

SEMINAR FÜR ENGLISCHE PHILOLOGIE  
DER UNIVERSITÄT GÖTTINGEN

**VORLESUNGSKOMMENTAR**  
**WINTERSEMESTER 2010/2011**

**Master of Education**  
**Master of Arts**

TERMINE  
PRÜFUNGEN  
HINWEISE UND ERLÄUTERUNGEN  
LEHRVERANSTALTUNGEN

# Termine und Öffnungszeiten für das Sommersemester 2010

## **Semesterdaten**

Beginn der Lehrveranstaltungen	Mo 25.10.2010
Ende der Lehrveranstaltungen	Fr 11.02.2011

## **Tests und Prüfungen**

Anmeldung zur Prüfung im Basismodul Sprachpraxis	Mo 17.01.2011 bis Fr 28.01.2011
Prüfungen Sprachpraxis (schriftlich)	Sa 05.02.2011
Klausur über Comprehensive Language Courses	14:00 – 16:00 Uhr
Essay and Letter Writing	14:00 – 16:00 Uhr
	ZHG 008
Mündliche Prüfung (oral competence)	Mo 07.02.2011 bis Di 08.02.2011

## **Anmeldung zu den Abschlussexamina**

Lehramt an Gymnasien Magistra/Magister Artium Wirtschaftspädagogik II (Englisch)	Anmeldung: November / Mai <i>keine festen Meldetermine</i> <i>keine festen Meldetermine</i>
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## **Öffnungszeiten**

### **GESCHÄFTSZIMMER** des Seminars für Englische Philologie

Sekretariat: Frau Radtke (Zi. 0.246) Tel. 39-7557;  
englische.philologie@phil.uni-goettingen.de  
Mo, Di, Do 9.00 – 12.00 Uhr, Di 13.00 – 15.00 Uhr

Geschäftsführende Mitarbeiterin: Dr. F. Reitemeier (Zi. 0.245) Tel. 39-7562  
Frauke.Reitemeier@phil.uni-goettingen.de  
Sprechstunde im Semester: Di 10:30-12:00 Uhr, Mi 11.00-12:00 Uhr

### **BIBLIOTHEK**

Öffnungszeiten:	Mo - Do 9-20 Uhr, Fr 9-19 Uhr
in den Ferien:	Mo - Do 10-18 Uhr, Fr 10-17 Uhr
Wochenendausleihe:	Fr ab 13 Uhr
Rückgabe:	Mo bis 12 Uhr
Bibliotheksverwaltung:	Klaus Herrgen, M.A., Zi. -1.268, Tel.: 39-7554; kherrge@gwdg.de Alexandra Rehfeld, Zi. -1.267, Tel. 39-12806; arehfel@gwdg.de
Bibliotheksaufsicht:	Frau Bode, Frau Groß; Sockelgeschoß, Tel.: 39-7498

## ABTEILUNGEN

**Abt. für Anglistische Literatur- und Kulturwissenschaft:**

Prof. Dr. Barbara Schaff

Sekretariat: Frau Burnham, Zi. 1.308, Tel.: 39-7503, Mo, Mi, Fr 10 – 12 Uhr;  
Di 14 – 16 Uhr, Do 11 – 13 Uhr; eburnha@gwdg.de

**Abt. für Nordamerikastudien / American Studies:**

Prof. Dr. Frank. Kelleter

Sekretariat: Frau Hosefelder, Zi. 1.305, Tel.: 39-7587,  
Mo u. Di 10 – 12 Uhr, Fr 9:45 – 10:45 Uhr; amstud@gwdg.de

**Abt. für Englische Sprache und Literatur des Mittelalters (Mediävistik):**

N. N.

Sekretariat: Frau Hosefelder, Zi. 2.309, Tel.: 39-7572,  
Mi u. Do 10 – 12 Uhr, Fr 11:15 – 12:15 Uhr; chosefe@gwdg.de

**Abt. für Neuere Englische Sprache (Linguistik):**

N.N.

Sekretariat: Frau Strüber, Zi. 0.249, Tel.: 39-7575,  
Mo - Do 9 – 12 u. 14 -16 Uhr, Fr 9 - 12; mstrueb@uni-goettingen.de

**Professur für Fachdidaktik des Englischen:**

Prof. Dr. Carola. Surkamp

Sekretariat: Frau Ernst, Zi. 0.307, Tel.: 39-5840,  
Mo – Do 9 – 11 Uhr; sekretariat.surkamp@phil.uni-goettingen.de

## Sprechstunden und Kontaktmöglichkeiten

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Haekel, Ralf	1.307	39-7564	Ralf.Haekel@...	Di 16:00-17:00 h	siehe Aushang/ Homepage
Kelleter, Frank	1.311	39-7586	Frank.Kelleter@...	siehe Aushang/ Homepage	siehe Aushang/ Homepage
Marti, Luisa					
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Coates, John, Dr.	-1.266	39-7558	johncoates@web.de; Tel. 42429	Di 14:00-15:00 h	Aushang/Homepage
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Farke, Hildegard, Dr.	0.257	39-7579	hfarke@uni-goettingen.de	Do 11:00-12:00 h	Do 11:00-12:00 h
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PLEASE NOTE:

**UPDATES ON ROOMS AND COURSES WILL BE FOUND ON THE HOMEPAGE**

PLEASE CHECK REGULARLY!!

## Master of Education (MEduc)

### Master-Basismodul Anglistische Literatur- und Kulturwissenschaft (M.EP.01a-L)

**455219**      **A Survey of British Literature and Cultural History: The Eighteenth Century VL**  
 Vorlesung SWS: 2; Anz. Teiln.: 100 Schaff, Barbara  
 Do 10:00 - 12:00 Raum: Philosoph. PH20 , wöchentlich  
 Do 10:00 - 12:00 Klausur am: 17.02.2011

Kommentar      This lecture series will introduce a historically and artistically most vibrant and diverse period, covering topics such as the decline of Puritanism and the restoration comedy, the negotiation of the civil society; the Augustan Age; the rise of the novel, of journalism and the modern reader; London as a political, architectural and social space; the British and the Atlantic Slave Trade, gender identities in the Ages of Enlightenment and Sensibility and many more.

Readings: Most of the reading examples will be taken from the *Norton Anthology of English Literature vol 2*, the purchase of which is strongly recommended!

Registration: StudIP (11.7. - 5.11.2010)

**455222**      **Globalization VL**  
 Vorlesung SWS: 2; Anz. Teiln.: 150 Glaser, Brigitte  
 Mi 10:00 - 12:00 Raum: ZHG ZHG105 , wöchentlich  
 Mi 10:00 - 12:00 Klausur am: 16.02.2011

Kommentar      In this series of lectures students will be introduced to the concept of globalization in its various manifestations (economic, political, cultural etc.) and its effects or consequences. The lectures will also address aspects that are often associated with globalizing tendencies: the connection of globalization and postmodernism as well as postcolonialism; the interrelationship of economic and cultural matters in globalized societies; forms of subversion of and resistance to globalization; the influence of globalization on dominant ideologies, on language and on identity; as well as globalization as a topic of contemporary fictional fiction.

Readings: There will be a discussion of selected short stories, a play (Sunil Kuruvilla, *Rice Boy*) and the following novels: Michael Ondaatje, *Anil's Ghost* (2000); Hari Kunzru, *Transmission* (2004); Vikram Seth, *Two Lives* (2006); and John le Carré, *The Constant Gardener* (2001). A Reader containing the short fiction and the play as well as secondary material will be provided for students.

Background reading: Manfred B. Steger. *Globalization: A Very Short Introduction* (Oxford: OUP, 2003).

Registration: StudIP (11.7. - 5.11.2010)

**455246**      **Stories of Rape and Seduction**  
 Proseminar SWS: 2; Anz. Teiln.: 20 Schaff, Barbara  
 Di 14:00 - 16:00 Raum: Oec OEC 1.165 , wöchentlich  
 Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar      Eighteenth-century literature displays an almost obsessive fascination with the seduction of young virtuous heroines by predatory older men, most famously illustrated by Samu-

el Richardson's *Clarissa*, but also by many other novels, essays and popular 18<sup>th</sup>-century literature such as street ballads or pamphlets. Seduction fiction offered readers ways to imagine the different ranges of female and male social agency and relations of power and subordination. But apart from the negotiation of gender roles, seduction fiction also became a vehicle for political issues such as the Union between England and Scotland and the new British identity.

Reading: This seminar will address the cultural and ideological implications of rape and seduction topoi with particular regard to the following texts: Pierre Choderlos de Laclos, *Dangerous Liaisons* (French, I know, but available in a Penguin Popular Classics edition and crucial for our topic), Henry Fielding, *Amelia*, Elizabeth Inchbald, *Nature and Art*, Samuel Richardson, *Clarissa* (in excerpts) and Mary Wollstonecraft, *The Wrongs of Woman*. Students should read all texts (except *Clarissa*) before the beginning of class.

Registration: StudIP (11.7. - 25.10.2010)

455270

### Entertainment and Consumer Cultures in the 18th Century

Hauptseminar SWS: 2; Anz. Teiln.: 30

Glaser, Brigitte

Mi 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

The rise of the middle class, the increase of leisure time, and the availability of new products from faraway places promoted both consumption in the 18<sup>th</sup> century and the growth of entertainment culture. Not only considerations of an economic nature but also the role of gender in these developments, e.g. the feminization of luxury, the new focus on domesticity, and the growing importance of the marriage market will figure prominently in our discussions. Aided by commentaries on and analyses of all of these developments by scholars in the fields of history, cultural studies and literature (among them Mark Blackwell, John Brewer, Catherine Ingrassia, Deidre Lynch, and Roy Porter), we consider essays by Joseph Addison and Richard Steele, poetry by Christopher Anstey, Anne Finch, Mary Leapor and Alexander Pope, a play by John Gay (*The Beggar's Opera*), and engravings by William Hogarth, as well as the following novels: Daniel Defoe, *Moll Flanders*; Frances Burney, *Evelina*; and Jane Austen, *Persuasion*.

Recommended Reading: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000).

Registration: StudIP (11.7. - 5.11.2010)

455272

### New Literary Publications

Kolloquium SWS: 2; Anz. Teiln.: 25

Reitemeier, Frauke

Di 18:00 - 20:00 Raum: Verfügungs VG 1.102 , Einzeltermin am: 26.10.2010

Di 18:00 - 20:00 wöchentlich Von: 02.11.2010 Bis: 08.02.2011

Kommentar

Di 18.15-19.45 (open-ended!) First meeting ( on October 26th. Afterwards in APEX.

In this colloquium we intend to read and discuss literary works that have been published very recently (they should not older than 2008). The intention is to discuss new works of fiction, drama, or poetry. Since usually no secondary literature on these publications exists as yet, students will have the chance to practice their journalistic skills in writing literary reviews, which will then be discussed in class. This course is intended for advanced students.

Readings: During the first session we will decide which books will be read. Suggestions can be made on StudIP.

Registration is through StudIP (until Oct 15).

Requirements("Prüfungsart"): Two written reviews during the semester.

455412

### Kriminalliteratur in England und Skandinavien

Hauptseminar SWS: 2; Anz. Teiln.: 40

Glaser, Brigitte;

Di 16:15 - 17:45 Raum: Verfügungs VG 4.103 , wöchentlich

Hoff, Karin

Di 16:15 - 17:45 Klausur am: 15.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

Fr - Abgabe Hausarbeit am: 15.04.2011

Kommentar

Die Teilnehmerzahl ist für jedes beteiligte Fach auf jeweils 10 Studierende beschränkt (angenommen werden jeweils 10 Personen aus der Anglistik, der Komparatistik und der Skandinavistik).

Die Anmeldung für Studierende der Skandinavistik erfolgt am **Mittwoch, den 14.07.2010, von 10-12 Uhr persönlich im Sekretariat des Skandinavischen Seminars.**

Folgende Daten sind auf einem Blatt niedergeschrieben mitzubringen:

Name

Matrikelnummer

Fächerkombination

Angabe darüber, wie viele Hauptseminare in der Skandinavistik bislang absolviert wurden (mit Liste)

Die Anmeldung erfolgt für Studierende der Anglistik persönlich bei Prof. Glaser in der Sprechstunde am Dienstag, 13. Juli (14-15 Uhr), für Studierende der Skandinavistik und Komparatistik in den jeweiligen Fächern.

Die Teilnehmerzahl ist für Studierende der Anglistik auf 10 Personen beschränkt (neben jeweils 10 Studierenden der Skandinavistik und Komparatistik).

An der Herausbildung der Gattung "Kriminalroman" hat die angelsächsische Literatur maßgeblichen Anteil: Die Anfänge des Genres lassen sich bei Wilkie Collins und Arthur Conan Doyle erkennen, deren Spuren bis in die gegenwärtige Literatur deutlich nachzulesen sind. Neben der angelsächsischen hat im 20. Jahrhundert vor allem die skandinavische Kriminalliteratur das Genre maßgeblich geprägt. Das interdisziplinär und komparatistisch ausgerichtete Seminar möchte eine Einführung sowohl in die Traditionen des britischen und skandinavischen Kriminalromans als auch in Analysemöglichkeiten von Kriminalliteratur geben. Der Untersuchungsfokus wird auf Werken des ausgehenden 20. Jahrhunderts und der Gegenwart liegen und dabei vor allem auf sozialrealistischen Tendenzen innerhalb der Kriminalliteratur (z.B. der Beschreibung sozialer Milieus, Sozialkritik etc.) sowie auf psychologischen Aspekten und geschlechterspezifischen Fragestellungen.

Neben einführenden Kurzgeschichten von Wilkie Collins und Arthur Conan Doyle sollen folgende Romane gelesen und diskutiert werden:

Maj Sjöwall/Per Wahlöö, *Brandbilen som försvann*, 1969 (Alarm in Sköldgatan, 1998)

Elisabeth George, *For the sake of Elena*, 1992 (Denn bitter ist der Tod, 1993)

Anne Holt, *Salige er de som tørster*, 1994 (Selig sind die Dürstenden, 1996)

P.D. James, *A Certain Justice*, 1997 (Was gut und böse ist, 1999)  
 Stieg Larsson, *Män som hatar kvinnor*, 2005 (Verblendung, 2006)  
 Henning Mankell, *Den femte kvinnan*, 1996 (Die fünfte Frau, 1998)  
 Minette Walters, *The Icehouse*, 1992 (Im Eishaus, 1992)

455508

**Literary Theory**

Hauptseminar SWS: 2; Anz. Teiln.: 20

Radu, Anca-Raluca

Fr 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

Literary theory rose to prominence during the humanities' struggle for self-legitimation in the late 1960s, in particular through the work of structuralist and poststructuralist critics and thinkers. By uncovering linguistic playfulness and instability, these critics effected the so-called "linguistic turn" that has informed literary theory until the present day. Literary theory consolidated its position in the postcolonial, feminist, and postmodern movements that established themselves in the following decades. The various theories comprised under the umbrella term "literary theory" favour readings of texts that destabilise and propose a de-centring of monolithic critical assumptions, such as universalism and essentialism. This process is based on an increased awareness and criticism of the role of language in inscribing social and political practices as "natural" and "universal". By looking at theoretical texts written before and after the "linguistic turn" we shall map out the course of literary theory in the 20<sup>th</sup> century and assess its role and legitimacy in the 21<sup>st</sup> century in which a need to return to less theoretical and more philological approaches to literary texts seems to manifest itself. We shall apply our theoretical knowledge to the last story in James Joyce's *Dubliners*, "The Dead."

**Reading requirements:** A reader including theoretical texts and Joyce's story will be made available by the end of September. Please register on Stud.IP to download it. Our textbook is Peter Barry, *Beginning Theory* (Manchester: Manchester UP, 1995 / 2006). You can either purchase your own copy or use one of the 5 copies available at the SEP library. All these texts are compulsory reading.

Registration: StudIP (11.7. - 5.11.2010)

455567

**Utopia and Enlightenment**

Hauptseminar SWS: 2; Anz. Teiln.: 20

Bell, Bill

Mi 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

The good society has been an object of fascination for writers in English since the publication of Thomas More's *Utopia* in 1517. This course offers a survey of the tradition that was to follow, read in the light of a number of key themes of particular relevance to Enlightenment thought. While the course will begin by addressing a number of pre-18th century foundational texts and conclude with a consideration of the post-Enlightenment legacy, the main emphasis will be on the 18th century.

A number of aspects of Enlightenment thought were to find in utopianism an important vehicle for imagining their social and cultural implications. The legitimacy of rationality, the definition of human nature, the ideology of social progress, the meaning of the society

itself, are just some of the points at which utopia and enlightenment were to coalesce in the literature of the period.

Readings: Thomas More, *Utopia*; Daniel Defoe, *Robinson Crusoe*; Jonathan Swift, *Gulliver's Travels*; Samuel Johnson, *Rasselas*. Other texts will be taught from selected extracts.

Registration: via StudIP.

455569

### The English Classic

Hauptseminar SWS: 2; Anz. Teiln.: 20

Bell, Bill

Do 14:00 - 16:00 wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

What is a "classic"? How stable is the literary text over time? To what extent do "great books" belong to a transnational canon? As well as addressing these and a number of other issues surrounding canonicity, translation, and literary value, this course will use case studies in order to examine some of the ways in which literary works from other traditions have been institutionalised, transformed, and appropriated for "English Literature".

While such texts are often assumed to have universal and lasting value, the emphasis of this course will be on historic and cultural change. Among the major themes to be considered are canonisation, paratextual meaning, the history of reading, adaptation through modern media, the history of the book, and principles of textual criticism.

Readings: In preparation for the course, students should read Sainte-Beuve, "What is a Classic?" (available online). Primary texts include *The Book of Genesis* (Authorised version), *Hamlet*, *Robinson Crusoe*, and *Wuthering Heights*.

Registration: via StudIP

455570

### The Literature Industry

Hauptseminar SWS: 2; Anz. Teiln.: 30

Bell, Bill

Fr 10:00 - 12:00 Raum: Verfügungs VG 3.108 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

In recent years, literary and cultural studies have been increasingly informed by Book History, an interdisciplinary approach to the material text, drawing on the methods of literary criticism, cultural history, and bibliography. This course offers an introduction to nineteenth-century literary culture through the lens of this vibrant new field of study.

Reading: Elizabeth Gaskell, *Life of Charlotte Bronte*; George Gissing, *New Grub Street*, Anthony Trollope, *Autobiography*. Weekly selections will also be taken from *The Book History Reader* and *Victorian Print Media: A Reader*.

Registration: via StudIP.

## Master-Basismodul Nordamerikastudien (M.EP.01b-L)

453022

### Exploration and Settlement, Invasion and Interculturality: American Literature and Culture from the Sixteenth Century to the Revolution (A Cultural History of American Literature I)

Vorlesung SWS: 2; Anz. Teiln.: 210

Waller, Nicole

Mo 14:00 - 16:00 Raum: ZHG ZHG103 , wöchentlich

Mo 14:00 - 16:00 Klausur am: 14.02.2011

Kommentar In the final paragraphs of F. Scott Fitzgerald's *The Great Gatsby* (1925), the narrator Nick Carraway ponders the dreams and feelings of the first Europeans who laid eyes on North America: "For a transitory enchanted moment man must have held his breath in the presence of this continent, compelled into an aesthetic contemplation he neither understood nor desired, face to face for the last time in history with something commensurate to his capacity for wonder." In this lecture course, we will learn about what may well be the most wondrous period in American cultural history. We will investigate the hopes and prejudices of European cultures reproducing and transcending themselves in foreign places; we will witness various forms of intercultural dialogue, conflict, and intermixture; we will shift perspective from a Eurocentric narrative of discovery to a (hopefully not romantic) narrative of invasion, thereby providing an introduction to postcolonial theory as well. Ultimately, we will ask what it means to say that America has been a multiethnic, multiregional, and multicultural place from the very beginning—a paradoxical culture that is pluralistic and unpredictable, yet strangely consistent and distinctive.

Our readings will include early European New World writings (Bacon, Shakespeare, Las Casas, De Vaca), the first accounts of colonization and settlement (John Smith, Thomas Harriot, William Bradford, Thomas Morton), Puritan literatures both orthodox and heterodox (John Winthrop, Anne Hutchinson, Edward Taylor, Anne Bradstreet), Indian captivity narratives and missionary tracts (Mary Rowlandson, John Eliot), various texts attesting to profound mental and intellectual shifts in the late seventeenth century and during the Great Awakening (Cotton Mather, Jonathan Edwards, Charles Chauncy), and the first true classic of American literature: Benjamin Franklin's *The Autobiography*. Most of these texts will be studied in excerpts. For a final selection, see syllabus.

This lecture course is part of a six-semester lecture series called "A Cultural History of American Literature," spanning from the sixteenth to the twenty-first century. "Exploration and Settlement, Invasion and Interculturality" is the first part of the series. It is possible to begin attending the lecture series at any point in the cycle.

Texts: Most texts are collected in Nina Baym et al., eds. *The Norton Anthology of American Literature* (7th edition, vol. A). Additional texts will be made available in a reader at the copy shop "Klartext".

Please note: If you cannot attend this lecture course because of a scheduling conflict with other mandatory courses, please see us in advance and we will organize screenings of the lecture course for you, and provide you with material for independent study. Please understand that we can provide this service only if you contact us before the first week of classes!

**453062**

### **Early Explorers**

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Waller, Nicole*

Mi 14:00 - 16:00 Raum: Verfügungs VG 4.104 , wöchentlich

Mi 14:00 - 16:00 mündliche Prüfung am: 09.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar This class will focus on historical documents describing the European exploration of the Americas as well as these documents' reflection in American literature and film. We will analyze texts by or about Christopher Columbus, Hernando de Soto, Sir Walter Raleigh, Captain John Smith, and other early explorers. Themes and issues include relations with Native Americans, the search for gold, power struggles among the European colonizers, early forms of the slave trade, and the "lost colony" of Roanoke.

A course reader will be made available at the copy shop "Klartext."

**Registration:** Please register early by filling out the registration form in the departmental office (Christy Hosefelder, Englisch Seminar, R. 1.305). Remember to indicate the "Modul" for which you want to receive credit in this course.

453175

### **Picturing Gotham: New York City and Visual Culture**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Tischleder, Bärbel*

Do 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 12:00 - 14:00 mündliche Prüfung am: 10.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

The course will explore the representation and figuration of New York City and urban life in American visual culture. The geographical, socioeconomic and cultural transformations that characterized the development of the American metropolis since the mid-nineteenth century have been a matter of central concern to writers, reformers, photographers, painters and other visual artists. While some works accentuate the rich experience and sensual appeal of the city, its crowds and amusements as well the aspirations of its inhabitants, others emphasize the 'perils of the city' - the poverty, prostitution and dire living conditions of urban immigrant quarters. Urban neighborhoods, buildings or monuments also often figure as allegorical spaces, symbolizing American ideals and dreams or representing particular ethnic affiliations. We will consider the aesthetic, cultural and ethnographic dimensions of the urban scenery in paintings, prints and photography: the painters of the Ash Can School, Georgia O'Keeffe or Edward Hopper; the social documentary work and images of street life by Jacob Riis, Helen Levitt, Roy DeCarava or Weegee; the presentation of architecture, commercial spaces and vertical New York in Alfred Stieglitz, Andreas Feininger or Berenice Abbott; as well as filmic—both fictional and documentary—depictions of urban life.

Drawing on critical theory of photography, painting and social documentary, we will move from images of the nineteenth-century city of immigrants to the cosmopolis of the twentieth century: the boomtown of the Roaring Twenties, Harlem and the African-American and Hispanic New York after 1960. Finally, we will consider the visual memory and reconfiguration of Manhattan in the aftermath of 9/11.

**Registration:** Please register early by filling out the registration form in the departmental office (Christy Hosefelder, Englisch Seminar, R. 1.305). Remember to indicate the "Modul" for which you want to receive credit in this course.

452398

### **Introducing Critical Theory I: Approaches in Literary and Cultural Studies**

Vorlesung SWS: 2; Anz. Teiln.: 70

*Tischleder, Bärbel*

Di 12:00 - 14:00 Raum: ZHG ZHG005 , wöchentlich

Di 12:00 - 14:00 Klausur am: 08.02.2011

Kommentar

The first part of the lecture series introduces relevant theoretical approaches, critical thinkers and schools in the field of literary and cultural studies: the Frankfurt School, Post-structuralism, Postmodernism, Psychoanalytic Theory, Material Culture and Technology Studies, (Post-) Marxist Criticism, New Historicism, Postcolonial Theory and Diaspora Studies, Reader-Response Criticism, Gender and Queer Studies, Theories of Race and Ethnicity, and Systems Theory.

Theorists include but are not restricted to Theodor Adorno, Walter Benjamin, Homi Bhabha, Pierre Bourdieu, Judith Butler, Jacques Derrida, Sigmund Freud, Michel Foucault, Stuart Hall, Linda Hutcheon, Wolfgang Iser, Frederic Jameson, Jacques Lacan, Bruno Latour,

Niklas Luhmann, Julia Kristeva, and Raymond Williams. Single lectures will focus on either a particular theoretical approach or school or a major theorist.

The second part of the lecture series, "Approaches and Methods in Media Studies," to be offered in the summer term 2011, will focus on media theory, visual culture and methods of media and film analysis. The two-semester lecture series aims at introducing students to major approaches, traditions and key figures as well as critical methods in the field of literary, cultural and media theory.

A reader containing key texts will be provided at the beginning of the semester.

## Master-Basismodul Linguistik (M.EP.02a-L)

455281

### Die Entwicklung der Head-Driven Phrase Structure Grammar seit 1987

Hauptseminar SWS: 2; Anz. Teiln.: 10

Klenk, Ursula

Fr 10:15 - 13:30 Raum: Universität HDW 1.122 , 14-tägig Von:  
29.10.2010 Bis:

Fr - Klausur am: 28.01.2011

Fr - Abgabe Referat am: 11.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

#### Kommentar

Die *Head-Driven Phrase Structure Grammar* (HPSG) ist eins der heute am weitesten verbreiteten formalen Grammatikmodelle. Sie wurde aus ähnlichen Ansätzen wie der *Generalized Phrase Structure Grammar* (GPSG) und der Lexikalisch-Funktionalen Grammatik (LFG) weiterentwickelt, die in Auseinandersetzung mit der generativen Grammatik Chomskyscher Prägung (u.a. *Government and Binding Theory*, GB) hervorgegangen sind. Im Seminar werden die zwei hauptsächlichen Entwicklungsstadien der HPSG, die erste Version von 1987 und die zweite von 1994, sowie verschiedene weitere Entwicklungen seit dieser Zeit behandelt. Ein besonderes Augenmerk wird auf die Stellung der HPSG zu anderen Grammatikmodellen, wie oben genannt, gelegt werden. Ferner werden wir uns mit Einzeluntersuchungen zu den romanischen Sprachen beschäftigen.

*Vorkenntnisse:* Kenntnis mindestens eines formalen Grammatikmodells (GB oder Minimalistisches Programm, LFG, GPSG oder HPSG). Empfohlen wird die Lektüre der unten genannten Werke von Pollard/Sag.

#### Literatur

*Lektüre:*

*formale Grammatiken allgemein:*

Klenk, Ursula (2003): *Generative Syntax*. Tübingen: Narr.

*zur HPSG:*

Pollard, Carl / Ivan A. Sag (1987): *Information-Based Syntax and Semantics* Stanford: CSLI.

Pollard, Carl / Ivan A. Sag (1994): *Head-Driven Phrase Structure Grammar*. Stanford: CSLI.

455520

### Functional Categories

Hauptseminar SWS: 2; Anz. Teiln.: 20

Farke, Hildegard

Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich  
Do - Abgabe Hausarbeit am: 31.03.2011

Organisatorisches Registration via Stud.IP from 1 August - 24 October 2010

Kommentar In every language there are descriptive lexical elements as well as grammatical or functional elements. The distinction between these two elements has proven not only useful but also explanatory in a number of linguistic domains, such as grammar, language contact, first and second language acquisition, and aphasia. Functional categories play a fundamental role in structuring the clause (functional projections) on the one hand and in spelling out inflectional affixes on the other hand. In this Hauptseminar we will analyse the functional categories in English from the syntactic, the morphological as well as the psycholinguistic perspective.

Literatur Muysken, P. 2008. Functional Categories. Cambridge: CUP.

Nachweis in class presentation and term paper

Abgabetermin Hausarbeit: 31. März 2011

#### 455741 **Überblicksvorlesung English Linguistics: An Overview**

Vorlesung SWS: 2; Anz. Teiln.: 40

*Gehrke, Berit*

Mi 14:00 - 16:00 Raum: Philosoph. PH20 , wöchentlich

*Durchf. Doz.: Gehrke, Berit*

Mi 14:00 - 16:00 Klausur am: 16.02.2011

Organisatorisches Registration in Stud.IP

Period for registration will be announced as soon as possible. Please check the linguistics homepage for details.

Kommentar Course commentary will be announced later. Please check the linguistics homepage and Notice Board during the summer break for details.

#### 455742 **Binding Theory**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Sailer, Manfred*

Mi 08:15 - 09:45 Raum: Verfügungs VG 2.105 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Voraussetzungen Prerequisites: introductory syntax course (GB or HPSG)

Organisatorisches Registration via Stud.IP from 1 August - 24 October 2010

Bemerkung Course requirement: Active participation, presentation, and term paper.

**HINWEIS:** Diese Veranstaltung dient auch zur Vorbereitung auf die Fachklausur (nicht-syntaktisches Thema) in den auslaufenden Studiengängen Lehramt Gymnasium, Magister Englische Philologie, Wirtschaftspädagogik Doppelfach Englisch

Kommentar In the course we will investigate the distribution of different kinds of nominal expressions such as names, personal pronouns, and reflexive pronouns. We will look at their distribution and their possible anaphoric relations. This includes questions such as: Why can "Mary" and "she" refer to the same person in (1) and (2) but not in (3)?  
(1) Mary will talk to me when she is back.  
(2) When she is back, Mary will talk to me.  
(3) She will talk to me when Mary is back.

Binding Theory seeks to account for this kind of data. Binding Theory has played a central role in linguistic theorizing over the last decades. Participants will be able to analyze intriguing data and will gain a better understanding of the connection of form and meaning in English.

Literatur Textbook: Buring, D. (2005): Binding Theory. Cambridge: Cambridge University Press.  
Nachweis Hausarbeit, Abgabe bis 31.03.2011

455743

### **Cognitive Foundations of Natural Language**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Gehrke, Berit*

Mo 16:15 - 17:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

*Durchf. Doz.: Gehrke, Berit*

Bemerkung  
Kommentar

Registration in Stud.IP: period will be announced as soon as possible

Human language plays a fundamental role in mediating our interaction with other humans, with machines, and with ourselves. The tremendous complexity of human language presents special challenges for those who wish to relate it to other aspects of cognition, model or exploit it in human-machine interaction, or compare it to other semiotic systems. This course presents an overview of the special characteristics of human language and linguistic behaviour, the theories that have been used to account for it, and some of the techniques that are being developed to model it.

The course will be conducted in seminar format and will consist of weekly readings. Each student will be responsible for conducting the discussion of one of the readings during the semester. The course grade will be based on general participation in the course, the handling of the reading for which the student is responsible, and a term paper.

455791

### **The structure of comparatives and other degree constructions**

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Gergel, Remus*

Mi 12:00 - 14:00 Raum: Oec OEC 1.165 , wöchentlich

*Durchf. Doz.: Gergel, Remus*

Organisatorisches  
Kommentar

Registration in Stud.IP: period of registration to be announced. Please check the linguistics homepage and Notice Board regularly for news.

In this class, we will concentrate on comparative clauses, cf. *Lisa is more intelligent than Bart (is)*. The main interest lies on the structural skeleton involved in English comparatives (for example, what do *wh*-questions and comparatives have in common? why do some structures seem to be more natural than others?), but also on some of their essential semantic properties. For example, on the gradability of the predicate (compare the oddness of *#This table is more rectangular than that one*, given that 'rectangular' is not a property that comes in degrees). The list of topics includes the nature of the gradable adjective itself (e.g. what kind of scales are associated with English adjectives?), the distinction between phrasal and clausal comparatives (He is taller than me vs. He is taller than I am), metalinguistic comparisons, and the specific types of ellipsis (i.e. speech omission) involved in comparative structures.

455891

### **Diskursrepräsentationstheorien**

Vertiefungsseminar SWS: 2; Anz. Teiln.: 40  
 Mi 10:15 - 11:45 Raum: Theologicu T0.136 , wöchentlich Von:  
 27.10.2010 Bis:  
 Mi - prfg am: 09.02.2011  
 Fr - Abgabe Hausarbeit am: 01.04.2011

*Onea Gáspár, Victor  
 Edgar*

**Kommentar** Im Seminar werden wir formale Systeme diskutieren, die dazu geeignet sind eine semantische **Repräsentation ganzer Diskurssegmente zu erstellen. Zum einen geht es dabei um die Lösung des** Anapherproblems aber letztendlich auch um die Modellierung von Diskursrelationen zwischen einzelnen Sätzen oder größerer Textpassagen.

Im ersten Teil des Seminars werden wir einige klassische Probleme statischer semantischer Theorien diskutieren, wie etwa die Repräsentation von Eselssätzen (z.B. Wenn ein Bauer einen Esel hat, schlägt er ihn.) Anschließend werden wir die formalen Mitteln kennenlernen mit deren Hilfe die Diskursrepräsentationstheorie (DRT) diese Probleme löst. Im letzten Teil des Seminars werden wir uns mit einer wichtigen Erweiterung von DRT beschäftigen, und zwar mit SDRT, die auch die Relationen zwischen einzelnen Diskurssegmenten repräsentieren kann.

Grundlegende Kenntnisse in Semantik und Logik werden vorausgesetzt.

**Literatur** Kamp, Hans; van Genabith, Josef; Reyle, Uwe (2005) Handbook of Philosophical Logic. (<http://www.ims.uni-stuttgart.de/~hans/Papers/hpl-drt.pdf>)

Asher, Nicholas and Alex Lascarides (2003) Logics of Conversation, Cambridge University Press

## Master-Basismodul Mediävistik (M.EP.02b-L)

452212

### Beowulf

Hauptseminar SWS: 2; Anz. Teiln.: 25  
 Mi 14:15 - 15:45 Raum: Verfügungs VG 4.106 , wöchentlich  
 Mi 14:00 - 16:00 Klausur am: 16.02.2011  
 Mo - Abgabe Hausarbeit am: 21.02.2011  
 Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

*Traxel, Oliver*

**Organisatorisches** Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit), SK.EP.E4M (schriftliche Leistung).

**Kommentar** The largest Old English heroic poem *Beowulf* has continued to attract a significant amount of attention, as becomes obvious from the large number of recent film adaptations and translations. But what does the actual text look like, which is extant in merely one manuscript and set much earlier than the eleventh-century source seems to suggest? In this Hauptseminar we will discuss various aspects of *Beowulf*, such as language, style and themes, in order to get an impression of the fascination and significance of this work.

Textbook: G. Jack, ed., *Beowulf: A Student Edition* (Oxford, 1994).

Obtainable Credits (non-BA): HS-Schein, Landeskunde (HS), §33 (c) oder (d) PVO 1998.

Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

<b>452473</b>	<b>Medievalism</b>	<i>Traxel, Oliver</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 30 Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich Do 10:00 - 12:00 Klausur am: 17.02.2011 Mo - Abgabe Hausarbeit am: 21.02.2011 Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011	
Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit) und SK.EP.E4M (schriftliche Leistung).	
Kommentar	<p>Currently, the Middle Ages seem to fascinate a large amount of people. The enormous number of historical novels, games or films as well as the popularity of so-called "Medieval Fairs" are evidence for this observation. But in what respect are we really dealing with authentic representations, and where is the border between reality and fiction? This Hauptseminar deals with the perception and interpretation of the Middle Ages in modern times, generally known as "Medievalism". Several areas will be examined which have been inspired by medieval themes, for example, the works of J. R. R. Tolkien, and the representation of legendary figures, such as King Arthur or Robin Hood in Hollywood, in order to ascertain which aspects of the Middle Ages have served as inspiration and how and why these are adapted to modern needs.</p> <p><u>Obtainable Credits (non-BA):</u> HS-Schein / Landeskunde (HS), §33 (c) oder (d) PVO 1998.</p> <p>Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.</p>	
<b>453681</b>	<b>The History of the English Language from Indo-European to the Beginning of Middle English</b>	<i>Traxel, Oliver</i>
	Vorlesung SWS: 2; Anz. Teiln.: 160 Do 14:15 - 15:45 Raum: ZHG ZHG102 , wöchentlich Do 14:00 - 16:00 Klausur am: 17.02.2011 Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011	
Kommentar	<p>This lecture provides a survey of the earliest stages of English language history. It covers both the prehistory of English and the entire Old English period as well the transitional phase to Middle English during the twelfth century. Developments in various linguistic categories, such as orthography, phonology, morphology, syntax and vocabulary, are presented and put in their cultural context. No previous knowledge is necessary. For more information, see <a href="http://wwwuser.gwdg.de/~otraxel/">http://wwwuser.gwdg.de/~otraxel/</a>.</p> <p>Textbook: A. C. Baugh and T. Cable, <i>A History of the English Language</i>, 5<sup>th</sup> ed. (London and New York, 2002).</p>	

## Fachdidaktik des Englischen (mit Fachpraktikum) (M.EP.03-1a-L)

<b>455408</b>	<b>Vorbereitung und Auswertung des Fachpraktikums Englisch</b>	<i>Rohrbach, Jan Marc</i>
	Praktikum SWS: 2; Anz. Teiln.: 20 Mo 16:00 - 18:00 Raum: Oec OEC 1.164 , wöchentlich	
Kommentar	<b>Zeit:</b>	

**Vorbereitungsseminar:** während des Wintersemesters 2010/11 jeweils montags 16.15 - 17.45 Uhr

**Auswertungsseminar:** während der Praktikumsphase (Februar-März 2010) jeweils montags 16.15-17.45 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase

**Maximale Teilnehmerzahl:** 20 Personen

**Prüfungsart:** "Praktikumsbericht (ca. 4000 Wörter)"

**Ziel:** es soll ein Überblick über fachdidaktische Grundlagen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Umsetzung von fachdidaktischen Methoden im Unterricht sowie die Vorbereitung auf Unterrichtshospitationen und eigene Unterrichtsversuche im Rahmen der fünföchigen Praktikumsphase im Februar und März 2011.

**Seminarliteratur:** Auszüge aus: Haß, Frank: Fachdidaktik Englisch, Klett-Verlag (zur Anschaffung empfohlen);

**Voraussetzungen: erfolgreiche Teilnahme am ASP, daraus resultierend: Kenntnisse zu Grundelementen von Unterrichtsstunden und Unterrichtsentwürfen sowie erfolgreiche Teilnahme an der Einführung in die Fachdidaktik Englisch"**

**Anmeldungen:** über StudIP ab Montag, 27. September, 10.00 Uhr

Kontakt: Jan Rohrbach, Tel.: 0551/3708181; Email: JanRohrbach@gmx.net Sprechstunden nach telefonischer Vereinbarung

455783

### **Gender and Foreign Language Teaching**

Übung SWS: 2; Anz. Teiln.: 20

*König, Lotta*

Do 16:00 - 18:00 Raum: Verfügungs VG 4.105 , wöchentlich

Kommentar

Gender - what's behind this much-discussed social category and how is it relevant to Foreign Language Teaching? In this course we will deal with these questions on different levels. We will reflect on gender as a social construct performed in everyday life and on what this has to do with us as individuals and in our role as future teachers. This will lead to the level of classroom interaction and the importance of gender in the identity construction of the students. The second half of the course then will be on how to include gender as a topic into our actual English teaching. Gender is part of intercultural learning as well as of looking at language as a system. The focus, however, will be on exploring the potential of dealing with gender through the medium of literature - and how in turn gender can be a way of looking at literary devices and genres such as poetry, novel and film.

#### **Requirements:**

15min. oral examination

**Registration:** Via studIP from September 27th, 10 a. m. The number of participants is restricted to 20 students

455786

### **Drama in the Foreign Language Classroom**

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

*Haack, Adrian*

- - Blockveranstaltung Von: 15.10.2010 Bis: 17.10.2010

Kommentar *Dieser Kurs findet kurz vor Semesterbeginn statt, um die Möglichkeit der Unterrichts-Praxiserfahrung in der VHS-Kindertheaterwoche nutzen zu können.*

**Termine:** 15.-17. 10. (Blockveranstaltung im Naturfreundehaus Oderbrück, Harz)

18.- 22. 10. 2010, ca. 9- 15 Uhr (Volkshochschule Göttingen)

For one weekend (October 15-17) students will experience and analyse drama-pedagogical techniques with regard to their applicability to design a creative, learner-centred and wholistic learning environment in the FLC. The group will develop a project week ("Kinder lernen spielend Englisch") for the Volkshochschule Göttingen, and develop a play for the children based on Funke's *Inkheart*. Subsequently (October 18-22) we will carry out this week of English theatre experience as a team with about 15 children aged 8-12 at the VHS. Thus, students will undergo the "dramapedagogical process" themselves, learn about dramapedagogical techniques, games and principals while also gaining practical experience in working with children and groups of foreign language learners.

**Costs:** Lodging and accommodation for the Blockseminar will be paid for with Studiengebühren and thus is "free" for you.

**Gains:**

- Credits für Teilmodul 1 im Fachpraktikums- oder im Forschungsmodul Englisch (FoP M.EP.03-1b-L bzw. FP M.EP.03-1a-L); Schein für ein Seminar mit schulpraktischen Anteilen (altes Lehramtstudium).

- Credits für Teilmodul 2 im Forschungsmodul Englisch (FoP M.EP.03-1b-L).

Die Arbeit an der Volkshochschule (ca. 35 Stunden) kann auf die Zeit des Forschungspraktikums angerechnet werden.

- § 33- Schein a - d (altes Lehramtstudium).

- Praktikumsbescheinigung von der VHS

**Registration** via StudIP from September 27, 10 a. m.

## Fachdidaktik des Englischen (mit Forschungspraktikum) (M.EP.03-1b-L)

455766

### The Use of Schoolbooks in the EFL Class

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Hoffmann, Meike*

Mi 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 27.10.2010 Bis: 09.02.2011

Kommentar Schoolbooks are a traditional and established medium in the EFL class. In which way are they helpful to teach a foreign language? What does a schoolbook offer and where are its limits esp. in reference to teaching communication skills? This advanced seminar will deal with various aspects of the usage of schoolbooks, such as their functions and benefits for language instruction and the ability to communicate. We will analyze the structure of several schoolbooks, deal with the characteristics of different kinds of tasks, have a look at empirical methods and collect criteria that help you to examine this issue in class observation. We will also talk about practical ideas how you as English teachers can improve your students' language skills by the use of schoolbooks.

**Requirements:** Regular attendance, active participation, term paper.

**Registration:** Via StudIP from September, 27th, 10 a. m. The maximum number of participants is limited to 25 students.

455783

### Gender and Foreign Language Teaching

Übung SWS: 2; Anz. Teiln.: 20

König, Lotta

Do 16:00 - 18:00 Raum: Verfügungs VG 4.105 , wöchentlich

Kommentar

Gender - what's behind this much-discussed social category and how is it relevant to Foreign Language Teaching? In this course we will deal with these questions on different levels. We will reflect on gender as a social construct performed in everyday life and on what this has to do with us as individuals and in our role as future teachers. This will lead to the level of classroom interaction and the importance of gender in the identity construction of the students. The second half of the course then will be on how to include gender as a topic into our actual English teaching. Gender is part of intercultural learning as well as of looking at language as a system. The focus, however, will be on exploring the potential of dealing with gender through the medium of literature - and how in turn gender can be a way of looking at literary devices and genres such as poetry, novel and film.

#### Requirements:

15min. oral examination

**Registration:** Via studIP from September 27th, 10 a. m. The number of participants is restricted to 20 students

455786

### Drama in the Foreign Language Classroom

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Haack, Adrian

- - Blockveranstaltung Von: 15.10.2010 Bis: 17.10.2010

Kommentar

*Dieser Kurs findet kurz vor Semesterbeginn statt, um die Möglichkeit der Unterrichts-Praxiserfahrung in der VHS-Kindertheaterwoche nutzen zu können.*

**Termine:** 15.-17. 10. (Blockveranstaltung im Naturfreundehaus Oderbrück, Harz)

18.- 22. 10. 2010, ca. 9- 15 Uhr (Volkshochschule Göttingen)

For one weekend (October 15-17) students will experience and analyse drama-pedagogical techniques with regard to their applicability to design a creative, learner-centred and wholistic learning environment in the FLC. The group will develop a project week ("Kinder lernen spielend Englisch") for the Volkshochschule Göttingen, and develop a play for the children based on Funke's *Inkheart*. Subsequently (October 18-22) we will carry out this week of English theatre experience as a team with about 15 children aged 8-12 at the VHS. Thus, students will undergo the "dramapedagogical process" themselves, learn about dramapedagogical techniques, games and principals while also gaining practical experience in working with children and groups of foreign language learners.

**Costs:** Lodging and accommodation for the Blockseminar will be paid for with Studienggebühren and thus is "free" for you.

#### Gains:

- Credits für Teilmodul 1 im Fachpraktikums- oder im Forschungsmodul Englisch (FoP M.EP.03-1b-L bzw. FP M.EP.03-1a-L); Schein für ein Seminar mit schulpraktischen Anteilen (altes Lehramtstudium).

- Credits für Teilmodul 2 im Forschungsmodul Englisch (FoP M.EP.03-1b-L).

Die Arbeit an der Volkshochschule (ca. 35 Stunden) kann auf die Zeit des Forschungspraktikums angerechnet werden.

- § 33- Schein a - d (altes Lehramtstudium).

- Praktikumsbescheinigung von der VHS

**Registration** via StudIP from September 27, 10 a. m.

## Fachdidaktik des Englischen (Vertiefung) (M.EP.03-2-L)

455405

### **Communicative Approaches to Teaching Poetry in the EFL Classroom**

Vertiefungsseminar SWS: 2; Anz. Teiln.: 25

*Löhr, Hartmut*

Di 18:00 - 20:00 Raum: Jacob-Grim SEP 0.247 , wöchentlich

Kommentar

This seminar takes experiential approaches to teaching poetry in the EFL classroom. The aims of this class are:

to prove that poetry is easy to read and to listen to

to show that creative and learner-centered tasks have changed the way for a process- and product-oriented approach to teaching poetry

to suggest ways of encouraging learners to respond to poems related to people's lives and to talk about their own lives. .

We will focus on doing activities designed to help learners understand, analyze, interpret, dramatize, illustrate, and write poems. We will also practice individual and choral recital and assess a reading performance or recitation.

Resource books:

Müller-Hartmann, Andreas/Schocker-von-Ditfurth, Marita (2004): Introduction to English Language Teaching. Berlin: Cornelsen.

Nünning, Ansgar/Surkamp, Carola (2006): Englische Literatur unterrichten. Grundlagen und Methoden. Seelze-Velber: Klett/Kallmeyer.

Nünning, Ansgar/Surkamp, Carola (2009): Englische Literatur unterrichten 2. Unterrichtsmodelle und Materialien. Seelze-Velber: Klett/Kallmeyer.

Required reading (26/10/10):

Müller-Hartmann: 27-56,120-132. Nünning/Surkamp: 61-141. Nünning/Surkamp 2: 140-193.

Task (26/10/10): Make one topic you consider crucial to task-based language learning (TBLL) into a mind map. (Please bring your favourite poem to class.)

Regular attendance, active participation, short presentations is required. Microteaching activities or tasks.( Students will work in pairs or groups, design a lesson plan for an activity, teach it to course students and receive feedback.)

**Requirements:** oral presentation and shortterm paper until 01.04.2011; students of the old *Lehramtsstudium* are required to take an additional 30min. oral examination, on appointment.

**Registration:** Via StudIP from September, 27th, 10 a. m. The maximum number of participants is limited to 25 students.

455407

### Teaching Shakespeare

Vertiefungsseminar SWS: 2; Anz. Teiln.: 25

Zuse, Wolfgang

Do 18:00 - 20:00 Raum: Wald.26 ERZ 156 , wöchentlich

Kommentar

Shakespeare is still included in teaching regulations and quality standards for German grammar schools.

Therefore this seminar will mainly deal with Shakespeare's *The Merchant of Venice* and *Macbeth* here as representative of the great number of his dramas.

The choice is also determined by the fact that interpretations of these plays can be regarded as relevant for present-day reception. Moreover, *Macbeth* is prepared to be staged by the Deutsches Theater here in Göttingen.

Through attempts at adequate didactic and methodical procedures we will try to find best ways for students in the EFL classroom to make Shakespeare's text more comprehensible and lively. Thus we will experiment with various practical approaches, e. g. interpretative reading and acting. We will also make use of media adaptations, and critically benefit from comparisons of different film versions.

Participants of this seminar may, of course, choose key parts from other Shakespearean plays for their presentation of a teaching unit, obligatory for a certificate.

Other requirements: Regular attendance, active participation (in English!), thorough knowledge of the plays indicated.

A reading list will be provided at the beginning of this seminar.

**Requirements:** oral presentation and shortterm paper until 01.04.2011; students of the old *Lehramtsstudium* are required to take an additional 30min. oral examination, on appointment.

**Registration:** via StudIP starting on September 27<sup>th</sup>, 10 a. m. The maximum number of participants is limited to 25 students

455469

### Productive Work With Different Media in the FLC

Blockveranstaltung SWS: 2; Anz. Teiln.: 25

Surkamp, Carola

Sa 09:00 - 16:30 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 13.11.2010

So 09:00 - 13:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 14.11.2010

Sa 09:00 - 16:30 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 22.01.2011

So 09:00 - 13:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 23.01.2011

**Kommentar** This course on the production-oriented approach will be held in two blocks at the beginning and the end of the term. In the first part we will look at the theory of teaching and learning with this method, its benefits to language learning and how it can be put into practice. Students will then apply the approach by working on production-oriented projects in small groups during the term: By the means of different media they will turn a short story into an audio play, a film, a play, a cartoon, a photo story etc. These will be shown in the second part of the course and we will discuss the different readings of the same material, reflecting the effects of production-oriented work (in this case for the teaching goals of communicative competence, literary competence and media literacy). There will be workshops and tutorials to support you with the technical and practical aspects of the projects (cf. courses by Adrian Haack and announcements on the homepage during the semester).

**Requirement:** oral presentation and short term paper until 01.04.2011; students of the old *Lehramtsstudium* are required to take an additional 30min. oral examination, on appointment.

**Registration:** Via StudIP from September, 27th, 10 a. m. until October, 11th, 23.59 p. m. The maximum number of participants is limited to 25 students

**455841**

### **Drama, Performance, and Adaptation: The Theatre as a Place for Learning Foreign Languages**

Seminar SWS: 2; Anz. Teiln.: 20

Di 10:00 - 12:00 Einzeltermin am: 26.10.2010

Di 10:00 - 12:00 Einzeltermin am: 02.11.2010

Di 10:00 - 12:00 Einzeltermin am: 16.11.2010

Di 10:00 - 12:00 Einzeltermin am: 30.11.2010

*Haack, Adrian;  
Sommerfeld, Stephanie*

**Kommentar**

# Englische Philologie (MA)

## Literatur- und kulturwissenschaftliche Basismodule

### M.EP.01a Master-Basismodul Anglistische Literatur- und Kulturwissenschaft

**455219**      **A Survey of British Literature and Cultural History: The Eighteenth Century VL**  
 Vorlesung SWS: 2; Anz. Teiln.: 100 *Schaff, Barbara*  
 Do 10:00 - 12:00 Raum: Philosoph. PH20 , wöchentlich  
 Do 10:00 - 12:00 Klausur am: 17.02.2011

Kommentar      This lecture series will introduce a historically and artistically most vibrant and diverse period, covering topics such as the decline of Puritanism and the restoration comedy, the negotiation of the civil society; the Augustan Age; the rise of the novel, of journalism and the modern reader; London as a political, architectural and social space; the British and the Atlantic Slave Trade, gender identities in the Ages of Enlightenment and Sensibility and many more.

Readings: Most of the reading examples will be taken from the *Norton Anthology of English Literature vol 2*, the purchase of which is strongly recommended!

Registration: StudIP (11.7. - 5.11.2010)

**455222**      **Globalization VL**  
 Vorlesung SWS: 2; Anz. Teiln.: 150 *Glaser, Brigitte*  
 Mi 10:00 - 12:00 Raum: ZHG ZHG105 , wöchentlich  
 Mi 10:00 - 12:00 Klausur am: 16.02.2011

Kommentar      In this series of lectures students will be introduced to the concept of globalization in its various manifestations (economic, political, cultural etc.) and its effects or consequences. The lectures will also address aspects that are often associated with globalizing tendencies: the connection of globalization and postmodernism as well as postcolonialism; the interrelationship of economic and cultural matters in globalized societies; forms of subversion of and resistance to globalization; the influence of globalization on dominant ideologies, on language and on identity; as well as globalization as a topic of contemporary fictional fiction.

Readings: There will be a discussion of selected short stories, a play (Sunil Kuruvilla, *Rice Boy*) and the following novels: Michael Ondaatje, *Anil's Ghost* (2000); Hari Kunzru, *Transmission* (2004); Vikram Seth, *Two Lives* (2006); and John le Carré, *The Constant Gardener* (2001). A Reader containing the short fiction and the play as well as secondary material will be provided for students.

Background reading: Manfred B. Steger. *Globalization: A Very Short Introduction* (Oxford: OUP, 2003).

Registration: StudIP (11.7. - 5.11.2010)

**455246**      **Stories of Rape and Seduction**  
 Proseminar SWS: 2; Anz. Teiln.: 20 *Schaff, Barbara*  
 Di 14:00 - 16:00 Raum: Oec OEC 1.165 , wöchentlich  
 Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar      Eighteenth-century literature displays an almost obsessive fascination with the seduction of young virtuous heroines by predatory older men, most famously illustrated by Samu-

el Richardson's *Clarissa*, but also by many other novels, essays and popular 18<sup>th</sup>-century literature such as street ballads or pamphlets. Seduction fiction offered readers ways to imagine the different ranges of female and male social agency and relations of power and subordination. But apart from the negotiation of gender roles, seduction fiction also became a vehicle for political issues such as the Union between England and Scotland and the new British identity.

Reading: This seminar will address the cultural and ideological implications of rape and seduction topoi with particular regard to the following texts: Pierre Choderlos de Laclos, *Dangerous Liaisons* (French, I know, but available in a Penguin Popular Classics edition and crucial for our topic), Henry Fielding, *Amelia*, Elizabeth Inchbald, *Nature and Art*, Samuel Richardson, *Clarissa* (in excerpts) and Mary Wollstonecraft, *The Wrongs of Woman*. Students should read all texts (except *Clarissa*) before the beginning of class.

Registration: StudIP (11.7. - 25.10.2010)

455270

### Entertainment and Consumer Cultures in the 18th Century

Hauptseminar SWS: 2; Anz. Teiln.: 30

Glaser, Brigitte

Mi 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

The rise of the middle class, the increase of leisure time, and the availability of new products from faraway places promoted both consumption in the 18<sup>th</sup> century and the growth of entertainment culture. Not only considerations of an economic nature but also the role of gender in these developments, e.g. the feminization of luxury, the new focus on domesticity, and the growing importance of the marriage market will figure prominently in our discussions. Aided by commentaries on and analyses of all of these developments by scholars in the fields of history, cultural studies and literature (among them Mark Blackwell, John Brewer, Catherine Ingrassia, Deidre Lynch, and Roy Porter), we consider essays by Joseph Addison and Richard Steele, poetry by Christopher Anstey, Anne Finch, Mary Leapor and Alexander Pope, a play by John Gay (*The Beggar's Opera*), and engravings by William Hogarth, as well as the following novels: Daniel Defoe, *Moll Flanders*; Frances Burney, *Evelina*; and Jane Austen, *Persuasion*.

Recommended Reading: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000).

Registration: StudIP (11.7. - 5.11.2010)

455272

### New Literary Publications

Kolloquium SWS: 2; Anz. Teiln.: 25

Reitemeier, Frauke

Di 18:00 - 20:00 Raum: Verfügungs VG 1.102 , Einzeltermin am: 26.10.2010

Di 18:00 - 20:00 wöchentlich Von: 02.11.2010 Bis: 08.02.2011

Kommentar

Di 18.15-19.45 (open-ended!) First meeting ( on October 26th. Afterwards in APEX.

In this colloquium we intend to read and discuss literary works that have been published very recently (they should not older than 2008). The intention is to discuss new works of fiction, drama, or poetry. Since usually no secondary literature on these publications exists as yet, students will have the chance to practice their journalistic skills in writing literary reviews, which will then be discussed in class. This course is intended for advanced students.

Readings: During the first session we will decide which books will be read. Suggestions can be made on StudIP.

Registration is through StudIP (until Oct 15).

Requirements("Prüfungsart"): Two written reviews during the semester.

455412

### Kriminalliteratur in England und Skandinavien

Hauptseminar SWS: 2; Anz. Teiln.: 40

Glaser, Brigitte;

Di 16:15 - 17:45 Raum: Verfügungs VG 4.103 , wöchentlich

Hoff, Karin

Di 16:15 - 17:45 Klausur am: 15.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

Fr - Abgabe Hausarbeit am: 15.04.2011

Kommentar

Die Teilnehmerzahl ist für jedes beteiligte Fach auf jeweils 10 Studierende beschränkt (angenommen werden jeweils 10 Personen aus der Anglistik, der Komparatistik und der Skandinavistik).

Die Anmeldung für Studierende der Skandinavistik erfolgt am **Mittwoch, den 14.07.2010, von 10-12 Uhr persönlich im Sekretariat des Skandinavischen Seminars.**

Folgende Daten sind auf einem Blatt niedergeschrieben mitzubringen:

Name

Matrikelnummer

Fächerkombination

Angabe darüber, wie viele Hauptseminare in der Skandinavistik bislang absolviert wurden (mit Liste)

Die Anmeldung erfolgt für Studierende der Anglistik persönlich bei Prof. Glaser in der Sprechstunde am Dienstag, 13. Juli (14-15 Uhr), für Studierende der Skandinavistik und Komparatistik in den jeweiligen Fächern.

Die Teilnehmerzahl ist für Studierende der Anglistik auf 10 Personen beschränkt (neben jeweils 10 Studierenden der Skandinavistik und Komparatistik).

An der Herausbildung der Gattung "Kriminalroman" hat die angelsächsische Literatur maßgeblichen Anteil: Die Anfänge des Genres lassen sich bei Wilkie Collins und Arthur Conan Doyle erkennen, deren Spuren bis in die gegenwärtige Literatur deutlich nachzulesen sind. Neben der angelsächsischen hat im 20. Jahrhundert vor allem die skandinavische Kriminalliteratur das Genre maßgeblich geprägt. Das interdisziplinär und komparatistisch ausgerichtete Seminar möchte eine Einführung sowohl in die Traditionen des britischen und skandinavischen Kriminalromans als auch in Analysemöglichkeiten von Kriminalliteratur geben. Der Untersuchungsfokus wird auf Werken des ausgehenden 20. Jahrhunderts und der Gegenwart liegen und dabei vor allem auf sozialrealistischen Tendenzen innerhalb der Kriminalliteratur (z.B. der Beschreibung sozialer Milieus, Sozialkritik etc.) sowie auf psychologischen Aspekten und geschlechterspezifischen Fragestellungen.

Neben einführenden Kurzgeschichten von Wilkie Collins und Arthur Conan Doyle sollen folgende Romane gelesen und diskutiert werden:

Maj Sjöwall/Per Wahlöö, *Brandbilen som försvann*, 1969 (Alarm in Sköldgatan, 1998)

Elisabeth George, *For the sake of Elena*, 1992 (Denn bitter ist der Tod, 1993)

Anne Holt, *Salige er de som tørster*, 1994 (Selig sind die Dürstenden, 1996)

P.D. James, *A Certain Justice*, 1997 (Was gut und böse ist, 1999)  
 Stieg Larsson, *Män som hatar kvinnor*, 2005 (Verblendung, 2006)  
 Henning Mankell, *Den femte kvinnan*, 1996 (Die fünfte Frau, 1998)  
 Minette Walters, *The Icehouse*, 1992 (Im Eishaus, 1992)

455508

**Literary Theory**

Hauptseminar SWS: 2; Anz. Teiln.: 20

Radu, Anca-Raluca

Fr 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

Literary theory rose to prominence during the humanities' struggle for self-legitimation in the late 1960s, in particular through the work of structuralist and poststructuralist critics and thinkers. By uncovering linguistic playfulness and instability, these critics effected the so-called "linguistic turn" that has informed literary theory until the present day. Literary theory consolidated its position in the postcolonial, feminist, and postmodern movements that established themselves in the following decades. The various theories comprised under the umbrella term "literary theory" favour readings of texts that destabilise and propose a de-centring of monolithic critical assumptions, such as universalism and essentialism. This process is based on an increased awareness and criticism of the role of language in inscribing social and political practices as "natural" and "universal". By looking at theoretical texts written before and after the "linguistic turn" we shall map out the course of literary theory in the 20<sup>th</sup> century and assess its role and legitimacy in the 21<sup>st</sup> century in which a need to return to less theoretical and more philological approaches to literary texts seems to manifest itself. We shall apply our theoretical knowledge to the last story in James Joyce's *Dubliners*, "The Dead."

**Reading requirements:** A reader including theoretical texts and Joyce's story will be made available by the end of September. Please register on Stud.IP to download it. Our textbook is Peter Barry, *Beginning Theory* (Manchester: Manchester UP, 1995 / 2006). You can either purchase your own copy or use one of the 5 copies available at the SEP library. All these texts are compulsory reading.

Registration: StudIP (11.7. - 5.11.2010)

455567

**Utopia and Enlightenment**

Hauptseminar SWS: 2; Anz. Teiln.: 20

Bell, Bill

Mi 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

The good society has been an object of fascination for writers in English since the publication of Thomas More's *Utopia* in 1517. This course offers a survey of the tradition that was to follow, read in the light of a number of key themes of particular relevance to Enlightenment thought. While the course will begin by addressing a number of pre-18th century foundational texts and conclude with a consideration of the post-Enlightenment legacy, the main emphasis will be on the 18th century.

A number of aspects of Enlightenment thought were to find in utopianism an important vehicle for imagining their social and cultural implications. The legitimacy of rationality, the definition of human nature, the ideology of social progress, the meaning of the society

itself, are just some of the points at which utopia and enlightenment were to coalesce in the literature of the period.

Readings: Thomas More, *Utopia*; Daniel Defoe, *Robinson Crusoe*; Jonathan Swift, *Gulliver's Travels*; Samuel Johnson, *Rasselas*. Other texts will be taught from selected extracts.

Registration: via StudIP.

455569

### The English Classic

Hauptseminar SWS: 2; Anz. Teiln.: 20

Bell, Bill

Do 14:00 - 16:00 wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

What is a "classic"? How stable is the literary text over time? To what extent do "great books" belong to a transnational canon? As well as addressing these and a number of other issues surrounding canonicity, translation, and literary value, this course will use case studies in order to examine some of the ways in which literary works from other traditions have been institutionalised, transformed, and appropriated for "English Literature".

While such texts are often assumed to have universal and lasting value, the emphasis of this course will be on historic and cultural change. Among the major themes to be considered are canonisation, paratextual meaning, the history of reading, adaptation through modern media, the history of the book, and principles of textual criticism.

Readings: In preparation for the course, students should read Sainte-Beuve, "What is a Classic?" (available online). Primary texts include *The Book of Genesis* (Authorised version), *Hamlet*, *Robinson Crusoe*, and *Wuthering Heights*.

Registration: via StudIP

455570

### The Literature Industry

Hauptseminar SWS: 2; Anz. Teiln.: 30

Bell, Bill

Fr 10:00 - 12:00 Raum: Verfügungs VG 3.108 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

In recent years, literary and cultural studies have been increasingly informed by Book History, an interdisciplinary approach to the material text, drawing on the methods of literary criticism, cultural history, and bibliography. This course offers an introduction to nineteenth-century literary culture through the lens of this vibrant new field of study.

Reading: Elizabeth Gaskell, *Life of Charlotte Bronte*; George Gissing, *New Grub Street*, Anthony Trollope, *Autobiography*. Weekly selections will also be taken from *The Book History Reader* and *Victorian Print Media: A Reader*.

Registration: via StudIP.

## M.EP.01b Master-Basismodul Nordamerikastudien

453022

### Exploration and Settlement, Invasion and Interculturality: American Literature and Culture from the Sixteenth Century to the Revolution (A Cultural History of American Literature I)

Vorlesung SWS: 2; Anz. Teiln.: 210

Waller, Nicole

Mo 14:00 - 16:00 Raum: ZHG ZHG103 , wöchentlich

Mo 14:00 - 16:00 Klausur am: 14.02.2011

**Kommentar** In the final paragraphs of F. Scott Fitzgerald's *The Great Gatsby* (1925), the narrator Nick Carraway ponders the dreams and feelings of the first Europeans who laid eyes on North America: "For a transitory enchanted moment man must have held his breath in the presence of this continent, compelled into an aesthetic contemplation he neither understood nor desired, face to face for the last time in history with something commensurate to his capacity for wonder." In this lecture course, we will learn about what may well be the most wondrous period in American cultural history. We will investigate the hopes and prejudices of European cultures reproducing and transcending themselves in foreign places; we will witness various forms of intercultural dialogue, conflict, and intermixture; we will shift perspective from a Eurocentric narrative of discovery to a (hopefully not romantic) narrative of invasion, thereby providing an introduction to postcolonial theory as well. Ultimately, we will ask what it means to say that America has been a multiethnic, multiregional, and multicultural place from the very beginning—a paradoxical culture that is pluralistic and unpredictable, yet strangely consistent and distinctive.

Our readings will include early European New World writings (Bacon, Shakespeare, Las Casas, De Vaca), the first accounts of colonization and settlement (John Smith, Thomas Harriot, William Bradford, Thomas Morton), Puritan literatures both orthodox and heterodox (John Winthrop, Anne Hutchinson, Edward Taylor, Anne Bradstreet), Indian captivity narratives and missionary tracts (Mary Rowlandson, John Eliot), various texts attesting to profound mental and intellectual shifts in the late seventeenth century and during the Great Awakening (Cotton Mather, Jonathan Edwards, Charles Chauncy), and the first true classic of American literature: Benjamin Franklin's *The Autobiography*. Most of these texts will be studied in excerpts. For a final selection, see syllabus.

This lecture course is part of a six-semester lecture series called "A Cultural History of American Literature," spanning from the sixteenth to the twenty-first century. "Exploration and Settlement, Invasion and Interculturality" is the first part of the series. It is possible to begin attending the lecture series at any point in the cycle.

Texts: Most texts are collected in Nina Baym et al., eds. *The Norton Anthology of American Literature* (7th edition, vol. A). Additional texts will be made available in a reader at the copy shop "Klartext".

Please note: If you cannot attend this lecture course because of a scheduling conflict with other mandatory courses, please see us in advance and we will organize screenings of the lecture course for you, and provide you with material for independent study. Please understand that we can provide this service only if you contact us before the first week of classes!

452398

### **Introducing Critical Theory I: Approaches in Literary and Cultural Studies**

Vorlesung SWS: 2; Anz. Teiln.: 70

*Tischleder, Bärbel*

Di 12:00 - 14:00 Raum: ZHG ZHG005 , wöchentlich

Di 12:00 - 14:00 Klausur am: 08.02.2011

**Kommentar**

The first part of the lecture series introduces relevant theoretical approaches, critical thinkers and schools in the field of literary and cultural studies: the Frankfurt School, Post-structuralism, Postmodernism, Psychoanalytic Theory, Material Culture and Technology Studies, (Post-) Marxist Criticism, New Historicism, Postcolonial Theory and Diaspora Studies, Reader-Response Criticism, Gender and Queer Studies, Theories of Race and Ethnicity, and Systems Theory.

Theorists include but are not restricted to Theodor Adorno, Walter Benjamin, Homi Bhabha, Pierre Bourdieu, Judith Butler, Jacques Derrida, Sigmund Freud, Michel Foucault, Stuart Hall, Linda Hutcheon, Wolfgang Iser, Frederic Jameson, Jacques Lacan, Bruno Latour,

Niklas Luhmann, Julia Kristeva, and Raymond Williams. Single lectures will focus on either a particular theoretical approach or school or a major theorist.

The second part of the lecture series, "Approaches and Methods in Media Studies," to be offered in the summer term 2011, will focus on media theory, visual culture and methods of media and film analysis. The two-semester lecture series aims at introducing students to major approaches, traditions and key figures as well as critical methods in the field of literary, cultural and media theory.

A reader containing key texts will be provided at the beginning of the semester.

453059

### American Cultural Studies II: Religion and Politics and the Politics of Religion in the United States

Übung SWS: 2; Anz. Teiln.: 35

Wetzel-Sahm, Birgit

Fr 14:00 - 18:00 Einzeltermin am: 22.10.2010

Sa 09:30 - 13:00 Einzeltermin am: 23.10.2010

Fr 14:00 - 18:00 Einzeltermin am: 12.11.2010

Sa 09:30 - 13:00 Einzeltermin am: 13.11.2010

Fr 14:00 - 18:00 Einzeltermin am: 03.12.2010

Sa 09:30 - 13:00 Einzeltermin am: 04.12.2010

Do - Abgabe Hausarbeit am: 31.03.2011

Organisatorisches

Fr., 16.10., 13.11., 4.12. jeweils 14:00-17:30;

Sa., 17.10., 14.11., 5.12. jeweils 9:15-12:30

Kommentar

Religion is both a controversial and a liberating force in American politics. On the one hand, the First Amendment to the Constitution guarantees freedom of religion and the separation of church and state; on the other hand, religion emerges at the center of political debates. As a matter of fact, the majority of Americans would refuse to vote for an atheist as President. In recent years, the national agenda included a number of questions that touch on deeply held religious beliefs, such as abortion, women's role in society, pornography, homosexuality, stem cell research, and euthanasia. Besides discussing these and other current controversies, including prayer, religious symbols in public property, and the limits of government aid to religious organizations, we shall look at the roots of Evangelicalism and historical contexts, foremost among them the Scopes Monkey Trial about the teaching of evolution in the 1920s, an issue that has emerged once again in the form of calls for teaching "intelligent design."

Students can get credit for Culture Studies II and for all types of Schlüsselqualifikation.

Requirements: attendance of all the sessions, reading assignments, one in-class presentation; additionally, for Culture Studies credit, short written paper.

Registration: students must have signed up for a topic well before the beginning of the semester and read the assignments for the October sessions. Therefore, please register in advance at [wetzel-sahm@web.de](mailto:wetzel-sahm@web.de). Visit the American Studies homepage for the schedule, the reading list and the list of topics for this course in early September.

Textbook (for most reading assignments): Kenneth D. Wald and Allison Calhoun-Brown, *Religion and Politics in the United States*, 5<sup>th</sup> ed. 2007; or 6<sup>th</sup> ed. forthcoming 2010.

<b>455741</b>	<b>Überblicksvorlesung English Linguistics: An Overview</b>	<i>Gehrke, Berit</i>
	Vorlesung SWS: 2; Anz. Teiln.: 40	
	Mi 14:00 - 16:00 Raum: Philosoph. PH20 , wöchentlich	
	<i>Durchf. Doz.: Gehrke, Berit</i>	
	Mi 14:00 - 16:00 Klausur am: 16.02.2011	
Organisatorisches	Registration in Stud.IP	
	Period for registration will be announced as soon as possible. Please check the linguistics homepage for details.	
Kommentar	In this survey, we will recapitulate and survey the fields, topics, facts, and methods in modern linguistic theory. Special attention will be paid to the relation between linguistic theory and school grammar, investigating how knowledge about the abstract structure of language might be helpful in understanding and evaluating learners' problems.	

### M.EP.021 Master-Basismodul Linguistik (B)

<b>455281</b>	<b>Die Entwicklung der Head-Driven Phrase Structure Grammar seit 1987</b>	<i>Klenk, Ursula</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 10	
	Fr 10:15 - 13:30 Raum: Universität HDW 1.122 , 14-tägig Von:	
	29.10.2010 Bis:	
	Fr - Klausur am: 28.01.2011	
	Fr - Abgabe Referat am: 11.02.2011	
	Do - Abgabe Hausarbeit am: 31.03.2011	
Kommentar	<p>Die <i>Head-Driven Phrase Structure Grammar</i> (HPSG) ist eins der heute am weitesten verbreiteten formalen Grammatikmodelle. Sie wurde aus ähnlichen Ansätzen wie der <i>Generalized Phrase Structure Grammar</i> (GPSG) und der Lexikalisch-Funktionalen Grammatik (LFG) weiterentwickelt, die in Auseinandersetzung mit der generativen Grammatik Chomskyscher Prägung (u.a. <i>Government and Binding Theory</i>, GB) hervorgegangen sind. Im Seminar werden die zwei hauptsächlichen Entwicklungsstadien der HPSG, die erste Version von 1987 und die zweite von 1994, sowie verschiedene weitere Entwicklungen seit dieser Zeit behandelt. Ein besonderes Augenmerk wird auf die Stellung der HPSG zu anderen Grammatikmodellen, wie oben genannt, gelegt werden. Ferner werden wir uns mit Einzeluntersuchungen zu den romanischen Sprachen beschäftigen.</p> <p><i>Vorkenntnisse:</i> Kenntnis mindestens eines formalen Grammatikmodells (GB oder Minimalistisches Programm, LFG, GPSG oder HPSG). Empfohlen wird die Lektüre der unten genannten Werke von Pollard/Sag.</p>	
Literatur	<p><i>Lektüre:</i></p> <p><i>formale Grammatiken allgemein:</i></p> <p>Klenk, Ursula (2003): <i>Generative Syntax</i>. Tübingen: Narr.</p> <p><i>zur HPSG:</i></p> <p>Pollard, Carl / Ivan A. Sag (1987): <i>Information-Based Syntax and Semantics</i> Stanford: CSLI.</p>	

Pollard, Carl / Ivan A. Sag (1994): *Head-Driven Phrase Structure Grammar*. Stanford: CSLI.

<b>455520</b>	<b>Functional Categories</b>	
	Hauptseminar SWS: 2; Anz. Teiln.: 20	<i>Farke, Hildegard</i>
	Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich	
	Do - Abgabe Hausarbeit am: 31.03.2011	
Organisatorisches	Registration via Stud.IP from 1 August - 24 October 2010	
Kommentar	In every language there are descriptive lexical elements as well as grammatical or functional elements. The distinction between these two elements has proven not only useful but also explanatory in a number of linguistic domains, such as grammar, language contact, first and second language acquisition, and aphasia. Functional categories play a fundamental role in structuring the clause (functional projections) on the one hand and in spelling out inflectional affixes on the other hand. In this Hauptseminar we will analyse the functional categories in English from the syntactic, the morphological as well as the psycholinguistic perspective.	
Literatur	Muysken, P. 2008. <i>Functional Categories</i> . Cambridge: CUP.	
Nachweis	in class presentation and term paper	
	Abgabetermin Hausarbeit: 31. März 2011	
<b>455741</b>	<b>Überblicksvorlesung English Linguistics: An Overview</b>	
	Vorlesung SWS: 2; Anz. Teiln.: 40	<i>Gehrke, Berit</i>
	Mi 14:00 - 16:00 Raum: Philosoph. PH20 , wöchentlich	
	<i>Durchf. Doz.: Gehrke, Berit</i>	
	Mi 14:00 - 16:00 Klausur am: 16.02.2011	
Organisatorisches	Registration in Stud.IP	
	Period for registration will be announced as soon as possible. Please check the linguistics homepage for details.	
Kommentar	In this survey, we will recapitulate and survey the fields, topics, facts, and methods in modern linguistic theory. Special attention will be paid to the relation between linguistic theory and school grammar, investigating how knowledge about the abstract structure of language might be helpful in understanding and evaluating learners' problems.	
<b>455742</b>	<b>Binding Theory</b>	
	Hauptseminar SWS: 2; Anz. Teiln.: 25	<i>Sailer, Manfred</i>
	Mi 08:15 - 09:45 Raum: Verfügungs VG 2.105 , wöchentlich	
	Do - Abgabe Hausarbeit am: 31.03.2011	
Voraussetzungen	Prerequisites: introductory syntax course (GB or HPSG)	
Organisatorisches	Registration via Stud.IP from 1 August - 24 October 2010	
Bemerkung	Course requirement: Active participation, presentation, and term paper.	

**HINWEIS:** Diese Veranstaltung dient auch zur Vorbereitung auf die Fachklausur (nicht-syntaktisches Thema) in den auslaufenden Studiengängen Lehramt Gymnasium, Magister Englische Philologie, Wirtschaftspädagogik Doppelfach Englisch

Kommentar	<p>In the course we will investigate the distribution of different kinds of nominal expressions such as names, personal pronouns, and reflexive pronouns. We will look at their distribution and their possible anaphoric relations. This includes questions such as: Why can "Mary" and "she" refer to the same person in (1) and (2) but not in (3)?</p> <p>(1) Mary will talk to me when she is back.  (2) When she is back, Mary will talk to me.  (3) She will talk to me when Mary is back.</p> <p>Binding Theory seeks to account for this kind of data. Binding Theory has played a central role in linguistic theorizing over the last decades. Participants will be able to analyze intriguing data and will gain a better understanding of the connection of form and meaning in English.</p>
Literatur	Textbook: Buring, D. (2005): Binding Theory. Cambridge: Cambridge University Press.
Nachweis	Hausarbeit, Abgabe bis 31.03.2011

<b>455743</b>	<b>Cognitive Foundations of Natural Language</b>	<i>Gehrke, Berit</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 25	
	Mo 16:15 - 17:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich	
	Durchf. Doz.: Gehrke, Berit	

Bemerkung	Registration in Stud.IP: period will be announced as soon as possible
Kommentar	<p>Human language plays a fundamental role in mediating our interaction with other humans, with machines, and with ourselves. The tremendous complexity of human language presents special challenges for those who wish to relate it to other aspects of cognition, model or exploit it in human-machine interaction, or compare it to other semiotic systems. This course presents an overview of the special characteristics of human language and linguistic behaviour, the theories that have been used to account for it, and some of the techniques that are being developed to model it.</p> <p>The course will be conducted in seminar format and will consist of weekly readings. Each student will be responsible for conducting the discussion of one of the readings during the semester. The course grade will be based on general participation in the course, the handling of the reading for which the student is responsible, and a term paper.</p>

<b>455791</b>	<b>The structure of comparatives and other degree constructions</b>	<i>Gergel, Remus</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 20	
	Mi 12:00 - 14:00 Raum: Oec OEC 1.165 , wöchentlich	
	Durchf. Doz.: Gergel, Remus	

Organisatorisches	Registration in Stud.IP: period of registration to be announced. Please check the linguistics homepage and Notice Board regularly for news.
Kommentar	<p>In this class, we will concentrate on comparative clauses, cf. <i>Lisa is more intelligent than Bart (is)</i>. The main interest lies on the structural skeleton involved in English comparatives (for example, what do <i>wh</i>-questions and comparatives have in common? why do some structures seem to be more natural than others?), but also on some of their essenti-</p>

al semantic properties. For example, on the gradability of the predicate (compare the oddness of *#This table is more rectangular than that one*, given that 'rectangular' is not a property that comes in degrees). The list of topics includes the nature of the gradable adjective itself (e.g. what kind of scales are associated with English adjectives?), the distinction between phrasal and clausal comparatives (He is taller than me vs. He is taller than I am), metalinguistic comparisons, and the specific types of ellipsis (i.e. speech omission) involved in comparative structures.

455891

### Diskursrepräsentationstheorien

Vertiefungsseminar SWS: 2; Anz. Teiln.: 40

Onea Gáspár, Victor

Mi 10:15 - 11:45 Raum: Theologicu T0.136 , wöchentlich Von: 27.10.2010 Bis:

Edgar

Mi - prfg am: 09.02.2011

Fr - Abgabe Hausarbeit am: 01.04.2011

Kommentar

Im Seminar werden wir formale Systeme diskutieren, die dazu geeignet sind eine semantische **Repräsentation ganzer Diskurssegmente zu erstellen. Zum einen geht es dabei um die Lösung des** Anapherproblems aber letztendlich auch um die Modellierung von Diskursrelationen zwischen einzelnen Sätzen oder größerer Textpassagen.

Im ersten Teil des Seminars werden wir einige klassische Probleme statischer semantischer Theorien diskutieren, wie etwa die Repräsentation von Eselssätzen (z.B. Wenn ein Bauer einen Esel hat, schlägt er ihn.) Anschließend werden wir die formalen Mitteln kennenlernen mit deren Hilfe die Diskursrepräsentationstheorie (DRT) diese Probleme löst. Im letzten Teil des Seminars werden wir uns mit einer wichtigen Erweiterung von DRT beschäftigen, und zwar mit SDRT, die auch die Relationen zwischen einzelnen Diskurssegmenten repräsentieren kann.

Grundlegende Kenntnisse in Semantik und Logik werden vorausgesetzt.

Literatur

Kamp, Hans; van Genabith, Josef; Reyle, Uwe (2005) Handbook of Philosophical Logic. (<http://www.ims.uni-stuttgart.de/~hans/Papers/hpl-drt.pdf>)

Asher, Nicholas and Alex Lascarides (2003) Logics of Conversation, Cambridge University Press

## M.EP.02b Master-Basismodul Mediävistik

452212

### Beowulf

Hauptseminar SWS: 2; Anz. Teiln.: 25

Traxel, Oliver

Mi 14:15 - 15:45 Raum: Verfügungs VG 4.106 , wöchentlich

Mi 14:00 - 16:00 Klausur am: 16.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

Organisatorisches

Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit), SK.EP.E4M (schriftliche Leistung).

Kommentar

The largest Old English heroic poem *Beowulf* has continued to attract a significant amount of attention, as becomes obvious from the large number of recent film adaptations and translations. But what does the actual text look like, which is extant in merely one manuscript and set much earlier than the eleventh-century source seems to suggest? In this Hauptseminar we will discuss various aspects of *Beowulf*, such as language, style and themes, in order to get an impression of the fascination and significance of this work.

Textbook: G. Jack, ed., *Beowulf: A Student Edition* (Oxford, 1994).

Obtainable Credits (non-BA): HS-Schein, Landeskunde (HS), §33 (c) oder (d) PVO 1998.

Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

**452473**

### **Medievalism**

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Traxel, Oliver*

Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 10:00 - 12:00 Klausur am: 17.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

Organisatorisches

Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit) und SK.EP.E4M (schriftliche Leistung).

Kommentar

Currently, the Middle Ages seem to fascinate a large amount of people. The enormous number of historical novels, games or films as well as the popularity of so-called "Medieval Fairs" are evidence for this observation. But in what respect are we really dealing with authentic representations, and where is the border between reality and fiction? This Hauptseminar deals with the perception and interpretation of the Middle Ages in modern times, generally known as "Medievalism". Several areas will be examined which have been inspired by medieval themes, for example, the works of J. R. R. Tolkien, and the representation of legendary figures, such as King Arthur or Robin Hood in Hollywood, in order to ascertain which aspects of the Middle Ages have served as inspiration and how and why these are adapted to modern needs.

Obtainable Credits (non-BA): HS-Schein / Landeskunde (HS), §33 (c) oder (d) PVO 1998.

Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

**453681**

### **The History of the English Language from Indo-European to the Beginning of Middle English**

Vorlesung SWS: 2; Anz. Teiln.: 160

*Traxel, Oliver*

Do 14:15 - 15:45 Raum: ZHG ZHG102 , wöchentlich

Do 14:00 - 16:00 Klausur am: 17.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

Kommentar

This lecture provides a survey of the earliest stages of English language history. It covers both the prehistory of English and the entire Old English period as well the transitional phase to Middle English during the twelfth century. Developments in various linguistic categories, such as orthography, phonology, morphology, syntax and vocabulary, are presented and put in their cultural context. No previous knowledge is necessary. For more information, see <http://wwwuser.gwdg.de/~otraxel/>.

Textbook: A. C. Baugh and T. Cable, *A History of the English Language*, 5<sup>th</sup> ed. (London and New York, 2002).

## Literatur- und kulturwissenschaftliche Aufbaumodule

### M.EP.04a Master-Aufbaumodul Anglistische Literatur- und Kulturwissenschaft

- 455219** **A Survey of British Literature and Cultural History: The Eighteenth Century VL**  
 Vorlesung SWS: 2; Anz. Teiln.: 100 Schaff, Barbara  
 Do 10:00 - 12:00 Raum: Philosoph. PH20 , wöchentlich  
 Do 10:00 - 12:00 Klausur am: 17.02.2011
- Kommentar This lecture series will introduce a historically and artistically most vibrant and diverse period, covering topics such as the decline of Puritanism and the restoration comedy, the negotiation of the civil society; the Augustan Age; the rise of the novel, of journalism and the modern reader; London as a political, architectural and social space; the British and the Atlantic Slave Trade, gender identities in the Ages of Enlightenment and Sensibility and many more.
- Readings: Most of the reading examples will be taken from the *Norton Anthology of English Literature vol 2*, the purchase of which is strongly recommended!
- Registration: StudIP (11.7. - 5.11.2010)
- 455222** **Globalization VL**  
 Vorlesung SWS: 2; Anz. Teiln.: 150 Glaser, Brigitte  
 Mi 10:00 - 12:00 Raum: ZHG ZHG105 , wöchentlich  
 Mi 10:00 - 12:00 Klausur am: 16.02.2011
- Kommentar In this series of lectures students will be introduced to the concept of globalization in its various manifestations (economic, political, cultural etc.) and its effects or consequences. The lectures will also address aspects that are often associated with globalizing tendencies: the connection of globalization and postmodernism as well as postcolonialism; the interrelationship of economic and cultural matters in globalized societies; forms of subversion of and resistance to globalization; the influence of globalization on dominant ideologies, on language and on identity; as well as globalization as a topic of contemporary fictional fiction.
- Readings: There will be a discussion of selected short stories, a play (Sunil Kuruvilla, *Rice Boy*) and the following novels: Michael Ondaatje, *Anil's Ghost* (2000); Hari Kunzru, *Transmission* (2004); Vikram Seth, *Two Lives* (2006); and John le Carré, *The Constant Gardener* (2001). A Reader containing the short fiction and the play as well as secondary material will be provided for students.
- Background reading: Manfred B. Steger. *Globalization: A Very Short Introduction* (Oxford: OUP, 2003).
- Registration: StudIP (11.7. - 5.11.2010)
- 455270** **Entertainment and Consumer Cultures in the 18th Century**  
 Hauptseminar SWS: 2; Anz. Teiln.: 30 Glaser, Brigitte  
 Mi 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich  
 Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar The rise of the middle class, the increase of leisure time, and the availability of new products from faraway places promoted both consumption in the 18<sup>th</sup> century and the growth of entertainment culture. Not only considerations of an economic nature but also the role of gender in these developments, e.g. the feminization of luxury, the new focus on domesticity, and the growing importance of the marriage market will figure prominently in our discussions. Aided by commentaries on and analyses of all of these developments by scholars in the fields of history, cultural studies and literature (among them Mark Blackwell, John Brewer, Catherine Ingrassia, Deidre Lynch, and Roy Porter), we consider essays by Joseph Addison and Richard Steele, poetry by Christopher Anstey, Anne Finch, Mary Leapor and Alexander Pope, a play by John Gay (*The Beggar's Opera*), and engravings by William Hogarth, as well as the following novels: Daniel Defoe, *Moll Flanders*; Frances Burney, *Evelina*; and Jane Austen, *Persuasion*.

Recommended Reading: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000).

Registration: StudIP (11.7. - 5.11.2010)

455508

### Literary Theory

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Radu, Anca-Raluca*

Fr 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

Literary theory rose to prominence during the humanities' struggle for self-legitimation in the late 1960s, in particular through the work of structuralist and poststructuralist critics and thinkers. By uncovering linguistic playfulness and instability, these critics effected the so-called "linguistic turn" that has informed literary theory until the present day. Literary theory consolidated its position in the postcolonial, feminist, and postmodern movements that established themselves in the following decades. The various theories comprised under the umbrella term "literary theory" favour readings of texts that destabilise and propose a de-centring of monolithic critical assumptions, such as universalism and essentialism. This process is based on an increased awareness and criticism of the role of language in inscribing social and political practices as "natural" and "universal". By looking at theoretical texts written before and after the "linguistic turn" we shall map out the course of literary theory in the 20<sup>th</sup> century and assess its role and legitimacy in the 21<sup>st</sup> century in which a need to return to less theoretical and more philological approaches to literary texts seems to manifest itself. We shall apply our theoretical knowledge to the last story in James Joyce's *Dubliners*, "The Dead."

**Reading requirements**: A reader including theoretical texts and Joyce's story will be made available by the end of September. Please register on Stud.IP to download it. Our textbook is Peter Barry, *Beginning Theory* (Manchester: Manchester UP, 1995 / 2006). You can either purchase your own copy or use one of the 5 copies available at the SEP library. All these texts are compulsory reading.

Registration: StudIP (11.7. - 5.11.2010)

455567

### Utopia and Enlightenment

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Bell, Bill*

Mi 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar The good society has been an object of fascination for writers in English since the publication of Thomas More's *Utopia* in 1517. This course offers a survey of the tradition that was to follow, read in the light of a number of key themes of particular relevance to Enlightenment thought. While the course will begin by addressing a number of pre-18th century foundational texts and conclude with a consideration of the post-Enlightenment legacy, the main emphasis will be on the 18th century.

A number of aspects of Enlightenment thought were to find in utopianism an important vehicle for imagining their social and cultural implications. The legitimacy of rationality, the definition of human nature, the ideology of social progress, the meaning of the society itself, are just some of the points at which utopia and enlightenment were to coalesce in the literature of the period.

Readings: Thomas More, *Utopia*; Daniel Defoe, *Robinson Crusoe*; Jonathan Swift, *Gulliver's Travels*; Samuel Johnson, *Rasselas*. Other texts will be taught from selected extracts.

Registration: via StudIP.

455570

### The Literature Industry

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Bell, Bill*

Fr 10:00 - 12:00 Raum: Verfügungs VG 3.108 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar In recent years, literary and cultural studies have been increasingly informed by Book History, an interdisciplinary approach to the material text, drawing on the methods of literary criticism, cultural history, and bibliography. This course offers an introduction to nineteenth-century literary culture through the lens of this vibrant new field of study.

Reading: Elizabeth Gaskell, *Life of Charlotte Bronte*; George Gissing, *New Grub Street*, Anthony Trollope, *Autobiography*. Weekly selections will also be taken from *The Book History Reader* and *Victorian Print Media: A Reader*.

Registration: via StudIP.

## M.EP.04b Master-Aufbaumodul Nordamerikastudien

452710

### Tutorial zu den Hauptseminaren

Tutorium SWS: 2; Anz. Teiln.: 2

*Starre, Alexander;  
Tischleder, Bärbel;  
Waller, Nicole*

Organisatorisches Ort und Zeit nach Vereinbarung.

Kommentar This tutorial accompanies the "Hauptseminare." If you wish to take a "Hauptseminar" for your "Wissenschaftsmodul" in English Philology (B.EP.10b/51) or for your "wissenschaftliche Vertiefungsmodul" in American Studies (B.AS.8), **please see your instructor well in advance (at least three weeks before classes commence)!**

453062

### Early Explorers

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Waller, Nicole*

Mi 14:00 - 16:00 Raum: Verfügungs VG 4.104 , wöchentlich

Mi 14:00 - 16:00 mündliche Prüfung am: 09.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

**Kommentar** This class will focus on historical documents describing the European exploration of the Americas as well as these documents' reflection in American literature and film. We will analyze texts by or about Christopher Columbus, Hernando de Soto, Sir Walter Raleigh, Captain John Smith, and other early explorers. Themes and issues include relations with Native Americans, the search for gold, power struggles among the European colonizers, early forms of the slave trade, and the "lost colony" of Roanoke.

A course reader will be made available at the copy shop "Klartext."

Registration: Please register early by filling out the registration form in the departmental office (Christy Hosefelder, Englisch Seminar, R. 1.305). Remember to indicate the "Modul" for which you want to receive credit in this course.

**453175**

**Picturing Gotham: New York City and Visual Culture**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Tischleder, Bärbel*

Do 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 12:00 - 14:00 mündliche Prüfung am: 10.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

**Kommentar** The course will explore the representation and figuration of New York City and urban life in American visual culture. The geographical, socioeconomic and cultural transformations that characterized the development of the American metropolis since the mid-nineteenth century have been a matter of central concern to writers, reformers, photographers, painters and other visual artists. While some works accentuate the rich experience and sensual appeal of the city, its crowds and amusements as well the aspirations of its inhabitants, others emphasize the 'perils of the city' - the poverty, prostitution and dire living conditions of urban immigrant quarters. Urban neighborhoods, buildings or monuments also often figure as allegorical spaces, symbolizing American ideals and dreams or representing particular ethnic affiliations. We will consider the aesthetic, cultural and ethnographic dimensions of the urban scenery in paintings, prints and photography: the painters of the Ash Can School, Georgia O'Keeffe or Edward Hopper; the social documentary work and images of street life by Jacob Riis, Helen Levitt, Roy DeCarava or Weegee; the presentation of architecture, commercial spaces and vertical New York in Alfred Stieglitz, Andreas Feininger or Berenice Abbott; as well as filmic—both fictional and documentary—depictions of urban life.

Drawing on critical theory of photography, painting and social documentary, we will move from images of the nineteenth-century city of immigrants to the cosmopolis of the twentieth century: the boomtown of the Roaring Twenties, Harlem and the African-American and Hispanic New York after 1960. Finally, we will consider the visual memory and reconfiguration of Manhattan in the aftermath of 9/11.

Registration: Please register early by filling out the registration form in the departmental office (Christy Hosefelder, Englisch Seminar, R. 1.305). Remember to indicate the "Modul" for which you want to receive credit in this course.

## **Sprachwissenschaftliche Aufbaumodule**

### **M.EP.05a Master-Aufbaumodul Linguistik**

**455281**

**Die Entwicklung der Head-Driven Phrase Structure Grammar seit 1987**

Hauptseminar SWS: 2; Anz. Teiln.: 10

*Klenk, Ursula*

Fr 10:15 - 13:30 Raum: Universität HDW 1.122 , 14-tägig Von:

29.10.2010 Bis:

Fr - Klausur am: 28.01.2011

Fr - Abgabe Referat am: 11.02.2011  
Do - Abgabe Hausarbeit am: 31.03.2011

## Kommentar

Die *Head-Driven Phrase Structure Grammar* (HPSG) ist eins der heute am weitesten verbreiteten formalen Grammatikmodelle. Sie wurde aus ähnlichen Ansätzen wie der *Generalized Phrase Structure Grammar* (GPSG) und der Lexikalisch-Funktionalen Grammatik (LFG) weiterentwickelt, die in Auseinandersetzung mit der generativen Grammatik Chomskyscher Prägung (u.a. *Government and Binding Theory*, GB) hervorgegangen sind. Im Seminar werden die zwei hauptsächlichen Entwicklungsstadien der HPSG, die erste Version von 1987 und die zweite von 1994, sowie verschiedene weitere Entwicklungen seit dieser Zeit behandelt. Ein besonderes Augenmerk wird auf die Stellung der HPSG zu anderen Grammatikmodellen, wie oben genannt, gelegt werden. Ferner werden wir uns mit Einzeluntersuchungen zu den romanischen Sprachen beschäftigen.

*Vorkenntnisse:* Kenntnis mindestens eines formalen Grammatikmodells (GB oder Minimalistisches Programm, LFG, GPSG oder HPSG). Empfohlen wird die Lektüre der unten genannten Werke von Pollard/Sag.

## Literatur

*Lektüre:*

*formale Grammatiken allgemein:*

Klenk, Ursula (2003): *Generative Syntax*. Tübingen: Narr.

*zur HPSG:*

Pollard, Carl / Ivan A. Sag (1987): *Information-Based Syntax and Semantics* Stanford: CSLI.

Pollard, Carl / Ivan A. Sag (1994): *Head-Driven Phrase Structure Grammar*. Stanford: CSLI.

## 455520

### Functional Categories

Hauptseminar SWS: 2; Anz. Teiln.: 20

Farke, Hildegard

Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

## Organisatorisches

Registration via Stud.IP from 1 August - 24 October 2010

## Kommentar

In every language there are descriptive lexical elements as well as grammatical or functional elements. The distinction between these two elements has proven not only useful but also explanatory in a number of linguistic domains, such as grammar, language contact, first and second language acquisition, and aphasia. Functional categories play a fundamental role in structuring the clause (functional projections) on the one hand and in spelling out inflectional affixes on the other hand. In this Hauptseminar we will analyse the functional categories in English from the syntactic, the morphological as well as the psycholinguistic perspective.

## Literatur

Muysken, P. 2008. *Functional Categories*. Cambridge: CUP.

## Nachweis

in class presentation and term paper

Abgabetermin Hausarbeit: 31. März 2011

<b>455742</b>	<b>Binding Theory</b>	<i>Sailer, Manfred</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 25 Mi 08:15 - 09:45 Raum: Verfügungs VG 2.105 , wöchentlich Do - Abgabe Hausarbeit am: 31.03.2011	
Voraussetzungen	Prerequisites: introductory syntax course (GB or HPSG)	
Organisatorisches	Registration via Stud.IP from 1 August - 24 October 2010	
Bemerkung	Course requirement: Active participation, presentation, and term paper.	
Kommentar	<p><b>HINWEIS:</b> Diese Veranstaltung dient auch zur Vorbereitung auf die Fachklausur (nicht-syntaktisches Thema) in den auslaufenden Studiengängen Lehramt Gymnasium, Magister Englische Philologie, Wirtschaftspädagogik Doppelfach Englisch</p> <p>In the course we will investigate the distribution of different kinds of nominal expressions such as names, personal pronouns, and reflexive pronouns. We will look at their distribution and their possible anaphoric relations. This includes questions such as: Why can "Mary" and "she" refer to the same person in (1) and (2) but not in (3)?</p> <p>(1) Mary will talk to me when she is back.  (2) When she is back, Mary will talk to me.  (3) She will talk to me when Mary is back.</p> <p>Binding Theory seeks to account for this kind of data. Binding Theory has played a central role in linguistic theorizing over the last decades.  Participants will be able to analyze intriguing data and will gain a better understanding of the connection of form and meaning in English.</p>	
Literatur	Textbook: Buring, D. (2005): Binding Theory. Cambridge: Cambridge University Press.	
Nachweis	Hausarbeit, Abgabe bis 31.03.2011	
<b>455743</b>	<b>Cognitive Foundations of Natural Language</b>	<i>Gehrke, Berit</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 25 Mo 16:15 - 17:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich <i>Durchf. Doz.: Gehrke, Berit</i>	
Bemerkung	Registration in Stud.IP: period will be announced as soon as possible	
Kommentar	<p>Human language plays a fundamental role in mediating our interaction with other humans, with machines, and with ourselves. The tremendous complexity of human language presents special challenges for those who wish to relate it to other aspects of cognition, model or exploit it in human-machine interaction, or compare it to other semiotic systems. This course presents an overview of the special characteristics of human language and linguistic behaviour, the theories that have been used to account for it, and some of the techniques that are being developed to model it.</p> <p>The course will be conducted in seminar format and will consist of weekly readings. Each student will be responsible for conducting the discussion of one of the readings during the semester. The course grade will be based on general participation in the course, the handling of the reading for which the student is responsible, and a term paper.</p>	
<b>455791</b>	<b>The structure of comparatives and other degree constructions</b>	<i>Gergel, Remus</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 20 Mi 12:00 - 14:00 Raum: Oec OEC 1.165 , wöchentlich	

Durchf. Doz.: Gergel, Remus

Organisatorisches Registration in Stud.IP: period of registration to be announced. Please check the linguistics homepage and Notice Board regularly for news.

Kommentar

In this class, we will concentrate on comparative clauses, cf. *Lisa is more intelligent than Bart (is)*. The main interest lies on the structural skeleton involved in English comparatives (for example, what do *wh*-questions and comparatives have in common? why do some structures seem to be more natural than others?), but also on some of their essential semantic properties. For example, on the gradability of the predicate (compare the oddness of *#This table is more rectangular than that one*, given that 'rectangular' is not a property that comes in degrees). The list of topics includes the nature of the gradable adjective itself (e.g. what kind of scales are associated with English adjectives?), the distinction between phrasal and clausal comparatives (He is taller than me vs. He is taller than I am), metalinguistic comparisons, and the specific types of ellipsis (i.e. speech omission) involved in comparative structures.

455891

### Diskursrepräsentationstheorien

Vertiefungsseminar SWS: 2; Anz. Teiln.: 40

Onea Gáspár, Victor

Mi 10:15 - 11:45 Raum: Theologicu T0.136 , wöchentlich Von: 27.10.2010 Bis:

Edgar

Mi - prfg am: 09.02.2011

Fr - Abgabe Hausarbeit am: 01.04.2011

Kommentar

Im Seminar werden wir formale Systeme diskutieren, die dazu geeignet sind eine semantische **Repräsentation ganzer Diskurssegmente zu erstellen. Zum einen geht es dabei um die Lösung des** Anapherproblems aber letztendlich auch um die Modellierung von Diskursrelationen zwischen einzelnen Sätzen oder größerer Textpassagen.

Im ersten Teil des Seminars werden wir einige klassische Probleme statischer semantischer Theorien diskutieren, wie etwa die Repräsentation von Eselssätzen (z.B. Wenn ein Bauer einen Esel hat, schlägt er ihn.) Anschließend werden wir die formalen Mitteln kennenlernen mit deren Hilfe die Diskursrepräsentationstheorie (DRT) diese Probleme löst. Im letzten Teil des Seminars werden wir uns mit einer wichtigen Erweiterung von DRT beschäftigen, und zwar mit SDRT, die auch die Relationen zwischen einzelnen Diskurssegmenten repräsentieren kann.

Grundlegende Kenntnisse in Semantik und Logik werden vorausgesetzt.

Literatur

Kamp, Hans; van Genabith, Josef; Reyle, Uwe (2005) Handbook of Philosophical Logic. (<http://www.ims.uni-stuttgart.de/~hans/Papers/hpl-drt.pdf>)

Asher, Nicholas and Alex Lascarides (2003) Logics of Conversation, Cambridge University Press

## M.EP.05b Master-Aufbaumodul Mediävistik

452212

### Beowulf

Hauptseminar SWS: 2; Anz. Teiln.: 25

Traxel, Oliver

Mi 14:15 - 15:45 Raum: Verfügungs VG 4.106 , wöchentlich

Mi 14:00 - 16:00 Klausur am: 16.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

Organisatorisches Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit), SK.EP.E4M (schriftliche Leistung).

Kommentar The largest Old English heroic poem *Beowulf* has continued to attract a significant amount of attention, as becomes obvious from the large number of recent film adaptations and translations. But what does the actual text look like, which is extant in merely one manuscript and set much earlier than the eleventh-century source seems to suggest? In this Hauptseminar we will discuss various aspects of *Beowulf*, such as language, style and themes, in order to get an impression of the fascination and significance of this work.

Textbook: G. Jack, ed., *Beowulf: A Student Edition* (Oxford, 1994).

Obtainable Credits (non-BA): HS-Schein, Landeskunde (HS), §33 (c) oder (d) PVO 1998.

Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

#### 452473

##### Medievalism

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Traxel, Oliver*

Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 10:00 - 12:00 Klausur am: 17.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

Organisatorisches Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit) und SK.EP.E4M (schriftliche Leistung).

Kommentar Currently, the Middle Ages seem to fascinate a large amount of people. The enormous number of historical novels, games or films as well as the popularity of so-called "Medieval Fairs" are evidence for this observation. But in what respect are we really dealing with authentic representations, and where is the border between reality and fiction? This Hauptseminar deals with the perception and interpretation of the Middle Ages in modern times, generally known as "Medievalism". Several areas will be examined which have been inspired by medieval themes, for example, the works of J. R. R. Tolkien, and the representation of legendary figures, such as King Arthur or Robin Hood in Hollywood, in order to ascertain which aspects of the Middle Ages have served as inspiration and how and why these are adapted to modern needs.

Obtainable Credits (non-BA): HS-Schein / Landeskunde (HS), §33 (c) oder (d) PVO 1998.

Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

## Abschlussmodule

### M.EP.06a Master-Abschlussmodul Anglistische Literatur- und Kulturwissenschaft

#### 450993

##### Examens- und Forschungskolloquium

Kolloquium SWS: 2; Anz. Teiln.: 15

*Radu, Anca-Raluca*

Di 16:00 - 18:00 Raum: Jacob-Grim SEP 0.247 , wöchentlich

- Kommentar This course is designed for advanced students preparing for their finals, working on their theses, or needing credits for the advanced modules B.EP. 50a and B.EP. 50b.
- 1) For modules B.EP. 50a and B.EP. 50b please attend every week in order to obtain full credits for the course. You will receive an assignment for an oral presentation suited to your research interests. 2) Students preparing for their final examination in British Studies will meet on the following days: Oct 26, Nov 9, Nov 23, Dec 7, Dec 21, Jan 18, and Feb 1. We shall discuss exam requirements and strategies of preparing for the exam in British literature. You will be assigned oral presentations on topics from British literary history. 3) Students working on their theses (MA, *Staatsexamen*, and BA) will meet on Nov 2, Nov 16, Nov 30, Dec 14, Jan 11, Jan 25, and Feb 8 to discuss writing and research strategies. You will present your work in progress and receive feedback and support where needed.
- Registration: StudIP (11.7. - 5.11.2010)
- 455270** **Entertainment and Consumer Cultures in the 18th Century** *Glaser, Brigitte*  
 Hauptseminar SWS: 2; Anz. Teiln.: 30  
 Mi 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich  
 Do - Abgabe Hausarbeit am: 31.03.2011
- Kommentar The rise of the middle class, the increase of leisure time, and the availability of new products from faraway places promoted both consumption in the 18<sup>th</sup> century and the growth of entertainment culture. Not only considerations of an economic nature but also the role of gender in these developments, e.g. the feminization of luxury, the new focus on domesticity, and the growing importance of the marriage market will figure prominently in our discussions. Aided by commentaries on and analyses of all of these developments by scholars in the fields of history, cultural studies and literature (among them Mark Blackwell, John Brewer, Catherine Ingrassia, Deidre Lynch, and Roy Porter), we consider essays by Joseph Addison and Richard Steele, poetry by Christopher Anstey, Anne Finch, Mary Leapor and Alexander Pope, a play by John Gay (*The Beggar's Opera*), and engravings by William Hogarth, as well as the following novels: Daniel Defoe, *Moll Flanders*; Frances Burney, *Evelina*; and Jane Austen, *Persuasion*.
- Recommended Reading: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000).
- Registration: StudIP (11.7. - 5.11.2010)
- 455272** **New Literary Publications** *Reitemeier, Frauke*  
 Kolloquium SWS: 2; Anz. Teiln.: 25  
 Di 18:00 - 20:00 Raum: Verfügungs VG 1.102 , Einzeltermin am:  
 26.10.2010  
 Di 18:00 - 20:00 wöchentlich Von: 02.11.2010 Bis: 08.02.2011
- Kommentar Di 18.15-19.45 (open-ended!) First meeting ( on October 26th. Afterwards in APEX.
- In this colloquium we intend to read and discuss literary works that have been published very recently (they should not older than 2008). The intention is to discuss new works of fiction, drama, or poetry. Since usually no secondary literature on these publications exists as yet, students will have the chance to practice their journalistic skills in writing literary reviews, which will then be discussed in class. This course is intended for advanced students.

Readings: During the first session we will decide which books will be read. Suggestions can be made on StudIP.

Registration is through StudIP (until Oct 15).

Requirements("Prüfungsart"): Two written reviews during the semester.

455508

### Literary Theory

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Radu, Anca-Raluca*

Fr 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

Literary theory rose to prominence during the humanities' struggle for self-legitimation in the late 1960s, in particular through the work of structuralist and poststructuralist critics and thinkers. By uncovering linguistic playfulness and instability, these critics effected the so-called "linguistic turn" that has informed literary theory until the present day. Literary theory consolidated its position in the postcolonial, feminist, and postmodern movements that established themselves in the following decades. The various theories comprised under the umbrella term "literary theory" favour readings of texts that destabilise and propose a de-centring of monolithic critical assumptions, such as universalism and essentialism. This process is based on an increased awareness and criticism of the role of language in inscribing social and political practices as "natural" and "universal". By looking at theoretical texts written before and after the "linguistic turn" we shall map out the course of literary theory in the 20<sup>th</sup> century and assess its role and legitimacy in the 21<sup>st</sup> century in which a need to return to less theoretical and more philological approaches to literary texts seems to manifest itself. We shall apply our theoretical knowledge to the last story in James Joyce's *Dubliners*, "The Dead."

**Reading requirements:** A reader including theoretical texts and Joyce's story will be made available by the end of September. Please register on Stud.IP to download it. Our textbook is Peter Barry, *Beginning Theory* (Manchester: Manchester UP, 1995 / 2006). You can either purchase your own copy or use one of the 5 copies available at the SEP library. All these texts are compulsory reading.

Registration: StudIP (11.7. - 5.11.2010)

455567

### Utopia and Enlightenment

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Bell, Bill*

Mi 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

The good society has been an object of fascination for writers in English since the publication of Thomas More's *Utopia* in 1517. This course offers a survey of the tradition that was to follow, read in the light of a number of key themes of particular relevance to Enlightenment thought. While the course will begin by addressing a number of pre-18th century foundational texts and conclude with a consideration of the post-Enlightenment legacy, the main emphasis will be on the 18th century.

A number of aspects of Enlightenment thought were to find in utopianism an important vehicle for imagining their social and cultural implications. The legitimacy of rationality, the definition of human nature, the ideology of social progress, the meaning of the society itself, are just some of the points at which utopia and enlightenment were to coalesce in the literature of the period.

Readings: Thomas More, *Utopia*; Daniel Defoe, *Robinson Crusoe*; Jonathan Swift, *Gulliver's Travels*; Samuel Johnson, *Rasselas*. Other texts will be taught from selected extracts.

Registration: via StudIP.

455570

### The Literature Industry

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Bell, Bill*

Fr 10:00 - 12:00 Raum: Verfügungs VG 3.108 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Kommentar

In recent years, literary and cultural studies have been increasingly informed by Book History, an interdisciplinary approach to the material text, drawing on the methods of literary criticism, cultural history, and bibliography. This course offers an introduction to nineteenth-century literary culture through the lens of this vibrant new field of study.

Reading: Elizabeth Gaskell, *Life of Charlotte Bronte*; George Gissing, *New Grub Street*, Anthony Trollope, *Autobiography*. Weekly selections will also be taken from *The Book History Reader* and *Victorian Print Media: A Reader*.

Registration: via StudIP.

## M.EP.06b Master-Abschlussmodul Nordamerikastudien

452668

### Current Issues in American Studies

Kolloquium SWS: 2; Anz. Teiln.: 25

*Tischleder, Bärbel*

Do 18:00 - 20:00 Raum: Verfügungs VG 1.101 , Einzeltermin am: 28.10.2010

Do 18:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 04.11.2010 Bis:

Do 18:00 - 20:00 mündliche Prüfung am: 10.02.2011

Kommentar

If you plan to take your final exam with me (Staatsexamen, Magisterprüfung, schriftliche Bachelor-Abschlussarbeit, mündliche Prüfungen), you are strongly advised to attend this course. We will discuss formal matters (Special Topic, Reading List, etc.) and key issues in American Studies (survey of periods and central texts, American Cultural Studies, etc.). Students wishing to discuss their projected "Abschlussarbeit" or to test other written work in front of a competent audience are invited and encouraged to do so.

B.A.-Students in American Studies: If you wish to take this Kolloquium in your "Abschlussmodul" B.AS.6 or in the "wissenschaftliche Profil" B.AS.9, **please come to the instructor's office hours well in advance (at least three weeks before classes commence)!**

B.A.-Students in English Philology: If you wish to take this Kolloquium in your "Wissenschaftsmodul" B.EP.51, **please see the instructor well in advance (at least three weeks before classes commence)!**

453062

### Early Explorers

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Waller, Nicole*

Mi 14:00 - 16:00 Raum: Verfügungs VG 4.104 , wöchentlich

Mi 14:00 - 16:00 mündliche Prüfung am: 09.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

**Kommentar** This class will focus on historical documents describing the European exploration of the Americas as well as these documents' reflection in American literature and film. We will analyze texts by or about Christopher Columbus, Hernando de Soto, Sir Walter Raleigh, Captain John Smith, and other early explorers. Themes and issues include relations with Native Americans, the search for gold, power struggles among the European colonizers, early forms of the slave trade, and the "lost colony" of Roanoke.

A course reader will be made available at the copy shop "Klartext."

Registration: Please register early by filling out the registration form in the departmental office (Christy Hosefelder, Englisch Seminar, R. 1.305). Remember to indicate the "Modul" for which you want to receive credit in this course.

453175

### **Picturing Gotham: New York City and Visual Culture**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Tischleder, Bärbel*

Do 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 12:00 - 14:00 mündliche Prüfung am: 10.02.2011

Do - Abgabe Hausarbeit am: 31.03.2011

**Kommentar** The course will explore the representation and figuration of New York City and urban life in American visual culture. The geographical, socioeconomic and cultural transformations that characterized the development of the American metropolis since the mid-nineteenth century have been a matter of central concern to writers, reformers, photographers, painters and other visual artists. While some works accentuate the rich experience and sensual appeal of the city, its crowds and amusements as well the aspirations of its inhabitants, others emphasize the 'perils of the city' - the poverty, prostitution and dire living conditions of urban immigrant quarters. Urban neighborhoods, buildings or monuments also often figure as allegorical spaces, symbolizing American ideals and dreams or representing particular ethnic affiliations. We will consider the aesthetic, cultural and ethnographic dimensions of the urban scenery in paintings, prints and photography: the painters of the Ash Can School, Georgia O'Keeffe or Edward Hopper; the social documentary work and images of street life by Jacob Riis, Helen Levitt, Roy DeCarava or Weegee; the presentation of architecture, commercial spaces and vertical New York in Alfred Stieglitz, Andreas Feininger or Berenice Abbott; as well as filmic—both fictional and documentary—depictions of urban life.

Drawing on critical theory of photography, painting and social documentary, we will move from images of the nineteenth-century city of immigrants to the cosmopolis of the twentieth century: the boomtown of the Roaring Twenties, Harlem and the African-American and Hispanic New York after 1960. Finally, we will consider the visual memory and reconfiguration of Manhattan in the aftermath of 9/11.

Registration: Please register early by filling out the registration form in the departmental office (Christy Hosefelder, Englisch Seminar, R. 1.305). Remember to indicate the "Modul" for which you want to receive credit in this course.

## **M.EP.07a Master-Abschlussmodul Linguistik**

455520

### **Functional Categories**

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Farke, Hildegard*

Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

**Organisatorisches** Registration via Stud.IP from 1 August - 24 October 2010

Kommentar	In every language there are descriptive lexical elements as well as grammatical or functional elements. The distinction between these two elements has proven not only useful but also explanatory in a number of linguistic domains, such as grammar, language contact, first and second language acquisition, and aphasia. Functional categories play a fundamental role in structuring the clause (functional projections) on the one hand and in spelling out inflectional affixes on the other hand. In this Hauptseminar we will analyse the functional categories in English from the syntactic, the morphological as well as the psycholinguistic perspective.
Literatur	Muysken, P. 2008. <i>Functional Categories</i> . Cambridge: CUP.
Nachweis	in class presentation and term paper
	Abgabetermin Hausarbeit: 31. März 2011

**455742****Binding Theory**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Sailer, Manfred*

Mi 08:15 - 09:45 Raum: Verfügungs VG 2.105 , wöchentlich

Do - Abgabe Hausarbeit am: 31.03.2011

Voraussetzungen	Prerequisites: introductory syntax course (GB or HPSG)
Organisatorisches	Registration via Stud.IP from 1 August - 24 October 2010
Bemerkung	Course requirement: Active participation, presentation, and term paper.

**HINWEIS:** Diese Veranstaltung dient auch zur Vorbereitung auf die Fachklausur (nicht-syntaktisches Thema) in den auslaufenden Studiengängen Lehramt Gymnasium, Magister Englische Philologie, Wirtschaftspädagogik Doppelfach Englisch

Kommentar	In the course we will investigate the distribution of different kinds of nominal expressions such as names, personal pronouns, and reflexive pronouns. We will look at their distribution and their possible anaphoric relations. This includes questions such as: Why can "Mary" and "she" refer to the same person in (1) and (2) but not in (3)? (1) Mary will talk to me when she is back. (2) When she is back, Mary will talk to me. (3) She will talk to me when Mary is back. Binding Theory seeks to account for this kind of data. Binding Theory has played a central role in linguistic theorizing over the last decades. Participants will be able to analyze intriguing data and will gain a better understanding of the connection of form and meaning in English.
Literatur	Textbook: Büring, D. (2005): <i>Binding Theory</i> . Cambridge: Cambridge University Press.
Nachweis	Hausarbeit, Abgabe bis 31.03.2011

**455743****Cognitive Foundations of Natural Language**

Hauptseminar SWS: 2; Anz. Teiln.: 25

*Gehrke, Berit*

Mo 16:15 - 17:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

*Durchf. Doz.: Gehrke, Berit*

Bemerkung	Registration in Stud.IP: period will be announced as soon as possible
Kommentar	

Human language plays a fundamental role in mediating our interaction with other humans, with machines, and with ourselves. The tremendous complexity of human language presents special challenges for those who wish to relate it to other aspects of cognition, model or exploit it in human-machine interaction, or compare it to other semiotic systems. This

course presents an overview of the special characteristics of human language and linguistic behaviour, the theories that have been used to account for it, and some of the techniques that are being developed to model it.

The course will be conducted in seminar format and will consist of weekly readings. Each student will be responsible for conducting the discussion of one of the readings during the semester. The course grade will be based on general participation in the course, the handling of the reading for which the student is responsible, and a term paper.

<b>455746</b>	<b>Kolloquium (Masterabschlussarbeit)</b>	<i>Farke, Hildegard</i>
	Kolloquium SWS: 2; Anz. Teiln.: 25	
	Do 14:15 - 15:45 Raum: MZG/Blauer MZG 1213 , wöchentlich	
	- - mündliche Prüfung Block Von: 14.02.2011 Bis: 18.02.2011	
Organisatorisches	Registration via Stud.IP from 1 August - 24 October 2010	
Kommentar	Das Kolloquium richtet sich an Studierende, die ihre Masterarbeit in der Linguistik schreiben und sich auf die mündliche Prüfung als Abschluss des Moduls vorbereiten. Die Veranstaltung dient auch der Klärung allgemeiner Fragen bei der Erstellung von Masterarbeiten und bietet ein Diskussionsforum für die entstehenden Arbeiten.	
<b>455791</b>	<b>The structure of comparatives and other degree constructions</b>	<i>Gergel, Remus</i>
	Hauptseminar SWS: 2; Anz. Teiln.: 20	
	Mi 12:00 - 14:00 Raum: Oec OEC 1.165 , wöchentlich	
	<i>Durchf. Doz.: Gergel, Remus</i>	
Organisatorisches	Registration in Stud.IP: period of registration to be announced. Please check the linguistics homepage and Notice Board regularly for news.	
Kommentar	In this class, we will concentrate on comparative clauses, cf. <i>Lisa is more intelligent than Bart (is)</i> . The main interest lies on the structural skeleton involved in English comparatives (for example, what do <i>wh</i> -questions and comparatives have in common? why do some structures seem to be more natural than others?), but also on some of their essential semantic properties. For example, on the gradability of the predicate (compare the oddness of <i>#This table is more rectangular than that one</i> , given that 'rectangular' is not a property that comes in degrees). The list of topics includes the nature of the gradable adjective itself (e.g. what kind of scales are associated with English adjectives?), the distinction between phrasal and clausal comparatives (He is taller than me vs. He is taller than I am), metalinguistic comparisons, and the specific types of ellipsis (i.e. speech omission) involved in comparative structures.	
<b>455891</b>	<b>Diskursrepräsentationstheorien</b>	<i>Onea Gáspár, Victor Edgar</i>
	Vertiefungsseminar SWS: 2; Anz. Teiln.: 40	
	Mi 10:15 - 11:45 Raum: Theologicu T0.136 , wöchentlich Von:	
	27.10.2010 Bis:	
	Mi - prfg am: 09.02.2011	
	Fr - Abgabe Hausarbeit am: 01.04.2011	

**Kommentar** Im Seminar werden wir formale Systeme diskutieren, die dazu geeignet sind eine semantische **Repräsentation ganzer Diskurssegmente zu erstellen. Zum einen geht es dabei um die Lösung des** Anapherproblems aber letztendlich auch um die Modellierung von Diskursrelationen zwischen einzelnen Sätzen oder größerer Textpassagen.

Im ersten Teil des Seminars werden wir einige klassische Probleme statischer semantischer Theorien diskutieren, wie etwa die Repräsentation von Eselssätzen (z.B. Wenn ein Bauer einen Esel hat, schlägt er ihn.) Anschließend werden wir die formalen Mitteln kennenlernen mit deren Hilfe die Diskursrepräsentationstheorie (DRT) diese Probleme löst. Im letzten Teil des Seminars werden wir uns mit einer wichtigen Erweiterung von DRT beschäftigen, und zwar mit SDRT, die auch die Relationen zwischen einzelnen Diskurssegmenten repräsentieren kann.

Grundlegende Kenntnisse in Semantik und Logik werden vorausgesetzt.

**Literatur** Kamp, Hans; van Genabith, Josef; Reyle, Uwe (2005) Handbook of Philosophical Logic. (<http://www.ims.uni-stuttgart.de/~hans/Papers/hpl-drt.pdf>)

Asher, Nicholas and Alex Lascarides (2003) Logics of Conversation, Cambridge University Press

## M.EP.07b Master-Abschlussmodul Mediävistik

**452212**

### Beowulf

Hauptseminar SWS: 2; Anz. Teiln.: 25

Traxel, Oliver

Mi 14:15 - 15:45 Raum: Verfügungs VG 4.106 , wöchentlich

Mi 14:00 - 16:00 Klausur am: 16.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

**Organisatorisches** Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit), SK.EP.E4M (schriftliche Leistung).

**Kommentar** The largest Old English heroic poem *Beowulf* has continued to attract a significant amount of attention, as becomes obvious from the large number of recent film adaptations and translations. But what does the actual text look like, which is extant in merely one manuscript and set much earlier than the eleventh-century source seems to suggest? In this Hauptseminar we will discuss various aspects of *Beowulf*, such as language, style and themes, in order to get an impression of the fascination and significance of this work.

Textbook: G. Jack, ed., *Beowulf: A Student Edition* (Oxford, 1994).

Obtainable Credits (non-BA): HS-Schein, Landeskunde (HS), §33 (c) oder (d) PVO 1998.

Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

**452473**

### Medievalism

Hauptseminar SWS: 2; Anz. Teiln.: 30

Traxel, Oliver

Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 10:00 - 12:00 Klausur am: 17.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Do 14:00 - 16:00 Wiederholungsklausur am: 24.03.2011

Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit) und SK.EP.E4M (schriftliche Leistung).
Kommentar	Currently, the Middle Ages seem to fascinate a large amount of people. The enormous number of historical novels, games or films as well as the popularity of so-called "Medieval Fairs" are evidence for this observation. But in what respect are we really dealing with authentic representations, and where is the border between reality and fiction? This Hauptseminar deals with the perception and interpretation of the Middle Ages in modern times, generally known as "Medievalism". Several areas will be examined which have been inspired by medieval themes, for example, the works of J. R. R. Tolkien, and the representation of legendary figures, such as King Arthur or Robin Hood in Hollywood, in order to ascertain which aspects of the Middle Ages have served as inspiration and how and why these are adapted to modern needs.
	<u>Obtainable Credits (non-BA):</u> HS-Schein / Landeskunde (HS), §33 (c) oder (d) PVO 1998.
	Zusätzliches Angebot im WS 2010/2011 zur Erstellung wissenschaftlicher Arbeiten, zum Recherchieren, Referieren, Präsentieren usw.: Schlüsselkompetenzkurs "Wissenschaftlich Arbeiten", Andreas Lemke, Blockseminar, Veranstaltungsnummer 454923, Credits für die Module SK.EP.E1-1, SK.EP.E1-2 und SK.EP.E.2-1. Das Vorbereitungstreffen findet statt am Mittwoch, 27.10.2010 um 18:15 in SEP 2.311.

**452530****Mediävistisches Kolloquium**

Seminar SWS: 2; Anz. Teiln.: 30

*Traxel, Oliver*

Mi 16:15 - 17:45 Raum: ZHG MZG 1141 , wöchentlich

Mi - mündliche Prüfung am: 09.02.2011

Mo - Abgabe Hausarbeit am: 21.02.2011

Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.07b (mdl. Prüfung), SK.EP.E2-2, SK.EP.E3 (schriftliche Leistung).
Kommentar	Das Kolloquium soll fortgeschrittenen Studierenden Gelegenheit geben, ihre Kenntnisse in historischer Sprachwissenschaft und mittelalterlicher englischer Literatur zu erweitern und zu vertiefen und sie zusätzlich gezielt auf die Abschlussprüfungen vorzubereiten. Zugleich werden neue Ansätze und Tendenzen in der Forschung besprochen, und Studierende, die eine Examensarbeit oder Bachelorarbeit im Gebiet der Mediävistik schreiben, erhalten die Gelegenheit, ihre Arbeiten in einem größeren Kreis vorzustellen.

**Module aus Landeskunde und Sprachpraxis****M.EP.03-N Master-Modul Sprachpraxis****451956****Advanced Discussion and Essay Writing**

Übung SWS: 2; Anz. Teiln.: 30

*Schofield, Terence*

Mi 12:15 - 13:45 Raum: Verfügungs VG 3.108 , wöchentlich

Mi 12:15 - 13:45 Klausur am: 09.02.2011

Organisatorisches	Registration <u>for courses</u> in Stud.IP: 11 September - 22 October 2010
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## Kommentar

In this course we will be reading certain essays and stories in class and comparing them to other art forms - namely sculpture, painting, etc. Thus the course will enable the students through comparative analysis of these mediums to better understand literary and artistic criticism (interpretation).

Participants can obtain credits according to PVO 98, § 33 b.

Nachweis Klausur: 09.02.2011 von 12:15 - 13:45

**455249**

**Vocabulary Training**

Übung SWS: 2; Anz. Teiln.: 40

*Tuschinsky, Joachim*

Mo 16:15 - 17:45 Raum: Verfügungs VG 0.110 , wöchentlich

Mo 16:15 - 17:45 Klausur am: 07.02.2011

Organisatorisches Registration [for courses](#) in Stud.IP: 11 September - 22 October 2010

Kommentar The areas to be covered in this course and the methods to be employed will be presented and explained at the first meeting, which you are required to attend. Registration is through StudIP. There will be no limit on attendance.  
The following key skills (Schlüsselkompetenzen) can be achieved and credited:  
SK.EP.E1-1; SK.EP.E1-3; SK.EP.E1-4; SK.EP.E2-1.

Nachweis Klausur (90 Min): Montag, 07.02.2011 von 16:15 - 17:45 Uhr  
im Vertiefungsmodul Sprachpraxis B.EP.07-2.2 (Advanced English Language Course)  
Registration in [FlexNow](#) obligatory!

**455745**

**Advanced Aural-Oral Comprehension (AAC)**

Übung SWS: 2; Anz. Teiln.: 40

*Ross, Gordon Charles*

Mi 12:15 - 13:45 Raum: Verfügungs VG 0.110 , wöchentlich

Mi 12:15 - 13:45 mündliche Prüfung am: 09.02.2011

Organisatorisches Registration Stud.IP: **11 September - 22 October 2010**

Kommentar This is a course for advanced students designed to improve and hone listening (aural) skills. It is meant to be a practical course so there will be little or no theory. You **MUST** have the *Sprachpraxis Basismodul* for this course. You will listen to and watch audio-visual recordings and presentations, answer questions, learn new vocab, do exercises, complete tasks, etc. If you want credits, you will also have to give a presentation and pass the final test. The result of the final test will be based on a combination of the class presentation and the final test (*mündliche Prüfung*).

Nachweis Presentation + final test (mündliche Prüfung): 09.02.2011

**M.EP.08a Master-Modul Landeskunde (A)**

**455253**

**Advanced American Landeskunde: The American Rhetorical Tradition**

Übung SWS: 2; Anz. Teiln.: 40

*Stone, Jeff*

Di 16:00 - 18:00 Raum: Wald.26 ERZ 181 , wöchentlich

*Durchf. Doz.: Stone, Jeff*

Do - Abgabe Hausarbeit am: 31.03.2011

Organisatorisches Registration in Stud.IP: 11 September - 22 October 2010

Kommentar The American Rhetorical Tradition  
We will attempt to find themes, motifs, and resonances within the tradition of public American rhetoric from colonial times to the present day. From John Winthrop and Jonathan Edwards to Martin Luther King, Jr., and Barack Obama, there have been reiterations of specific ideas regarding what America means and represents in the American mind. What are

they? Special attention will be given to Abraham Lincoln and his particular importance within this tradition. We will emphasize the sermons and speeches themselves rather than secondary sources, so that we can attempt to grasp the cadences of American rhetoric within the context of both history and the American language as a whole.

Requirements: Term Paper (Hausarbeit)

Nachweis Term Paper (Hausarbeit), Abgabe bis 31.03.2011

### **M.EP.08b Master-Modul Landeskunde (B)**

**451949**

#### **British Life and Institutions**

Übung SWS: 2; Anz. Teiln.: 40

*Tuschinsky, Joachim*

Di 16:15 - 17:45 Raum: Verfügungs VG 0.111 , wöchentlich

Durchf. Doz.: *Tuschinsky, Joachim*

Di 16:15 - 17:45 Klausur am: 08.02.2011

Organisatorisches Registration [for courses](#) in Stud.IP: 11 September - 22 October 2010

Bemerkung Zu diesem Modul gehören im lehramtsbezogenen B.A.-Studiengang eine Übung zur amerikanischen und britischen Landeskunde sowie ein Proseminar zu Grundlagen der Fachdidaktik (Teilmodul 2). Bei nicht-lehramtsspezifischen B.A.-Profilen besteht dieses Modul nur aus einer landeskundlichen Übung.

Kommentar

This course is designed to introduce students to British "Landeskunde" through the study and discussion of selected topics in this field. We will have a look at areas such as the history and geography of Britain, the political system, education, regional differences and identities, and others. While factual information will certainly play more than a marginal role, the course will not be restricted to a nuts-and-bolts approach, but also analyse and interpret facts and figures in order to provide some deeper insights into the many facets of British life and culture.

Nachweis Klausur: Dienstag, 08.02.2011 von 16 - 18 Uhr

Registration in FlexNow obligatory!

**451974**

#### **American Landeskunde**

Übung SWS: 2; Anz. Teiln.: 80

*Schofield, Terence*

Mi 14:15 - 15:45 Raum: ZESS AP26 , wöchentlich

Mi 14:15 - 15:45 Klausur am: 16.02.2011

Organisatorisches Registration Stud.IP: 11 September - 22 October 2010

Kommentar

This course will deal with topics which are basic to American society (e.g. institutions, subculture, current events). Material will be primarily films and articles relevant to the topics. Students will be expected to take an active part in group discussions.

Participants can obtain credits according to PVO 98, § 33 c.

Nachweis Klausur: Mi, 16.02.2011, 14:15- 15:45 Uhr

**455253**

#### **Advanced American Landeskunde: The American Rhetorical Tradition**

Übung SWS: 2; Anz. Teiln.: 40

*Stone, Jeff*

Di 16:00 - 18:00 Raum: Wald.26 ERZ 181 , wöchentlich

Durchf. Doz.: *Stone, Jeff*

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Do - Abgabe Hausarbeit am: 31.03.2011

Organisatorisches      Registration in Stud.IP: 11 September - 22 October 2010

Kommentar              The American Rhetorical Tradition  
We will attempt to find themes, motifs, and resonances within the tradition of public American rhetoric from colonial times to the present day. From John Winthrop and Jonathan Edwards to Martin Luther King, Jr., and Barack Obama, there have been reiterations of specific ideas regarding what America means and represents in the American mind. What are they? Special attention will be given to Abraham Lincoln and his particular importance within this tradition. We will emphasize the sermons and speeches themselves rather than secondary sources, so that we can attempt to grasp the cadences of American rhetoric within the context of both history and the American language as a whole.

Requirements: Term Paper (Hausarbeit)

Nachweis              Term Paper (Hausarbeit), Abgabe bis 31.03.2011