will read and discuss major works of the period starting with Daniel Defoe's *Moll Flanders* (Penguin Classics, 1722). We will then continue with substantial excerpts from other narratives: Jonathan Swift's *Gulliver's Travels* (1726), Samuel Richardson's *Pamela* (1740), Henry Fielding's *Joseph Andrews* (1742), Laurence Sterne's *Tristram Shandy* (1759-67), Tobias Smollett's *Humphrey Clinker* (1771) and Frances Burney's *Evelina* (1777). We will also concern ourselves with the critical accounts of the origins of the English novel, particularly Ian Watt (*The Rise of the Novel*, 1957) and his critics. Creditation depending on course of study and combination of portfolio or (2 CP)/and (3 CP/LP) short presentation and written component (4 CP/LP).

41365 Gothic Fiction

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIb

A.Gutenberg

Gothic novels, which originated in the 1760s, are primarily tales of mystery or horror, intended to chill the spine. Apart from an interest in terror, horror and the sublime, however, the Gothic genre has always been an arena open to the social and political interests of the day. The Gothic narratives (two novels and short stories, mainly from two collections) we are going to read in this class therefore do not only show a concern with the irrational side of human nature but they also take up in various ways the sexual, technological, political, medical and criminological ideologies of their times. Our methodological focus in this course will mainly be on discourse analysis and gender studies but our discussion will also include some film versions. TEXTS: Mary Shelley: *Frankenstein* (1818 text); Sheridan Le Fanu: *In a Glass Darkly* (1872); Bram Stoker: *Dracula* (1897); Angela Carter: *The Bloody Chamber and Other Stories* (1979). Shelley's *Frankenstein* and Le Fanu's *In a Glass Darkly*: Oxford World's Classics; Stoker's *Dracula* and Carter's *The Bloody Chamber*: Penguin.

41366 Fools and Folly in Shakespeare

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal VIIa

R.Aczel

This course explores the role of the fool in Shakespeare's plays, together with the types of folly he both practices and exposes. In analysing the strategies of fooling in both comedy and tragedy, we will attempt to throw light on the fundamental structures of Shakespearean drama. Participants should be familiar with the following plays which will be discussed in the seminar: *Twelfth Night*, *As You Like It*, *King Lear*, and *Hamlet*. Please use Oxford World's Classics editions for the plays.

41367 "Time Present and Time Past": Aesthetics and Politics of Modernist Poetry

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 106 Seminargebäude, S16, nicht am 5.4.2012 Der Kurs beginnt in der zweiten Semesterwoche!

J.Hoydis

In this class we will read some of the key works of the major representatives of Anglo-American Modernism, W. B. Yeats, Ezra Pound and T. S. Eliot, as well as poems by W. H. Auden, W. C. Williams, Gertrude Stein and Marianne Moore. Discussions will address the new energies and interventions at play in the texts as well as the question if the poetry of the period is rightly often charged with being enigmatic or elitist. The focus is placed on each individual poet's aesthetic and thematic preoccupations and aversions in order to provide a sketch of the diverse changes and differences that shape the dynamics of early 20th century culture and history up to WW II. The majority of texts will be made available in electronic form in ILIAS.

Selected Readings:

W. B. Yeats, "The Double Vision of Michael Robartes", "The Second Coming", "Sailing to Byzantium", "Among Schoolchildren"

Ezra Pound, excerpts from "Cantos"

T. S. Eliot, "The Love Song of J. Alfred Prufrock", "The Waste Land", "The Hollow Men"

T. S. Eliot, *The Use of Poetry and the Use of Criticism*. 1932-33. Harvard University Press, 1986.

41368 Irish Literature

2 SWS; Übung; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 103 Philosophikum, S 82

S. Newman

Which Ireland? Whose truth? Whose past? Whose future? - these are just some of the questions which contemporary Irish, Northern Irish and Anglo-Irish writers often examine in their work. Ireland is well known for being a nation of curious people, but it is often left to the writers to ask the important, uncomfortable questions. This course will look at the ways in which writers deal with the difficult questions regarding Ireland's past, present and future.

The reading list will be made available in March.

41369 The Curse of Calvinism: Burns, Byron, Stevenson and Thomson

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 92

S. Allan

Title: *The Curse of Calvinism: Burns, Byron, Stevenson and Thomson*.

'Scottish writing has been shaped, and, in many cases, twisted by faith; and this religious sensibility has formed our way of looking at the world, producing a literature that is distinctly Scottish' (Macdougall).

This course will focus on how this darkness which is perceived to be at the heart of Scottish literature is negotiated in a selection of poetry (from the Enlightenment to Romanticism and Victorianism) which looks back to folk, ballad and epic tradition, and forward to both modernism and post-modernism. Beginning with Scotland's national bard Burns, the course will then consider a selection of Byron's poetry, some of the often neglected poetry of Robert Louis Stevenson and James Thomson BV's stark *City of Dreadful Night*. Students MUST attend the first class (week 1) in order to secure their place.

Robert Burns, *The Canongate Burns: The Complete Poems and Songs of Robert Burns*. Ed. Andrew Noble and Patrick Scott Hogg. Edinburgh: Canongate Classics, 2003.

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

Robert Louis Stevenson, *Selected Poems*. Ed. Angus Calder. London: Penguin Classics, 2006.

James Thomson, *The City of Dreadful Night*. Ed. Edwin Morgan. Edinburgh: Canongate Classics, 2001.

These are the recommended editions as these ones have good introductions/notes/appendices. The actual poems are, however, widely available in both paper and electronic form.

41371 Contemporary Drama and Theatre

2 SWS; Übung; Max. Teilnehmer: 20

Do. 17.45 - 19.15

N. N.

In conjunction with the one-week theatre excursion to London offered this semester, this course provides an intensive introduction to contemporary British drama and theatre. Participants are required to do close readings of a wide variety of plays produced in London during the current theatre season. A reader of texts will be provided.

Course taught by Sarah Youssef in R. 122/123 (Office Prof. Neumeier)

41372 Exkursion: The London Stage

2 SWS; Übung; Max. Teilnehmer: 30

30.4.2012 - 5.5.2012, Block+SaSo

B. Neumeier

The focus of this course is on contemporary British theatre and culture. During a one week stay in London (April 30th to May 5th 2012) participants will have the opportunity to see and discuss new theatre productions (at the Globe, the National Theatre, the Royal Court, Fringe) and to talk to theatre professionals and playwrights.

Preliminary discussion and registration on February 2nd 2012, 4 pm in office 122/3.

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

41374 Kolloquium für Examenskandidat(inn)en und Doktorand(inn)en

2 SWS; Kolloquium; Max. Teilnehmer: 30

Mo. 14 - 15.30, 103 Philosophikum, S 66

H. Antor

It is the purpose of this Kolloquium to provide a forum of discussion for all those preparing for their final written or oral exams or engaged in the process of writing a Staatsarbeit/Magisterarbeit. You will have the opportunity of presenting your special subject(s) and of explaining your approach to the topic of your thesis in order to negotiate your position and discuss it with the other participants. You will realize that presenting your own point of view and having to defend it in a group can teach you a lot and open up new perspectives that might be helpful for the final version of your thesis or in your written or oral exams. The Kolloquium therefore is a testing ground for your ideas as well as for your knowledge of your subject, and it will hopefully contribute to making you as fit as possible for your exams. The final list of topics discussed naturally depends on who will attend the seminar and will therefore have to be discussed in our first meeting.

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

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

41375 **Forschungskolloquium**

2 SWS; Kolloquium; Max. Teilnehmer: 15

Mo. 16 - 17.30, 103 Philosophikum, S 68

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.

Anmeldung über Sekretariat (Frau Eltschig).

41376 **Kolloquium Amerikanistik**

2 SWS; Kolloquium; Max. Teilnehmer: 30

Di. 14 - 15.30, 103 Philosophikum, S 76

H. Berressem

In this seminar, graduate and post-graduate students present recent work related to their Staatsexamensarbeit, Magisterarbeit, Dissertation, or Habilitation, which is then discussed. In case there are no presentations, we will discuss recent developments in literary-, cultural- and media theory related to the individual projects. There is no strict schedule to the course, which is flexible enough to adjust to individual needs and to discussions as they develop. Generally, you should be at least in the second half of your 'Hauptstudium' to enrol for this course (please come to my office hour or write me an email to enrol). Requirements are active participation in the discussions and an interest in theory. The course is open to students of the Medienstudiengang.

41377 **Examenskolloquium**

2 SWS; Kolloquium; Max. Teilnehmer: 30

Do. 14 - 15.30, 103 Philosophikum, S 76

B. Neumeier

This class offers a chance to students who are about to take their final exams to present their essays and take mock exams.

41378 **Forschungskolloquium**

2 SWS; Kolloquium; Max. Teilnehmer: 20

Mi. 12 - 13.30

B. Neumeier

This colloquium provides a platform for students to present their research/work in progress. Registration in my office hours.

43015 **Oberseminar Anglo**

2 SWS; Oberseminar; Max. Teilnehmer: 30

Di. 19.30 - 21, 103 Philosophikum, 010

B. Lüthi

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

FACHDIDAKTIK

Fachdidaktische Übungen

Vorbereitungsseminar für das Schul- /
Fachpraktikum / Grundlagenseminar Fachdidaktik

- 41390 Vorbereitungsseminar zum Schulpraktikum_1/Grundlagenseminar Fachdidaktik_1**
 2 SWS; Übung; Max. Teilnehmer: 40
 Mo. 8 - 9.30, 103 Philosophikum, S 82 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.
- 41391 Vorbereitungsseminar zum Schulpraktikum_2/Grundlagenseminar Fachdidaktik_2**
 2 SWS; Übung; Max. Teilnehmer: 22 B. Abel
 Di. 10 - 11.30, 103 Philosophikum, S 84
 Die Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) und Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum in nächster Zeit absolvieren werden (a) bzw. vor ihrem Berufsfeldpraktikum stehen (b). Der Kurs thematisiert zentrale fachdidaktische Ansätze, Konzepte und Methoden sowie Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen stehen die Entwicklung und Vorstellung 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.
- 41392 Vorbereitungsseminar zum Schulpraktikum_3/Grundlagenseminar Fachdidaktik_3**
 2 SWS; Übung; Max. Teilnehmer: 40 S. Weinbach
 Do. 16 - 17.30, 103 Philosophikum, S 63
 Die Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Schulpraktikum in nächster Zeit absolvieren werden. Zur Vorbereitung auf das Praktikum werden zunächst zentrale fachdidaktische Ansätze, Konzepte und Methoden vorgestellt. Auf dieser Grundlage sollen eigene Unterrichtsstunden entwickelt, analysiert und praktisch erprobt werden. Es kann ein aktiver Teilnahmenachweis für das Aufbaumodul 1 oder 2 erworben werden.
- Nachbereitungsseminar für
das Schul- / Fachpraktikum**
- 41394 Nachbereitungsseminar zum Fachpraktikum_1**
 2 SWS; Übung; Max. Teilnehmer: 40 K. Kutzbach
 Di. 8 - 9.30, 103 Philosophikum, S 82
 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.

41395 Nachbereitungsseminar zum Fachpraktikum_2

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 103 Philosophikum, S 78

A. Gutenberg

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

41396 Nachbereitungsseminar für das Schul-/ Fachpraktikum_3

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 103 Philosophikum, S 65

S. Weinbach

Diese Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Schul- bzw. Fachpraktikum vor kurzem absolviert haben. Neben der vertieften Auseinandersetzung mit zentralen fachdidaktischen Prinzipien, Konzepten und Methoden sollen einzelne Unterrichtsentwürfe bzw. im Praktikum durchgeführte Unterrichtserprobungen sowie die während des Praktikums ausgewählten Beobachtungs- und Forschungsaspekte vorgestellt, reflektiert und ausgewertet werden. Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden.

F a c h d i d a k t i s c h e Ü b u n g**41307 (Non)Native Accents in the Classroom**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 106 Seminargebäude, S16

B. Abel

Bitte beachten: Es findet eine obligatorische Blockveranstaltung am 30.5.12, 10.00-13.30, in Raum S 78 statt. Dafür entfallen die Sitzungen am 18.5.12 und 8.6.12. Außerdem müssen Sie als Teilnahmevoraussetzung über ausreichende Phonetik- und Phonologiekennnisse (z.B. aus Basismodul 1) verfügen. Zusätzlich ist es empfehlenswert, den Kurs „Vorbereitung auf das Schul-/Fachpraktikum“ (LPO 2003, AM 1.5/AM 2.5) bzw. „Einführung in die Fachdidaktik Englisch“ (BA Unterrichtsfach Englisch, AM 4.1) bereits besucht zu haben oder parallel zu absolvieren.

Die Lehrveranstaltung ist an der Schnittstelle zwischen Sprachwissenschaft und Fachdidaktik angesiedelt und thematisiert Aspekte beider Bereiche im Hinblick auf muttersprachliche und nicht-muttersprachliche Akzente des Englischen. Nach der linguistisch-theoretischen und der curricularen Auseinandersetzung mit dem Thema soll der Schwerpunkt auf der Analyse der Repräsentation verschiedener Akzente in Schulbüchern liegen. Je nach Ergebnis dieser Analysen sollen Unterrichtsentwürfe oder Übungsformen entwickelt werden, die verschiedene Akzente des Englischen im Unterricht in den Mittelpunkt stellen.

41398 Interkulturelles Lehren und Lernen

2 SWS; Übung; Max. Teilnehmer: 36

Mo. 12 - 13.30, 103 Philosophikum, S 92

K. Kutzbach

Die Übung widmet sich zentralen Problemfeldern im Kontext der Erweiterung des landeskundlichen Ansatzes im Englischunterricht um ein differenzierteres Kulturverständnis im Sinne des Interkulturellen Lehrens und Lernens. In diesem Zusammenhang werden zentrale Begrifflichkeiten, Konzepte, Dimensionen und Perspektiven in theoretischer und praktischer Hinsicht erarbeitet und in kritischen Bezug zu schulischen/unterrichtlichen Erfahrungsbereichen gesetzt.

Die Anforderungen für den Erwerb eines aktiven TN (Modul A5) 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.

41399 Intercultural Learning in a Multicultural Classroom

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, S 65

S. Weinbach

Die Vermittlung interkultureller Handlungskompetenz stellt nach den Vorgaben des Kernlehrplans für das Fach Englisch in NRW eine zentrale Aufgabe des Englischunterrichts dar. Die Übung führt zunächst in grundlegende didaktische Theorien und Prinzipien des interkulturellen Lernens ein. Im zweiten Teil der Übung sollen - unter Rückgriff auf verschiedene Medien - Materialien und Aufgaben zur Förderung interkultureller Kompetenzen im Englischunterricht entwickelt und erprobt werden. Dabei sollen auch die besonderen Herausforderungen sowie das besondere Potential des Lehrens und Lernens in einer multikulturellen Lerngruppe Berücksichtigung finden. Es kann ein aktiver Teilnahmenachweis für den Bereich „Literaturdidaktik“ (A 5.2) oder „Sprachdidaktik“ (A 5.3) erworben werden.

41400 Methoden kooperativen Englischunterrichts

2 SWS; Übung; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 103 Philosophikum, S 92

B. Hakimi

Im Mittelpunkt des Seminars steht das Kennenlernen und Ausprobieren von Unterrichtsmethoden, die die Kooperation und Kommunikation der Schülerinnen und Schüler im Englischunterricht fördern.

Scheinerwerb durch Unterrichtssimulation und aktive Teilnahme im Seminar. Dieses Seminar ist als Workshop angelegt, daher ist die Teilnehmerzahl auf max. 30 Teilnehmer begrenzt.

Sprechzeiten nach dem Seminar und nach Vereinbarung.

Course taught by: B. Hakimi & I. Hauser

Beginn 17.4.12 (dritte Semesterwoche). Blocksitzung am Sa., 21. April 10-17 Uhr; keine Veranstaltungen in den Schulferien (Woche 1, 2, letzte).

41401 Popular Culture in the EFL Classroom

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 103 Philosophikum, S 63

A. Gutenberg

This practically orientated class is designed in conjunction with my literary Übung der Hauptstufe "Gothic Fiction" and is addressed specifically to Lehramtsstudierende who are interested in learning how to teach popular culture – especially phenomena, texts and media revolving based on the Gothic tradition – in the English-language classroom. While the literary Übung will be concerned with the theoretical background of the Gothic tradition as well as with some classic Gothic novels, our focus in this class will be on various media such as (animation) film, music video clips and contemporary popular narratives such as the Twilight series and will exceed the Gothic theme. Our discussion of concrete examples for classroom teaching will be grounded on cultural studies approaches and their didactic dimensions. It is not obligatory but advisable to attend both classes.

41402 Teaching teen fiction -aktuelle Jugendliteratur in der Sekundarstufe I

2 SWS; Übung; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 103 Philosophikum, S 65, ab 17.4.2012

S. Möller
R. Henseler

Aufgabe des Fremdsprachenunterrichts ist es, eine altersgemäße Lesekultur zu etablieren, Lesefreude und Vertrautheit mit Büchern in der Fremdsprache Englisch zu vermitteln sowie Lesegewohnheiten zu entwickeln und zu stabilisieren. Doch wie können Schülerinnen und Schüler zur Lektüre englischer Jugendromane motiviert werden? Welche Texte können junge Leserinnen und Leser zum Lesen verführen und ihnen die Möglichkeit geben, ins Buch einzutauchen und Lesen als Genuss zu empfinden? Wie können Leseanreize geschaffen und positive Leseerlebnisse ermöglicht werden? Wie bringt man Lernende dazu, auch lange Lesestrecken zu bewältigen? Über welche Lesestrategien müssen Schülerinnen und Schüler verfügen? Diese Fragen versucht die Lehrveranstaltung zu beantworten. Zwei mögliche Romane stehen im Zentrum: The Absolutely True Diary of a Part-time Indian von Sherman Alexie und Slam von Nick Hornby. Anhand konkreter Beispiele aktueller Jugendliteratur werden Anregungen erprobt und diskutiert, wie Lesemotivation durch ansprechende und schüleraktivierende Zugangsweisen geweckt und erhalten werden kann und wie Leseerlebnisse kreativ und lebendig präsentiert werden können. Der Schwerpunkt liegt hierbei auf innovativen Methoden, die eine stärkere Individualisierung und eine größere Schülerautonomie ermöglichen. Besondere Berücksichtigung finden aktuelle englischsprachige Jugendbücher, die sich an den Interessen und Lesegewohnheiten der männlichen Leser orientieren, sowie für den Einsatz im Englischunterricht geeignete graphic novels. Es werden außerdem Anregungen für den Umgang mit sog. reluctant readers gegeben.

Dies wird begleitet durch eine Einführung in den Stand der Fachdidaktik und aktuelle Diskussionen des Fachs (Aufgaben- und Kompetenzorientierung etc.) sowie in die Grundlagen der Literaturdidaktik. Die letzten Sitzungen werden in Form von book clubs gestaltet, in denen die Teilnehmer in Gruppen jeweils einen von fünf ausgewählten Romanen selbstständig und vertieft bearbeiten und diskutieren. Die Präsentation der Ergebnisse erfolgt in der letzten Sitzung, in der verschiedene Präsentationsformen (book trailer, book in a box, book slam etc.) praktisch erprobt werden sollen.

NEUE ZEIT: Di. 17.45-19.15 Uhr!

Beginn in der 3. Semesterwoche - ein Kompakttag als Ersatz - Termin tba.

41406 Englisch als Kontinuum: Sprachkompetenz im Übergang von der Primarstufe zur Sek I

2 SWS; Übung; Max. Teilnehmer: 20

Di. 12 - 13.30, 103 Philosophikum, S 65

K.Kutzbach

“Alle Lehrkräfte, die Englisch unterrichten, müssen über die Inhalte, die Methoden, Kompetenzerwartungen und Leistungskriterien der anderen Schulformen informiert sein, denn nur eine gelungene Kooperation beider Schulformen gewährleistet einen sanften Übergang und damit die Nachhaltigkeit des frühen Fremdsprachenlernens“. So fordert es die Standardsicherung des Schulministeriums und erklärt den “Fremdsprachenunterricht als Kontinuum“ zu einer gemeinsamen Aufgabe aller Schulformen.

Ein Blick in die fachdidaktische Literatur sowie die schulische Praxis zeigt diverse Bestrebungen und Ansätze, diese Vorgaben umzusetzen, verweist aber ebenfalls auf Schwierigkeiten und Probleme, die einem “sanften Übergang“ und damit dem nachhaltigen Fremdsprachenlernen im Wege stehen.

Vor diesem Hintergrund widmet sich die Übung der Sprachkompetenz am Übergang der Primarstufe zur Sekundarstufe I aus theoretischer und praktischer Perspektive, indem sie zentrale fachdidaktische Fragestellungen, wie z.B. das Verhältnis von L1 zu L2 (ggf. L3), oder mündlicher zu schriftlicher Kompetenz, beleuchtet und diskutiert.

Da die Seminarplanung die Teilnahme an einer schulischen Hospitation und deren Nachbesprechung in Kleingruppen vorsieht, stellen Sie sich bitte auf einen zusätzlichen Termin ein (mögliche Termine werden zu Beginn des Semesters bekannt gegeben).

Die Anforderungen für den Erwerb eines aktiven TN (Modul A5) 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.

41407 Englisch als Kontinuum: Sprachkompetenz im Übergang von der Primarstufe zur Sek I

2 SWS; Übung; Max. Teilnehmer: 25

Mi. 8 - 9.30, 106 Seminargebäude, S16

K.Kutzbach

“Alle Lehrkräfte, die Englisch unterrichten, müssen über die Inhalte, die Methoden, Kompetenzerwartungen und Leistungskriterien der anderen Schulformen informiert sein, denn nur eine gelungene Kooperation beider Schulformen gewährleistet einen sanften Übergang und damit die Nachhaltigkeit des frühen Fremdsprachenlernens“. So fordert es die Standardsicherung des Schulministeriums und erklärt den “Fremdsprachenunterricht als Kontinuum“ zu einer gemeinsamen Aufgabe aller Schulformen.

Ein Blick in die fachdidaktische Literatur sowie die schulische Praxis zeigt diverse Bestrebungen und Ansätze, diese Vorgaben umzusetzen, verweist aber ebenfalls auf Schwierigkeiten und Probleme, die einem “sanften Übergang“ und damit dem nachhaltigen Fremdsprachenlernen im Wege stehen.

Vor diesem Hintergrund widmet sich die Übung der Sprachkompetenz am Übergang der Primarstufe zur Sekundarstufe I aus theoretischer und praktischer Perspektive, indem sie zentrale fachdidaktische Fragestellungen, wie z.B. das Verhältnis von L1 zu L2 (ggf. L3), oder mündlicher zu schriftlicher Kompetenz, beleuchtet und diskutiert.

Da die Seminarplanung die Teilnahme an einer schulischen Hospitation und deren Nachbesprechung in Kleingruppen vorsieht, stellen Sie sich bitte auf einen zusätzlichen Termin ein (mögliche Termine werden zu Beginn des Semesters bekannt gegeben).

Die Anforderungen für den Erwerb eines aktiven TN (Modul A5) 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.

WEITERE ÜBUNGEN

41410 Conversation Course

2 SWS; Übung; Max. Teilnehmer: 30

Di. 16 - 17.30

N.N.

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

41411 Conversation Course and Grammar Review

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 17.45 - 19.15

N.N.

This is a voluntary course (no credit) that serves to enhance

the conversation skills of participants and to review problems in English grammar.
Exchange students, and only those students, can obtain a Schein in this class.
The course is taught by American exchange students from the University
or Rochester (NY) in cooperation with the instructors of the Intensive Language Course.

41412 Tutorium zu HS Syntax (Adone)

2 SWS; Tutorium; Max. Teilnehmer: 20

Do. 12 - 13.30, 106 Seminargebäude, S13

A. Gabel

D. Adone

41415 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, S 94

M. Klages-Kubitzki

N. N.

41416 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, SL 64

M. Klages-Kubitzki

N. N.

41417 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 8 - 9.30, 103 Philosophikum, SL 64

N. N.

M. Klages-Kubitzki

Das Tutorium knüpft schwerpunktmäßig an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. Wir werden sprachpraktische Übungen durchführen und auf ausgewählte Inhalte der Veranstaltungen ILC und Phonetics & Phonology eingehen. Ebenso werden Anforderungen an Referate und das Erstellen von Handouts Gegenstand des Tutoriums sein, deren Umsetzung in Form von Kurzreferaten geübt und evaluiert werden soll. Wir werden außerdem wichtige Elemente beim Verfassen einer wissenschaftlichen Hausarbeit behandeln und in Übungen vertiefen. Neben formalen Anforderungen werden wir uns hier mit den Bereichen Themenwahl, Inhalt und Struktur, Sprache und Ausdruck, Zeichensetzung sowie Recherchieren, Zitieren und Bibliographieren beschäftigen.

41418 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 10 - 11.30, 103 Philosophikum, S 90

N. N.

M. Klages-Kubitzki

Das Tutorium knüpft schwerpunktmäßig an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. Wir werden sprachpraktische Übungen durchführen und auf ausgewählte Inhalte der Veranstaltungen ILC und Phonetics & Phonology eingehen. Ebenso werden Anforderungen an Referate und das Erstellen von Handouts Gegenstand des Tutoriums sein, deren Umsetzung in Form von Kurzreferaten geübt und evaluiert werden soll. Wir werden außerdem wichtige Elemente beim Verfassen einer wissenschaftlichen Hausarbeit behandeln und in Übungen vertiefen. Neben formalen Anforderungen werden wir uns hier mit den Bereichen Themenwahl, Inhalt und Struktur, Sprache und Ausdruck, Zeichensetzung sowie Recherchieren, Zitieren und Bibliographieren beschäftigen.

41419 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mo. 14 - 15.30, 103 Philosophikum, S 69

N. N.

M. Klages-Kubitzki

Das Tutorium knüpft an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. So werden wir uns durch Übungen zu Schreib- und Lesestrategien mit verschiedenen Textsorten (z.B. Essay, wissenschaftliche Hausarbeit) befassen. Neben formalen Anforderungen werden hier Themenwahl, Inhalt und Struktur, Sprache und Ausdruck sowie Recherchieren, Zitieren und Bibliographieren Gegenstand der Betrachtung sein.

41420 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 103 Philosophikum, S 75

M. Klages-Kubitzki

N. N.

Das Tutorium knüpft an die sprachpraktischen Kurse an und bietet gleichzeitig eine Einführung in das wissenschaftliche Schreiben. So werden wir uns durch Übungen zu Schreib- und Lesestrategien mit verschiedenen Textsorten (z.B. Essay, wissenschaftliche Hausarbeit) befassen. Neben formalen Anforderungen werden hier Themenwahl, Inhalt und Struktur, Sprache und Ausdruck sowie Recherchieren, Zitieren und Bibliographieren Gegenstand der Betrachtung sein.

41425 Einführung in die Psychoanalyse Jacques Lacans

Zusatzübung; Max. Teilnehmer: 100

Do. 26.4.2012 20 - 22, 100 Hauptgebäude, Hörsaal XVIII

Do. 10.5.2012 20 - 22, 100 Hauptgebäude, Hörsaal XVIII

Do. 28.6.2012 20 - 22, 100 Hauptgebäude, Hörsaal XVIII

J. Schorn

In dieser Veranstaltung (Ringvorlesung mit nur drei Terminen) können keine Credit Points erworben werden!

41704b English Language Practice for EU Legal Linguistics

2 SWS; Seminar; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, 263

S. Newman

This course will focus on aspects of the English language which are particularly relevant for EU legal linguistics. The course will include: analysing a variety of texts, language practice, translation exercises, and comparative analysis. In addition to participation in class, students will be expected to give a presentation and complete a variety of written tasks in order to obtain the course credit.

Course prerequisites: B2 level English