The class will be accompanied by a tutorial (one hour per week).

Recommended for buying: Kuiper, K. & W. Scott Allan. 2003. An Introduction to English Language. 2nd edition. Houndmills: Palgrave. (A number of copies is available; please contact Prof. Peters.)

| Modulzu- | Angewandte Sprachwissenschaften/|
| ordnungen: | Angewandte Literatur-/Kulturwissenschaften |
| LEHRAMTSTUDIENGÄNGE: |          |
| +BML (WS 2005/06 ff.): 302 |          |
| +LPO 2003 |          |
| GHR: 2b | B.A.UL.
| Gy/Ge: 2b | M.A.UL.
| BK: 2b | M.A.UL.

This class will build on the first survey of phonetics and phonology given in the "Introduction to Linguistics", but will elaborate and extend the study of English so that we will hopefully arrive at a deeper understanding of the "whys and wherefores" of the two related disciplines. We will take a closer look at doing phonetics, followed by an introduction to possible theories about phonology, their concepts and maxims, and some of the problems related to them.

By way of illustration, we will consider the phonetic and phonological shape of some varieties of English, both in Britain and beyond.

The course requirements are regular and active participation plus a written end-of-term test.

Weitere Informationen (einschließlich der Anmeldung für die einzelnen Termine) finden Sie unter www.ews.uni-dortmund.de/WWA). Bei Rückfragen können Sie sich an Ellen Grünkemeier und Martina Iske (Raum 3.113) wenden.

Englische Sprachwissenschaft

| Modulzu- | Angewandte Sprachwissenschaften/|
| ordnungen: | Angewandte Literatur-/Kulturwissenschaften |
| LEHRAMTSTUDIENGÄNGE: |          |
| +BML (WS 2005/06 ff.): 302 |          |
| +LPO 2003 |          |
| GHR: 2b | B.A.UL.
| Gy/Ge: 2b | M.A.UL.
| BK: 2b | M.A.UL.

"Then you should say what you mean," the March Hare went on. - "I do," Alice hastily replied, "at least - I mean what I say - that's the same thing, you know." - "Not the same thing a bit!" said the Hatter. "You might just as well say that I see what I eat is the same thing as 'I eat what I see'!" Whenever we use language, we want to be understood. But sometimes this doesn't work out as we had planned, and then we often say, "That's not what I meant," or: "I didn't mean that way!" – Apparently, then, the meaning of words, sentences, and even whole "texts" is not just a simple matter of considering the meaning of the words they contain, and then arriving at the "only meaning possible" on that basis. Syntactic structures can be misleading, too: an utterance like "Have you got the time?" seems to be a typical Yes/No-Question, but what happens if the answer is just "Yes", followed by nothing else?

"Communicative intention" is recognised? Think about lies.

On the other hand: is it really true that we always want to be understood, or in other words, that our "communicative intention" is recognised? Think about lies.

Starting out with such problems, this seminar will introduce you to the study of linguistic meaning in situational contexts: pragmatics. We will look at models for analysing communication, apply them, and test them.

In order to get the credits for this class, participants will have to attend regularly and give a short presentation. The mode for the "Teilleistung" for Module 3 will be announced in our first meeting.

!!! LISTEN FÜR DIE ANMELDUNG ZU DEN SPRACHWISSENSCHAFTLICHEN PROSEMINAREN WERDEN AB 7. FEBRUAR GEGENÜBER DEM ENGLISCH-SEKRETARIAT AUSHÄNGEN.
ANMELDUNGEN ERFOLGEN NICHT ÜBER DAS LSF-SYSTEM !!!

If you get a place in this seminar, please send an e-mail to "hans.peters@uni-dortmund.de" giving your full name, course of studies and semester. From the beginning of the SS 2006 the seminar will be supported by an EDO-Workspace (http://ews.uni-dortmund.de/Pragmatics) for which you should look out and register. If you have any questions concerning content or organisation of the seminar, don’t hesitate to contact me at the above named e-mail address.

Recommended introductory reading:

How do we form new words, and how do we understand words we have never encountered before, without even using a dictionary? Why are some words possible, but not accepted? These are the fundamental questions we will address, building on your knowledge of morphology acquired in the Introduction to Linguistics. We will come to know the principal methods employed by the English language in forming words, as exemplified in:
a) unkind, overtax, ablaze
b) baker, witches, cohesive, organize
c) apple-tree, racing car, screwdriver, singer-songwriter, blackboard, redcoat
d) stone n., v.; dry adj., v.

The course requirements are regular and active participation plus a written end-of-term test.

The earliest English texts date back to around 700 - and their language is extremely different from the English language as we know it. And even if we consider a text from the end of the 14th century, we will find it more recognizable, but still far from easily readable. Shakespeare’s works seem to offer a safe footing - but why are the sisters in Macbeth weird, and why couldn’t Shakespeare find correct rhymes, at least some of the time? Then again, Shakespeare’s language is markedly different from 14th century English, and even languages are forever subject to change, be it in pronunciation, vocabulary, or syntax. We will outline some of the major changes which have affected the English language over its long history, and which have contributed to its present shape. In the process, we will consider some basics about historical linguistics, i.e. the description and explanation of language change. This will involve the search for causes of linguistic change, which may be found inside language itself, but also in the cultural circumstances in which languages are embedded. Credits will be given for regular attendance, submitting a series of exercises, and the end-of-term written test.

Building on what has been discussed in the semantics section of the 'Introduction to Linguistics' we will try to develop a notion of how meaning is communicated in verbal interactions. In our attempt at discovering what linguistic meaning is all about, we will become familiar with ideas coming from diverse areas of research such as cognitive linguistics, pragmatics and psycholinguistics. This entails that we will consider language not just as an autonomous system, but as a part of human cognition that is rooted in our mental and sensorimotor experiences of the world on the one hand and particular discourse contexts on the other hand. For instance, why is it that we talk about our lives as if they were a journey (e.g., “I’ve reached all my goals”; “After my illness, my life has taken a different course”)? Or, why are we usually able, given an appropriate context, to get the intended meaning in dialogues such as these one: ‘Peter: I think that Mrs. Jenkins is an old windbag, don’t you? H: Huh, lovely weather for March, isn’t it?’ Why don’t we not just answer “Yes!” if being asked at dinner whether we can pass the salt? Why and how do we understand polysemous and homonymous words? How do we understand metaphors and idioms? These and other related questions will be the focus of this seminar.

Successful participation in this seminar will include the presentation of a topic in class and a written test. In addition, students will be expected to fulfill regular reading assignments. A full reading list will be handed out in the first week.

Hauptstudium

**154107 Meaning in Language (2 PS)**

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Credits will be given for regular attendance, an oral presentation, and either an end-of-term written test or a written paper, which will have to be handed in by September 30, 2006.

An EWS site will be set up for this class; please check the system under “Peters” for “Semantic Change”. Prospective participants should register as soon as possible.

Recommended introductory reading:

**154109 Understanding Utterances (2 HS)**

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Credits will be given for regular attendance, an oral presentation, and either an end-of-term written test or a written paper, which will have to be handed in by September 30, 2006.

An EWS site will be set up for this class; please check the system under “Peters” for “Understanding Utterances”. Prospective participants should register as soon as possible.

**154108 What’s In a Word: Semantic Change (2 HS)**

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Trying to define the 'exact' meaning of words can often be a difficult matter, as there may be many different shades and nuances, which can be more or less closely related; consider guts and sight. It gets worse if we compare different dialects of one and the same language: e.g. what does pavement mean in American and British English, respectively? Or, what do we mean to say if we call someone frightfully nice? Such fun and games very soon leads us to ask how such differences and curiosities related to the meaning of words may develop. In linguistic terms, this means looking for the patterns of and reasons for semantic change. Compared to the study of phonological change in language, the treatment of semantic change can hardly be said to be based on a consistent theory. Several types are generally distinguished, like improvement or deterioration of meaning (compare the histories of knight and villain, respectively). Metaphorical and metonymic processes also play a role in putting an old word to new uses. But ultimately, the description of semantic change is made complicated because words and their use are always embedded in culture and cultural history; in other words, we often require knowledge about the changes in the cultural perspectives which speakers of any language, e.g. English, experienced, if we want to understand why words changed their meaning. In this respect, the study of semantic change may be embedded in the framework of Cognitive Linguistics, with its notions of mental spaces, frames, domains, and domain matrices.

This class will introduce certain sources and instruments involved in the study of semantic change; we will review theoretical approaches to semantic change; and we will try to address the problem of recreating the cultural context in which words changed their meaning.

**154110 Elektronische Textualität: Aspekte in Informatik, Linguistik und Semiotik (2 HS)**

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Credits will be given for regular attendance, an oral presentation, and either an end-of-term written test or a written paper, which will have to be handed in by September 30, 2006.

An EWS site will be set up for this class; please check the system under “Peters” for “Understanding Utterances”. Prospective participants should register as soon as possible.

**154111 Elektronische Textualität: Aspekte in Informatik, Linguistik und Semiotik (2 HS)**

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Credits will be given for regular attendance, an oral presentation, and either an end-of-term written test or a written paper, which will have to be handed in by September 30, 2006.

An EWS site will be set up for this class; please check the system under “Peters” for “Understanding Utterances”. Prospective participants should register as soon as possible.

**154112 Elektronische Textualität: Aspekte in Informatik, Linguistik und Semiotik (2 HS)**

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Credits will be given for regular attendance, an oral presentation, and either an end-of-term written test or a written paper, which will have to be handed in by September 30, 2006.

An EWS site will be set up for this class; please check the system under “Peters” for “Understanding Utterances”. Prospective participants should register as soon as possible.


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**154111 The Social Dimension in Linguistics, Semiotics and Cultural Studies (2 HS)**

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GHR: 5c
Gry/Ger: 8a

SP %: 5c
SP %: 4b

M. A.: mehrere Möglichkeiten

B. A.: mehrere Möglichkeiten

Sociolinguistics, sociosemiotics, socio-cultural studies: All of these are bound together by the recognition of the social context of humankind as the binding and creating force that rests behind all and any communicational means, artefacts, or group behaviour.

This seminar will investigate each of the three disciplines and put the social dimension into interdisciplinary context.

First, Sociolinguistics will be explored for the social role of language. Second, social sign exchange and sign production will be studied in the context of semiotics. Third, the social framework of the cultural sphere, its binding force and creative potential, will be investigated in cultural studies.

Relevant literature for this class will be available in a reader.

Registration for this class is obligatory before the start of the Vorlesungszeit via www.semiotik.fb.15.uni-dortmund.de. This class is reserved for BAMA students. Lehramt students must consult the instructor before signing up.

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**154112 The logical basis of semantics and pragmatics (2 HS)**

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GHR: 5c
Gry/Ger: 8a

SP %: 5c
SP %: 4b

M. A.: mehrere Möglichkeiten

B. A.: mehrere Möglichkeiten

Many influential approaches to the analysis of language and language use in the domains of semantics and pragmatics are based on the view that there is a close or very specific relationship between how meaning is constructed in natural language on the one hand and the formal and logical content of certain systems on the other hand. This seminar provides a thorough foundation for understanding this relationship by working through the textbook mentioned below and by discussing additional materials from semantics and pragmatics in which this relationship is either the central topic or the starting point of the analysis.
Integrated Foundation Courses (IFC)

154401 IFC I (4 Ü)
Mo 16:15 – 17:45 R. 3.208 a
R. 3.208 a
Hamblock
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 401
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c
B.A., ALK: --
BK: 3a

154402 IFC II (4 Ü)
entfällt

154403 IFC III (4 Ü)
Mo 12:15 – 13:45 R. 3.208 b
Do 16:15 – 17:45 R. 3.208 b
Holst
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 401
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c
B.A., ALK: --
BK: 3a

154404 IFC IV (4 Ü)
Mi 16.00 – 17.30 R. 3.417
Do 16.00 – 17.30 R. 3.206
Jones
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 401
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c
B.A., ALK: --
BK: 3a

Written and Oral Communication (WOC)

154405 WOC: Short Stories (2 Ü)
Fr 12:15 – 13:45 R. 3.206
Bell
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 402
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c, 3b
B.A., ALK: --
BK: 3a

Students will write in a variety of styles and formats, with particular attention being given to essay writing skills. The focus of this course will be on short stories, taken from the Reclam collections "Contemporary Australian Short Stories" and "Contemporary New Zealand Short Stories." Requirements for course credit will be discussed in the first class.

154406 WOC: The Supernatural (2 Ü)
Fr 10:15 – 11:45 R. 3.206
Bell
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 402
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c, 3b
B.A., ALK: --
BK: 3a

"Dig a bit in the history of this place. You'll find a, a steady stream of fairly odd occurrences. Now, I believe this whole area is a centre of mystical energy, that things gravitate towards it that, that, that you might not find elsewhere. Like zombies, werewolves, incubi, succubi, everything you've ever dreaded was under your bed, but told yourself couldn't be by the light of day. They're all real." Join us as we examine all forms of the supernatural in film, tv and literature. Students will write in a variety of styles and formats, with particular attention being given to essay writing skills. The written component of the course will be based around Richard Aczel's How to Write an Essay.

154407 WOC: Science Fiction (2 Ü)
Do 12.15 – 13.45 R. 3.205
Bell
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 402
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c, 3b
B.A., ALK: --
BK: 3a

"These are the voyages of the starship Enterprise. Its five-year mission--to boldly go, wait, isn't that a split infinitive? Spock? 'To go boldly?' Oh just take us to warp." Join us as we examine science fiction in film, tv and literature. This class is aimed at providing students with the opportunity to practice their spoken and formal writing skills.

154408 WOC: Education Matters (2 Ü)
Do 12:15 – 13:45 R. 3.231
Cass
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 402
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c, 3b
B.A., ALK: --
BK: 3a

The field of education provides a broad range of topics for discussion which are of vital importance to students training to be teachers. This course is an opportunity to explore topical issues in education and schooling – through reading, through discussion and in the essays you will be expected to write to gain the credit points for this course.

154409 WOC: Basic Writing Practice (2 Ü)
Di 12:15 – 13:45 HS 3
Cass
Modulzuordnungen:
LEHRAMTSDIENSTANGEBEN:
BML (WS 05/06 fl.): 402
LPO 2003
GHR: 3a
SP1, Fascht: 3a
B.A., ALK: 1b
Gy/Ge: 3a
SP2, Fascht: 1e, 2c, 3b
B.A., ALK: --
BK: 3a

Students will write in a variety of styles and formats, with particular attention being given to essay writing skills. The focus of this course will be on short stories, taken from the Reclam collections "Contemporary Australian Short Stories" and "Contemporary New Zealand Short Stories." Requirements for course credit will be discussed in the first class.
This course is intended for students who feel – or have been told – that they have special problems with written English. It will cover basic aspects of writing in English such as punctuation, spelling, using a word processor, layout, writing in paragraphs, i.e. the main areas set out in the departmental handout on Minimum Standards for Writing in English. Over the course of the term we will work towards writing essays in English (on a variety of topics).

An extensive historical knowledge of the political and cultural background of The United Kingdom and The Republic of Ireland is necessary in order to adequately discuss those countries’ authors and literature. Literature which belongs to the major genres found in the department’s recommended reading list will be the basic canon of reading used for discussion in the course. Emphasis will be placed on the development of skills in the use of literary terms and on improving the student’s knowledge of literary theory. The students enrolled in this class will develop a practical, workable command of oral English transferable to the real-life situation of their future career of teaching American literature. In addition to the oral work, the students of English literature will be primarily concerned with displaying their language skills in writing the formal essay. The technique of the formal essay is such as to be found in all factual or theoretical prose writing on literature.

An extensive historical knowledge of the political and cultural background of the United States of America is necessary in order to adequately discuss that country’s authors and literature. Literature which belongs to the major genres found in the department’s recommended reading list will be the basic canon of reading used for discussion in the course. Emphasis will be placed on the development of skills in the use of literary terms and on improving the student’s knowledge of literary theory. The students enrolled in this class will develop a practical, workable command of oral English transferable to the real-life situation of their future career of teaching American literature. In addition to the oral work, the students of English literature will be primarily concerned with displaying their language skills in writing the formal essay. The technique of the formal essay is such as to be found in all factual or theoretical prose writing on literature.

An extensive historical knowledge of the political and cultural background of The United Kingdom and The Republic of Ireland is necessary in order to adequately discuss those countries’ authors and literature. Literature which belongs to the major genres found in the department’s recommended reading list will be the basic canon of reading used for discussion in the course. Emphasis will be placed on the development of skills in the use of literary terms and on improving the student’s knowledge of literary theory. The students enrolled in this class will develop a practical, workable command of oral English transferable to the real-life situation of their future career of teaching British literature. In addition to the oral work, the students of English literature will be primarily concerned with displaying their language skills in writing the formal essay. The technique of the formal essay is such as to be found in all factual or theoretical prose writing on literature.

This particular course is of a tutorial nature, and is offered on an informal and individual basis each semester. Students entering the “Hauptstudium” can come to me (or for that matter, any of my fellow lecturers’) office hours to discuss the theme of a thesis paper “before” they leave for an English speaking country of their choice in order to fill the department’s language requirement for an “Auslandsaufenthalt” during the course of their studies in the “Hauptstudium”. The particular countries for which I am responsible are Ireland and Scotland. Please consult our English department’s “Studienordnung” for more specifically detailed requirements.
### HAUPTSTUDIUM

If you are studying under LPO 2003, it is vital that you check which courses you are required to take in the Hauptstudium. The requirements differ depending on which qualification you are working towards (e.g. GHR, BK, etc.). For information on this point, see the "WHAT NOW? Sprachpraxis in the Hauptstudium notice."

Starting this semester, you will have to sign up in advance for courses in the Hauptstudium. We will be using a procedure similar to the one already in place for IFCs and WOCs, which means you will have to visit the EWS webspace for Sprachpraxis and sign up there. The number of places in each course will be limited.

#### Academic Writing

These courses aim at developing the understanding and writing of academic English and will guide students through the processes of text analysis, evaluation, drafting and editing. Classroom work will focus on identifying features of language at different levels of textual design and will show how vocabulary and grammar relate to the rhetorical function and context of communication. Model essays and practice material will be available during the course of the seminar. Students will be expected to contribute work on a regular basis. Access to these classes will be regulated through the ews intranet platform. Further details of this process will be announced soon.

Highly recommended background reading: Emily Purser, Studienbegleiter: Academic Writing, Corenheim.

**Please note** that we do not post lists for Sprachpraxis courses. For details of the procedure for applying for a place in a course, please see the notices on departmental notice-boards or visit the EWS website for Sprachpraxis.

(www.ews.uni-dortmund.de/Sprachpraxis)

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### Translation

For SEK I and SEK II students, this is advanced practice in translation into English with the demands of the final examination (alle Studienordnung) very much in mind. For students studying under the 2003 regulations, this course will provide practice in translation and give you the opportunity to gain the credit points for translation required in the respective HS module. These two classes will run parallel; it would not, therefore, be sensible to attend both. Students attending either class will be expected to prepare texts in advance of each session and to hand in work for marking. Students studying under the 2003 regulations are required to have two translation assignments accepted (i.e. with pass grades) in the course of the term to gain the credit points for this course.

- Barry Baddock & Susie Vrobel: *Translation Skills German-English*, Hueber
- Emily Purser & Linda Paul: *Translation: Übersetzung*, Cornelsen
- Richard Humphrey: Grundkurs Übersetzen Deutsch-Englisch, Klett
- Richard Humphrey: Aufbaukurs Übersetzen Deutsch-Englisch, Klett

Recommended dictionary: Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

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Most of the presentations in the lecture hall will be in English.

Es wird erwartet, dass Sie regelmäßig teilnehmen, bestimmte Aufgaben lösen, die im Verlauf der Veranstaltung gestellt werden, über fünf Aufsätze Ihrer Wahl aus fachdidaktischen Zeitschriften schriftliche Aufzeichnungen anfertigen, um sie zusammen mit Ihrer Abschlussklausur einzureichen. Im Verlauf des Semesters wird eine Zwischenklausur zur Probe durchgeführt. Im Rahmen der abschließenden Klausur wird von Ihnen erwartet, dass Sie die Themen der Veranstaltung auf neue Fragestellungen hin anwenden können.

Literaturempfehlung zur eigenständigen Bearbeitung der Themen (im Handapparat):


In this class we will discuss a variety of topics and approaches which are relevant for teaching literature in the EFL classroom. The focus will be on Sekundarstufe I. Students specializing on Primarstufe or Sekundarstufe II or a historical aspect of didaktische (module 4d) can focus on their area of interest when writing their final paper. Topics will include ‘pre-, while- and post-reading activities’, ‘intercultural encounters’ and ‘creative writing’. We will put special emphasis on classroom activities and learning arrangements and scenarios. The schedule and syllabus including the final paper will be discussed in the first session.

A reader will be available at the UniCenter CopyShop soon. In addition to the materials in the reader you will have to read the Richtlinien und Lehrpläne of your area of study with a focus on literature and authentic texts in the classroom. You can download them from the ews-workspace www.ews.uni-dortmund.de/PSCW. It is advisable to read the Richtlinien und Lehrpläne prior to the semester.

Please contact me if you have any questions: stefan.papenberg@uni-dortmund.de

All over Germany foreign language learning starts as early as grade 3 – and there is a recognisable trend in lowering the starting age to grade 1. Given the fact that foundations of competence in the foreign language have been laid in the primary classroom, the problem of the ‘linkage’ at the juncture between primary and secondary level inevitably arises. Secondary school teachers will no longer be starting the pupils off. Instead they will be building on two or four years of foreign language learning. As approaches to the teaching of the target language differ...
It is a truism that Britain has become a multicultural society, but the London bombings have again focused massive attention on this development and raised urgent questions about its implications for society as a whole, in particular, for education. As EFL teachers in Germany, we will frequently find ourselves in our English classes teaching about multiculturalism while working in a multicultural school. Rethinking and clarifying our own educational aims in this context will be inevitable. This seminar makes a modest attempt to provide resources and ideas for this task.

The seminar is open for both British cultural studies students and for Fachdidaktik students. There will be a number of threads in the seminar so that students will be able to specialise in particular areas:

- Thread 1: The primary school classroom
- Thread 2: The multicultural agenda and its critics
- Thread 3: The historical development of Britain as a multicultural society
- Thread 4: The Moslem community in Britain
- Thread 5: Using teenager literature/movies to teach multiculturalism
- Thread 6: Examples of high art multicultural literature in Britain
- Thread 7: Movies and multiculturalism
- Thread 8: The intercultural learning debate - a contribution to multiculturaliy?


A website with more complete information will be available on the ews intranet before the end of the winter term.

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**Hauptstudium**

**154304**

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Das Fach Englisch und zwei seiner Bezugswissenschaften - Literaturwissenschaft und Sprachwissenschaft - waren etabliert; in den nächsten drei Jahrzehnten ging es darum, das Fach aus- und umzubauen, wie das versucht, was erreicht, was verfahrt wurde, ist das Thema dieses Seminars. Dabei richten wir unser Augenmerk besonders auf die Folgen des Ersten Weltkrieges, die Kulturkundebewegung in den zwanziger Jahren und den Einfluss der nationalsozialistischen "Weltanschauung" auf den Englischunterricht im "dritten Reich".

In diesem Seminar können die üblichen Nachweise zu den bekannten Bedingungen erworben werden. Wer Näheres wissen oder das Thema einer Hausarbeit mit mir vereinbaren möchte, kann mich in einer meiner Ferienjahrsstunden (mittwochs von 10 bis 11 Uhr in Raum 3.112) aufsuchen.

Die erste Seminarsitzung findet am 12. April 2006 statt.

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**154305**

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**154307**

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<td>LPO 1994/2000: C1</td>
<td>GK: 5a</td>
<td>M.A./M.A.: -</td>
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In our class there will be a major focus on:

The concept of competences
sociopragmatic competences, especially politeness and discourse rules that are relevant for the EFL students, cultural and intercultural competences, intercultural sensitivity, language awareness

and we will deal with the sociopragmatic and intercultural results of the large-scale research project DESI.

A text reader will be available for copying.

We will discuss the findings of the DESI research and reflect on possible implications for teaching English in the EFL classroom. We will also deal with literary and expository texts in order to find out how the respective competences can be developed in class. Methodologically, we will try out "Stationenlernen" and a task-based teaching/learning approach. There will be a final test for those who need it and there will also be enough topics for critical papers.

Everybody is required to read the texts in our reader, to take part in the reflections and discussions, to participate in "Stationenlernen" and specific tasks.

The number of participants should not exceed 40 students. For this reason you are asked to register in time. This is how you register if you are determined to attend this class: Send an email to guenter.noid@udo.edu and write COMPETENCES seminar and don’t forget to mention your name and your “Studienordnung” (2003 or BML Gym, GHR etc.).

In course there will be a major focus on:

- The concept of competences
- Sociopragmatic competences, especially politeness and discourse rules that are relevant for the EFL students.
- Cultural and intercultural competences, intercultural sensitivity, language awareness.
- We will deal with the sociopragmatic and intercultural results of the large-scale research project DESI.

A text reader will be available for copying.

We will discuss the findings of the DESI research and reflect on possible implications for teaching English in the EFL classroom. We will also deal with literary and expository texts in order to find out how the respective competences can be developed in class. Methodologically, we will try out "Stationenlernen" and a task-based teaching/learning approach. There will be a final test for those who need it and there will also be enough topics for critical papers.

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154309 Hauptseminar: Planung, Gestaltung und Reflexion von Englischunterricht

**Modulzuordnungen:**
- LEHRAMTSSTUDIENGÄNGE: Angewandte Sprachwissenschaften/Angewandte Literatur-/Kulturwissenschaften
  - BML (WS 2005/06 ff.): ---
  - LPO 2003
  - Vorbereitungsseminar für das Theorie-Praxis-Modul (Element 2 und 5)

Die Veranstaltung bereitet auf die Praxis-Phase I (Element 3 des Theorie-Praxis-Moduls) vor. Sie kann nur in Kombination mit dem im Fachbereich Erziehungswissenschaften von Frau Prof. Dr. Koch-Priewe angebotenen Theorie-Praxis-Seminar EW belegt werden. Da die Teilnehmerzahl auf 40 Studierende begrenzt ist, ist eine Anmeldung dringend erforderlich. Informationen und Anmeldung unter: www.ews.uni-dortmund.de/TPM

154310 Hauptseminar: Bilinguales Sachfachunterricht Englisch

**Kompaktseminar (23./24.03. und 28./29.03.06)**

**Modulzuordnungen:**
- LEHRAMTSSTUDIENGÄNGE: Angewandte Sprachwissenschaften/Angewandte Literatur-/Kulturwissenschaften
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  - LPO 2003
  - GHR: 5a
  - SP: F: 4a
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  - LPO 1994/2000: C1-C4
  - M.A.: ---

Content and Language Integrated Learning (‘Bilinguales Sachfachunterricht’) has become a well-established concept. 250 schools all over Germany are applying one of the models (curricular or modular) of teaching subject matters in a foreign language. In this course we will have a look at the historical development of CLIL in Germany and see how bilingual teaching can be implemented in our schools. In the theoretical part of this course we will scrutinize the following topics: models, theories and methodologies that have been developed in the field, cultural and language awareness, learning psychological aspects, role of teacher and students in the bilingual classroom, CLIL and the curricula, evaluation. In the more practical part of the seminar sample lessons will be worked out, analysed, discussed, and evaluated by students. If possible, a wide range of content subjects should be covered (history, politics, religion, art, mathematics, biology etc.).

Students wishing to attend this course need to sign up via e-mail: silke.hinz@uni-dortmund.de

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**Zusatzstudiengang ‘Bilinguales Lernen und Lehren’**

**154310 Hauptseminar: Bilinguales Sachfachunterricht Englisch**

**Kompaktseminar (23./24.03. und 28./29.03.06)**

**Beschreibung s.o.**

**154311 Fachtagespraktikum Englisch (bilingual)**

**Nach Vereinbarung Hinz**

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**Britische Literaturwissenschaft**

**GRUND-/HAUPTSTUDIUM**

**154201 Shakespeare and His Age (2 V)**

**Do 12:15 – 13:45**

**R. 0.215/MDZ Bimberg**

**Modulzuordnungen:**
- LEHRAMTSSTUDIENGÄNGE: Angewandte Sprachwissenschaften/Angewandte Literatur-/Kulturwissenschaften
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  - LPO 2003
  - GHR: 5a
  - SP: F: 5a
  - B.A.: ---
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The lecture presents a wide-spread survey of the
- socio-cultural context of Shakespeare’s works
- his biography
- the canon of his works
- his adaptation of literary and non-literary models and sources
- the history of Elizabethan-Jacobean drama and theatre
- the ancient, medieval and Renaissance traditions of Shakespeare’s theatre
- the relations between playwright and audience as well as between text and performance
- important developments in early new/modern English in the 16th century
- issues of printing and editing Shakespeare’s works
- the history of Shakespeare criticism and recent trends in scholarship and research

The lecture is complemented by the participants’ reading of selected plays by Shakespeare: Romeo and Juliet, A Midsummer Night’s Dream, The Tempest.

Recommended editions for purchase: Bantam Classics editions ed. by David Bevington or The Worlds Classics editions. The course includes video presentations of filmed stagings. A ‘Reader’ will be available through the internet and the ‘Copyshop’ (ready a week prior to the beginning of the course). The prerequisites for passing the course successfully are a regular and active participation.

Students of Lehramt/old regulations: attendance: oral presentation; credit A: Reading Journal; credit B: written test (‘Klausur’).


Master students Angewandte Sprach- und Literaturwissenschaften: ‘Hausarbeit’

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### 154202  
**Introduction to British Literary Studies – Gruppe A (2 V)**

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The lecture introduces participants to major issues of literary criticism, literary history, genre poetics, and textual analysis. The exemplary texts of primary literature (poetry, fiction, drama) are chosen from different historical periods mainly of British literature. The focus of analysis and interpretation practised in the course is on the participants’ watching, documenting and critically assessing their own reading behaviour through studying the effects of narrative structures and strategies on themselves as readers. As a result, the competencies in selecting adequate critical approaches for analysis and interpretation are trained and improved.

The sections on fiction and drama include video presentations. The ‘Reader’ for the course is available through the internet and the ‘Copyshop’ (ready in the last week prior to the start of the course). It will be needed from the first session on and will be used in all the sessions.

The presuppositions for passing the course successfully are a regular and active participation.

LPO 2003: punctual handing-in of one Response Paper and successful passing of a written test (Klausur) on Tuesday, June 13, 2006 (change of date still possible due to oral examination requirements at that time).

This will also be the next opportunity for repeating a failed test or getting an upgrade after having already concluded the course under the old regulations.

BML: punctual handing-in of one Response Paper.

Team work activities are an integral part of the course because to share meaning and understanding with other participants deepens our reading process. If time permits, creative writing activities and likewise some acting in connection with selected primary texts will be included in order to increase the participants’ awareness of the creative character of interpretation itself.

The complexity of modern drama and theatre will be exemplified through a discussion of Tennessee Williams’ *A Streetcar Named Desire* (1947).

Another reading will be *Don’t Look Now* (1970) by Daphne du Maurier. This will help us adopt a critical attitude towards literary criticism. Rumour has it that Mrs du Maurier belongs to the genre of “pulp fiction.”

But some voices also hold that this short novel is a masterpiece of a modern gothic (or better: fantastic?) tale. This contrast will certainly encourage us to come up with our own ideas.

Team work activities are an integral part of the course because to share meaning and understanding with other participants deepens our reading process.

If time permits, creative writing activities and likewise some acting in connection with selected primary texts will be included in order to increase the participants’ awareness of the creative character of interpretation itself.

### 154204  
**Introduction to British Literary Studies – Gruppe C (2 V)**

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The course introduces students to literary theory and criticism, genre poetics and textual analysis. The relevance of the various critical approaches will invariably be tested by means of their application to primary texts from various genres (poetry, fiction, and drama) and different historical epochs.

We shall be reading exemplary texts by English and Irish authors, among them William Shakespeare, William Wordsworth, Jane Austen, Wilfred Owen, E.M. Forster, Virginia Woolf, David Herbert Lawrence, and James Joyce.

Another reading will be *Don’t Look Now* (1970) by Daphne du Maurier. This will help us adopt a critical attitude towards literary criticism. Rumour has it that Mrs du Maurier belongs to the genre of “pulp fiction.”

But some voices also hold that this short novel is a masterpiece of a modern gothic (or better: fantastic?) tale. This contrast will certainly encourage us to come up with our own ideas.

Team work activities are an integral part of the course because to share meaning and understanding with other participants deepens our reading process.

If time permits, creative writing activities and likewise some acting in connection with selected primary texts will be included in order to increase the participants’ awareness of the creative character of interpretation itself.
Last but not least students will learn how to write a scholarly and also elegant English essay. They will discover essential differences between German, British and American conventions of essay-writing. Some exercises for improving one’s idiomatic style will help to give the participants English a more “English” ring.

The presuppositions for passing the course successfully are a regular and active participation, punctual handing-in of one Response Paper and successful passing of a written test (Klausur) on Friday, June 16, 2006. This will also be the next opportunity for repeating a failed test or getting an upgrade after having already concluded the course under the old regulations.

The Reader for the course will be available through the internet and the Copyshop. We plan to offer a “Tutorium” accompanying the course.

This course aims to introduce students to the history of, and key authors in, Australian literature. The focus will not only be on white Australian literature, but also Aboriginal literature and that of a variety of migrant groups. The course will also consider other media, such as film, television and the fine arts, in order to offer as broad a perspective as possible on what constitutes Australian culture. The following novels will be studied during the semester: Doris Pilkington’s Rabbit Proof Fence and Peter Carey’s Bliss. Other texts and articles will be available in a reader.

In this seminar we will explore the rich culture and history of South Africa as well as their representations in literature and film. We will analyse selected films and three contemporary novels by Nadine Gordimer (winner of the Nobel Prize for Literature), Phaswane Mpe and Gillian Slovo and relate them to their social, political and cultural contexts. Our analysis of the texts and films will also include the discussion of topics such as colonialism and its legacies, (post-)apartheid, racial segregation, legislation (Pass Laws, Group Areas Act, etc.), violence and illnesses (especially HIV/ AIDS). A reader with theoretical texts and background material will be available at the beginning of the semester.

The students of English literature in this seminar will strengthen their skills at analysing works dealing with Shakespeare by using literary terminology as well as by identifying underlying theoretical assumptions of the different critical approaches found in the secondary literature. A written final exam will be administered at the end of the semester. The required reading for this seminar can be found in our departmental library in the “Semesterhandapparat” at the beginning of the semester.

In this seminar students will learn how to write a scholarly and elegant English essay. They will discover essential differences between German, British, and American conventions of essay-writing. Some exercises for improving one’s idiomatic style will help to give the participants’ English a more “English” ring. The presuppositions for passing the course successfully are a regular and active participation, punctual handing-in of one Response Paper, and successful passing of a written test (Klausur) on Friday, June 16, 2006. This will also be the next opportunity for repeating a failed test or getting an upgrade after having already concluded the course under the old regulations.

Shakespeare’s Hamlet (2 PS)
Mo 16:15 – 17:45  R. 3.208 b Holst

Modulzuordnungen:
LEHRAMTSSSTUDIENGÄNGE:  Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
BML (WS 2005/06 ff.): 103

LPO 2003 2b, 15a
GHR: 1e SP 1e  M.A.;

Gy/Ge: 1e SP 2e  M.A.;

BK: 1e  M.A.;

LPO 1994/2000: B3

Hamlet, the second most written-about text in Western literature after the Bible, is an elusive entity. Hamlet is without question the most famous play in the English language. According to most critics, the playwright achieved artistic maturity in this work through his brilliant depiction of the hero’s struggle with two opposing forces: moral integrity and the need to avenge his father’s murder. Shakespeare’s focus on this conflict was a revolutionary departure from contemporary revenge tragedies which tended to graphically dramatize violent acts on stage in that Hamlet emphasized the hero’s dilemma rather than the depiction of bloody deeds. Hamlet finds himself mired in façade, court machinations, questioned friendships and loves, possible war, and ruminations ranging through questions of state and the afterlife, individual identity and performance, culpability and punishment, revenge and suicide.

This course will provide an overview of English poetry. We will be paying special attention to the cultural and historical contexts of the poems studied. The texts of the poems and further information about the course will be available in due course on the university news intranet.

Introduction to South-African Literature and Culture (2 PS)
Mo 16:15 – 17:45  R. 3.208 b Holst

Modulzuordnungen:
LEHRAMTSSSTUDIENGÄNGE:  Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
BML (WS 2005/06 ff.): 103

LPO 2003 2b, 15a
GHR: 1e SP 1e  M.A.;

Gy/Ge: 1e SP 2e  M.A.;

BK: 1e  M.A.;

LPO 1994/2000: B3, E1

This course aims to introduce students to the history of, and key authors in, Australian literature. The focus will not only be on white Australian literature, but also Aboriginal literature and that of a variety of migrant groups. The course will also consider other media, such as film, television and the fine arts, in order to offer as broad a perspective as possible on what constitutes Australian culture. The following novels will be studied during the semester: Doris Pilkington’s Rabbit Proof Fence and Peter Carey’s Bliss. Other texts and articles will be available in a reader.

This class will provide an overview of English poetry. We will be paying special attention to the cultural and historical contexts of the poems studied. The texts of the poems and further information about the course will be available in due course on the university news intranet.

Childhood at the beginning of the 20th century: the Edwardians and their culture (2 HS)
Di 12:15 – 14:45  R. 3.206 Bimb erg

Modulzuordnungen:
LEHRAMTSSSTUDIENGÄNGE:  Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
BML (WS 05/06 ff.): 801, 802

LPO 2003 6a – d; 17°-d
GHR: 5a SP 5a  M.A.;

Gy/Ge: 7a SP 2e  M.A.;

BK: 7a  M.A.;


The seminar deals with a period which has only recently come under new and fascinating investigation, the Edwardian period (1900-1910). As a transitional phase from Victorian to Modern the period is of crucial importance for the making of the Great Britain of the 20th century. It forms a watershed between the world of before and after WWI, in fact an interlude between two world wars. Historiography has come up with two highly contradictory assessments: Golden Age vs. accumulating crisis.
Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period also like to term this period a "Golden Age of childhood", due to significant changes in the children's culture anticipating developments in the later 20th century, some of them resulting from the Liberal social reforms of the time. These changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals. The special focus of the course will therefore be on the character of Edwardian childhood and the role of the food culture in it. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture and thus come up with a 'semiotics of food'. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews, and fiction. The following works form the core of the seminar reading and are contained in the 'Reader'. The 'Reader' will be available through the internet and the 'Copyshop' (ready a week prior to the beginning of the course).


Read, Donald: Introduction: Crisis Age or Golden Age?, in Read, 14-39.

Porter, Bernard: The Edwardians and Their Empire, in Read, 128-144.


The following title should be purchased by participants:


The presuppositions for passing the course successfully are a regular and active participation. Students of Lehramt/old regulations: attendance: oral presentation; credit: A: Reading Journal.


Fate or Free Will has been a permanent theme in literature for centuries. As the titles in the course show, man's relationship with Fortune has been seen in widely differing ways. Are we wholly determined (for example by our genes) , or are we free to make our own decisions and take the consequences - that remains an exciting topic.

We shall read representative texts and analyse the approaches taken by the authors. We will also study the interaction between a character and the set of circumstances surrounding him.


Conrad, Joseph. Lord Jim (1900)

Lively, Penelope. Moon Tiger (1987)
Britische Kulturwissenschaft (British Studies)

**GRUNDSTUDIUM**

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**Modulzuordnungen:**
- **LEHRAMTSTUDIENGÄNGE:**
  - BML (WS 2005/06 ff.): 102
  - BML (WS 2000/01): 200
- **LPO 2003**
  - B.A/LK: 1a, 14a
  - B.A/LK: 4a

There is no study of culture(s) without some theories which describe, define, and debate how culture(s) should be studied. Theory, however, should not be an end in itself; theories should help us explain the world and the cultural contexts in which we live. This course is intended as an introduction to the study of culture(s), covering such topics as identity and difference, representation, high versus popular culture, etc. Please buy a copy of Judy Giles & Tim Middleton, *Studying Culture. A Practical Introduction*, Oxford: Blackwell, 1999, which we will use as our basic textbook.

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The module is designed to develop an understanding of the development of the history of the history of English language and literature from a global perspective. It will study the language and literature of the Victorian era, focusing on the works of authors such as Dickens, George Eliot, and Swinburne, and the cultural and political context in which they were written. The module will cover topics such as the development of the novel, the rise of the middle class, and the role of women in Victorian society. It will also explore the impact of the Industrial Revolution on literature and language.

**Modulzuordnungen:**
- **LEHRAMTSTUDIENGÄNGE:**
  - BML (WS 2005/06 ff.): 102
  - BML (WS 2000/01): 200
- **LPO 2003**
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The following title should be purchased by participants:


The presuppositions for passing the course successfully are a regular and active participation. Students of Lehramt/old regulations: attendance: oral presentation; credit A: Reading Journal. Students of Lehramt/new regulations (LPO 2003, BML): Reading Journal; B.A. students Angewandte Sprach- und Literaturwissenschaften: attendance: oral presentation; SP: Reading Journal Master students Angewandte Sprach- und Literaturwissenschaften: Hausarbeit

It is a truism that Britain has become a multicultural society, but the London bombings have again focused massive attention on this development and raised urgent questions about its implications for society as a whole and, in particular, for education. As EFL teachers in Germany, we will frequently find ourselves in our English classes teaching about multiculturalism while working in a multicultural school. Rethinking and clarifying our own educational aims in this context will be inevitable. This seminar makes a modest attempt to provide resources and ideas for this task.
The seminar is open for both British cultural studies students and for Fachdidaktik students. There will be a number of threads in the seminar so that students will be able to specialise in particular areas:

- Thread 1: Theories of diversity
- Thread 2: The multiculturalist agenda and its critics
- Thread 3: The historical development of Britain as a multicultural society
- Thread 4: The Moslem community in Britain
- Thread 5: Using teenager literature/movies to teach multiculturalism
- Thread 6: The intercultural learning debate - a contribution to multiculturality?
- Thread 7: Movies and multiculturalism

We will discuss the findings of the DESI research and reflect on possible implications for teaching English in the EFL classroom. We will also deal with literary and expository texts in order to find out how the respective competences can be developed in class. Methodologically, we will try out "Stationenlernen" and a task-based teaching/learning approach. There will be a final test for those who need it and there will also be enough topics for critical papers.

Everybody is required to read the texts in our reader, to take part in the reflections and discussions, to participate in "Stationenlernen" and specific tasks.

The number of participants should not exceed 40 students. For this reason you are asked to register in time. This is how you register if you are determined to attend this class: Send an email to guenter.nold@udo.edu and write COMPETENCES seminar and don’t forget to mention your name and your "Studienordnung" (2003 or BML Gym, GHR etc.).

### Americanistik

#### GRUNDSTUDIUM

Introductions

This introductory survey course will deal with significant developments in American literary and cultural history since the Puritan period; emphasis will be placed on the nineteenth and twentieth centuries. We will focus on major American texts and study the historical development of important features such as imagery, genre, and theme. Texts will mostly be taken from the *Heath Anthology of American Literature*. Groups A through E are parallel courses covering the same material.


### 154601

**Introduction to American Literary and Cultural History, Gruppe A (2 PS)**

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**Introduction to American Literary and Cultural History, Gruppe B (2 PS)**

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**Introduction to American Literary and Cultural History, Gruppe C (2 PS)**

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### 154602

**Developing pragmatic and cultural competences in EFL (2 HS)**

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In our class there will be a major focus on:

- The concept of competences
- Sociopragmatic competences, especially politeness and discourse rules that are relevant for the EFL students,
- Cultural and intercultural competences, intercultural sensitivity, language awareness
- We will deal with the sociopragmatic and intercultural results of the large-scale research project DESI.

We will discuss the findings of the DESI research and reflect on possible implications for teaching English in the EFL classroom. We will also deal with literary and expository texts in order to find out how the respective competences can be developed in class. Methodologically, we will try out "Stationenlernen" and a task-based teaching/learning approach. There will be a final test for those who need it and there will also be enough topics for critical papers.

### 154603

**Developing pragmatic and cultural competences in EFL (2 HS)**

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The seminar will relate US-American concepts of the body since the late eighteen hundreds to images of machine people in literature. We will look at machine people as border creatures by way of which concepts as gender, sexuality, race, and class are constructed. We'll be concerned with questions such as: Why do fictitious machine people multiply whenever the body and its technologies are the locus of crisis? In which respects do images of automatons, androids, and cyborgs help to change and subvert notions of bodies and their (re-)presentation? What are the relationships between aesthetic concepts of resistance and machine people at different moments in US-American history? We'll read theory, classical texts by Poe or Melville, as well as science-fiction by Lester Del Rey, Philip K. Dick, Samuel R. Delany, and Pat Cadigan.

Required reading:

In this course we will explore selected fiction and non-fiction works of Pulitzer and Nobel Prize-winning author Toni Morrison. Like no other writer, Morrison has affected the development of African-American literature in the latter part of the 20th century. Starting with her first novel, The Bluest Eye, we will read five of her novels in chronological order, focusing on the emergence and development of her major themes as well as her stylistic devices. Although Morrison is best known for her novels, her essays are worthwhile readings since they provide interesting perspectives on American literature and culture. In addition to these works we will learn more about Morrison from her interviews and some secondary literature. If you are interested in this course you should have read the following novels before the beginning of the class (Textkenntnissklausur):
The Bluest Eye, Song of Solomon, Jazz, and Beloved. You will have to read one other novel by Morrison during the semester (TBA). A reader with the other texts will be available in April.

This class will look at the way gender and sexuality are represented in teen movies of the late 1990s. We will look at some of the most successful Hollywood teen movies of the late 1990s (Scream, Scary Movie, Cruel Intentions, American Pie) to analyze them through this double focus and we will contrast them with movies produced at the same time but providing more alternative visions of teenagers and their sexuality. Required Reading: Timothy Shary, Generation Multiplex, The Image of Youth in Contemporary American Cinema. University of Texas Press: Austin, 2002. Sign-up for this class is mandatory, and it will be limited to a maximum of 35 students. Sign-up lists will be available as of 7 February.

Some of the world’s greatest thinkers composed while sitting behind bars. A restriction in space and decision-making did not hinder their freedom to feel and write. The freedom of thought will always exist despite the incarcerating walls present in our two societies. This course seeks to examine modern prison writing both in Germany and the United States. During a time when many feel the need to reexamine the current criminal justice system, the ideas and emotions of those who inhabit correctional institutions becomes an interesting focal point for discussion. Through various readings, students will gain insight on prison conditions, and how these have changed within the last fifty years. Most importantly, students will recognize how these changes impact those who, while imprisoned, attempt to share their thoughts in writing.

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Our readings will draw from the following list:

- Jürgen Fuchs: *Gedächtnisprotokolle. Mit* *The Autobiography of*, *Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften*
- *Modulzu- Ordnungen: LEHRAMTSTUDIENANGÄNGETE: Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften*
- *Modulzu- Ordnungen: LEHRAMTSTUDIENANGÄNGETE: Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften*
- *Modulzu- Ordnungen: LEHRAMTSTUDIENANGÄNGETE: Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften*

This course will concentrate on the literary portrayal of madness and insanity. Many of our texts will provide case studies of the other, darker-side of human psychology, which will present an important contrast to "normal" literary characters. We will ask how each author portrays these characters, but more importantly, how their respective societies react to the insane. Authors to be discussed include Büchner, Gilman, James, Vonnegut, Keseney, and Dürenmatt.

This seminar takes a different approach: Rather than time-travel to the past and try to understand it by assembling as much historical detail as possible, we will focus on how this crucial period in America’s literary and cultural history matters today in fields ranging from mainstream film to literary studies. Together with a number of guest speakers from Germany and abroad, we will reevaluate the middle decades of the nineteenth century—variously “the American Renaissance,” “Antebellum period,” or the “Age of Expansionism”—from a kaleidoscope of distinctly twenty-first-century perspectives. We will engage with this question paradigmatically, i.e. based upon close readings of selected pertinent examples, rather than attempting to provide a comprehensive survey of phenomena. We invite students to bring in their own examples to contribute to a syllabus that reflects the specific interests of actual participants. Possible topics include but are not limited to the Neo-Slave Narrative, *The Civil War and Reconstruction novel*, the Western, environmentalism and the New Ecology, the creationism vs. evolution debate and the New Abolitionist Movement.

Readings: To prepare for the seminar, please use the semester break to read Octavia E. Butler’s *Kindred* (1979), a novel in which a black woman from the twentieth century is transported back in time to the Antebellum South. You may also look at Daniel Botkin’s *What Would Thoreau Have Said? No Man’s Garden: Thoreau and a New Vision for Civilization and Nature* (2001). A reader will be available in the Copyshop at the beginning of the term. Since this is a seminar made available in addition to the regular course offerings, the number of participants is strictly limited to 20. You will be able to complete this seminar with credit (Teilnahme, Hausarbeit, Klausur). Interested students should send an email to ortil.cortiel@uni-dortmund.de or ortil.cortiel@uni-dortmund.de by March 15, briefly explaining their interest in the seminar in one or two paragraphs. If you have any questions regarding this seminar, please feel free to contact us at any time.

The mid-nineteenth century has an uncanny presence in contemporary American Culture. Literary texts, popular culture and political rhetoric keep returning to this key period of national identity formation. However, while there seems to be consensus that for all our postmodern alliances, we remain grounded in Romantic sensibilities, contemporary scholarly explorations of the nineteenth century tend to either focus on the past as distant history or chronologically read nineteenth-century figures as precursors of twentieth or twenty-first century developments.

### Modulzu-Ordnungen: LEHRAMTSTUDIENANGÄNGETE: Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften

- **B4, E2**
- **B.A.**, 6 abc, 17 abc
- **GHR**: 5b
- **SP**: 5b
- **SP**: 4b
- **M.A.**: 10 a, b, c

This seminar is a massive influential if hotly debated attempt by a fiction writer to define “Canadian literature” in the 1970s.

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**The Nineteenth Century Now: American Culture Across the Centuries (2 HS)**

**Mo. 18-20 Uhr**
**R. 3.206**
**Cortiel/Gerhardt**

**Modulzu-Ordnungen: LEHRAMTSTUDIENANGÄNGETE: Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften**

- **B.A.**, 6 abc, 17 abc
- **GHR**: 5b
- **SP**: 5b
- **M.A.**: 10 a, b, c

This seminar is a massive influential if hotly debated attempt by a fiction writer to define “Canadian literature” in the 1970s.
In this seminar, we will explore how Dickinson’s poetry uses and adapts popular forms of cultural communication. Starting out from formal analyses of her poems within the frameworks of American Romanticism and Transcendentalism, we will discuss links between her work and women’s letter writing, women’s sensational fiction, the “language of flowers,” popular sermons, recreational natural science, and the telegraph. You should come to this course ready to engage in lively debates about nineteenth-century America and changing notions of literary and cultural studies, and, of most, eager to read Dickinson’s poetry.


### 154617 African-American Women: Theory and Fiction (2 HS)

**Modulzuordnungen:**
- **LEHRAMTSSTUDIENANGEBOT:** Angewandte Musikwissenschaften / Kulturwissenschaften
- **BML (WS 2005/06 ff.):** 902, 904, 900
- **LPO 2003**
- **GHR:** 5b, SP = Fach: 5b
- **Gy/Gc:** 6c, d; 7c, d
- **SP2 = Fach:** 4b
- **Bc:** 6c, d; 7c, d
- **M.A.**
- **A.AlK.:** 6 ab, 17 abc
- **A.A.:** 10 b, d
- **B4. E2**

Cultural Studies assume that linguistic marking and the practices of media construct ideological differences between groups of people. In this course, we will analyze such ideological discourses with the help of competing theories. We will compare different analytical approaches to literature and discuss the notions of ‘the Woman,’ ‘the Negro,’ ‘orality’ and ‘passing’ in the 19th and the first half of the 20th century as well as more recent notions of performativity, postcolonialism, and liminality. Then we will reexamine these theoretical concepts by juxtaposing poetry by Phillis Wheatley, a slave narrative by Harriet Jacobs as well as fictional texts by Zora Neal Hurston, Nella Larsen, Toni Morrison, and Octavia Butler which will serve as our points of reference.

**Required reading:**

### 154618 Families of Men: The Sublime and the Sentimental in Recent American Literature and Film (2 HS)

**Modulzuordnungen:**
- **LEHRAMTSSTUDIENANGEBOT:** Angewandte Musikwissenschaften / Kulturwissenschaften
- **BML (WS 2005/06 ff.):** 902, 904
- **LPO 2003**
- **GHR:** 5b, SP = Fach: 5b
- **Gy/Gc:** 7c, d
- **SP2 = Fach:** 4b
- **Bc:** 7c, d
- **M.A.**
- **A.AlK.:** 6 ab, 17 abc
- **B4. E2**

Whereas texts dealing with more public aspects of North American culture have been considered important in both literary and cultural studies, texts on private aspects of life are often neglected. The Hauptseminar will concentrate on US-American literary and filmic texts which deal with personal, private, and sexual aspects of life. We will retrace the history of the relationship between the public and the private, between the aesthetics of the disquieting sublime and that of the seemingly harmless beautiful in texts created by women and men in the 20th century. We will read authors like Toni Morrison, Lynn Harris, or Jeffrey Eugenides and watch movies by Douglas Sirk, Kathryn Bigelow, Quentin Tarantino, and Pedro Almodovar who help create culturally specific notions of love, passion, and lust and concomitant medial forms, thereby establishing desire as a driving force of 20th-century individualism.

**Required reading:**

### 154619 Nervous Sounds: Auditive Aspects in Early 20th-Century American Media (2 HS)

**Modulzuordnungen:**
- **LEHRAMTSSTUDIENANGEBOT:** Angewandte Musikwissenschaften / Kulturwissenschaften
- **BML (WS 2005/06 ff.):** 902
- **LPO 2003**
- **GHR:** 5b, SP = Fach: 5b
- **Gy/Gc:** 7c, d
- **SP2 = Fach:** 4b
- **Bc:** 7c, d
- **M.A.**
- **A.AlK.:** 6 ab, 17 abc

The seminar deals with sounds and noises as a new field of studies. We’ll have a look at the history of sound as a structuring principle of thinking about functions of the media, a history which goes back far into the 19th century. Then we’ll concentrate on early historical modernism and ‘silent’ film as well as new auditory technologies at the beginning of the 20th century when sound was becoming an increasingly important media for structuring space and subjectivity in an urban environment. We will read texts by E. A. Poe, Stephen Crane, John Dos Passos, F. Scott Fitzgerald, J. A. Rogers, and James Weldon Johnson. The intensive reading of theoretical texts will be required.

**Required reading:**

### 154615 McDonaldization and Theming: A New Business Spin to American Culture (2 HS)

**Modulzuordnungen:**
- **LEHRAMTSSTUDIENANGEBOT:** Angewandte Musikwissenschaften / Kulturwissenschaften
- **BML (WS 2005/06 ff.):** 902
- **LPO 2003**
- **GHR:** 5b, SP = Fach: 5b
- **Gy/Gc:** 7c, d
- **SP2 = Fach:** 4b
- **Bc:** 7c, d
- **M.A.**
- **A.AlK.:** 10 a, d, 11 a


**Required reading:**

### 154616 Examenskolloquium (2 K)

**Modulzuordnungen:**
- **LEHRAMTSSTUDIENANGEBOT:** Angewandte Musikwissenschaften / Kulturwissenschaften
- **BML (WS 2005/06 ff.):** 902
- **LPO 2003**
- **GHR:** 5b, SP = Fach: 5b
- **Gy/Gc:** 7c, d
- **SP2 = Fach:** 4b
- **Bc:** 7c, d
- **M.A.**
- **A.AlK.:** 10 a, d, 11 a

In dieser Veranstaltung für Studierende in der letzten Phase ihres Studiums werden Fach, Lehrhinweise und Studiensituation kritisch reflektiert.
We Want You!

Nächste Fachschaftsvollversammlung am
12.04.2006
12-14 Uhr
im Fachschaftsraum
Eingeladen sind ALLE Studierenden
des Instituts für Anglistik und Amerikanistik.