Einzelheiten zu den Veranstaltungen finden sich in den Anschlägen am Schwarzen Brett, EF 50, 3. Etage, Foyer, Gebäudeteil B

SS 2004

Die Einführungsveranstaltung für die Erstsemester findet am Mo, 19.04.2004 ab 14.00 Uhr im HS 3, EF 50 statt.

Veranstaltungen des Grundstudiums beginnen am 20.04.2004
Veranstaltungen im Hauptstudium beginnen am 19.04.2004
Veranstaltungen der Sprachpraxis beginnen am 26.04.2004

Allgemeine Veranstaltungen

154001 Diagnostischer Test
Mo, 19.04.2004
18.00 – 20.00 Uhr HS 3 Holst
Diese Veranstaltung ist Pflicht für alle Erstsemester.

A. Sprachwissenschaft

GRUNDSTUDIUM

154102 Introduction to Linguistics - Kurs A - (2 Ü)
alle Studiengänge
Mo 10.15 - 11.45 R. 3.206 Malan
Linguistics is the study of both language and languages - that is, the object of study can be human language in general, and an individual language like English, respectively or in conjunction. As every participant in this class will be a competent language user, our conscious or implicit knowledge of language will form a starting point, from which we will depart to the various levels of linguistic description:
- phonetics (the study of the sounds of language)
- phonology (the study of the sound system of a language)
- morphology (the formal analysis of words and word forms)
- syntax (the study of sentences and of the rules by which they are formed)
- semantics (the study of meaning - both of words and sentences).
As human language is a means of communication, some non-linguistic (or extralinguistic) circumstances of language use and their influence on language will also be introduced and discussed.
The written test (90 minutes) at the end of the semester is part of the "Leistungsnachweis Sprache". The class will be accompanied by a tutorial (one hour per week)

154103 Introduction to Linguistics - Kurs B - (2 Ü)
alle Studiengänge
Di 14.15 – 15.45 R. 3.206 Peters
Linguistics is the study of both language and languages - that is, the object of study can be human language in general, and an individual language like English, respectively or in conjunction. As every participant in this class will be a competent language user, our conscious or implicit knowledge of language will form a starting point, from which we will depart to the various levels of linguistic description:
- phonetics (the study of the sounds of language)
- phonology (the study of the sound system of a language)
- morphology (the formal analysis of words and word forms)
- syntax (the study of sentences and of the rules by which they are formed)
- semantics (the study of meaning - both of words and sentences).

As human language is a means of communication, some non-linguistic (or extralinguistic) circumstances of language use and their influence on language will also be introduced and discussed.

The written test (90 minutes) at the end of the semester is part of the "Leistungsnachweis Sprache". The class will be accompanied by a tutorial (one hour per week)


154104 English Semantics (2 PS)
A 1, 2, 3, 5
Mi 12.15 – 13.45 R. 3.205 Cass

This seminar is intended for students who have already completed the "Introduction to Linguistics" and are now ready to look more closely into one branch of linguistic study – semantics.

My intention is to combine introductory presentations with group activities and short seminar papers to help us to come to an understanding of some of the many sides to meaning, and of how different approaches to semantics contribute to our comprehension of how English functions in enabling us to mean. We will cover key aspects of the linguistic approach to semantics, but also spend a good deal of time looking at language put to use in the world around us to achieve specific effects (e.g. in advertising, in comedy and in political discourse).

Students will be expected to undertake regular reading assignments, chiefly from the book mentioned below, which should be seen as a "set text". Assignments will also be available for presentations during the seminar; these (together with the written version to be handed in) will form the basis for assessment for students wishing to gain a credit for this course.

Recommended reading:

Please note that this course is open only to students who have already completed the “Introduction to Linguistics” course.

154105 English Pragmatics (2 PS)
A 1, 2, 3, 5
Do 10.15 – 11.45 R. 3.208 b Peters

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 it 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?

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, give a short presentation, and either sit a written end-of-term test or hand in a written paper until September 30.

Recommended introductory reading:

154106 Sociolinguistics (2 PS)
A 1, 2, 3
Mo 14.15 – 15.45 R. 3.205 Tendahl

Do men curse more than women? Do lawyers speak a ‘better’ language than assembly-line workers? What is ‘Black English’? How do the ‘Englishes’ differ around the world, or even just within England? Which impact do new forms of communication (email, sms, chat, etc.) have on the English language? And is the English language really deteriorating as many ‘older’ people seem to observe?
Since the 1960s it has become clear that such questions are important for a successful linguistic theory, because the way people talk is correlated with a range of sociological characteristics of speakers. In this seminar we will learn more about the relationships between language variation and society with the goal of learning more about the structure of language.

A firm knowledge of the topics taught in the *Introduction to Linguistics* course is an indispensable prerequisite for this seminar.

Successful participation will include the presentation of a topic in class and either a written paper based on this, a sociolinguistic investigation, or a written test at the end of term. In addition, students will be expected to fulfill regular reading assignments from the textbook and engage actively in class discussions.

Recommended introductory reading:


154107 Foreign Language Awareness (2 PS)

A 1, 2, 3, C3, Sek I, Sek II

Do 14.15 – 15.45 R. 3.208 a Rossa

Research on language awareness and metalinguistic knowledge has recently shed some light on the question whether learners benefit from classroom activities which promote a heightened awareness of language forms in the mother tongue or in a foreign language.

If, however, as some researchers insist, knowing *about* language does not guarantee that one will be able to apply grammatical rules in communication, the role of teaching grammar in the EFL-classroom needs to be (re-)assessed. The central aims of this seminar, which is positioned at the crossroads of *Linguistics* and *Fremdsprachendidaktik*, are:

- to discuss the theoretical foundations of language awareness and its hypothesized effects on language acquisition
- to look at language awareness in the lights of theories of second language acquisition
- to analyse research findings which focus on language awareness in second/foreign language learning settings
- to provide an *update* on how language awareness as a concept shapes grammar teaching practices in the communicative foreign language classroom

Various forms of credit can be obtained in this seminar. The specific requirements for each type of credit will be laid out in the first session. A seminar reader will be made available by April 22.

154108 Interdisziplinäres Arbeiten (2 PS)

A 1

Do 12.15 – 13.45 R. 3.417 Ipsen


HAUPTSTUDIUM

154109 Early Modern English (2 HS)

A 1, 2, 4, 5

Mi 16.00 - 17.30 R. 3.208 b Peters
The beginning of the Early Modern English period is variably defined as situated between 1400 and 1500; its end (the beginning of "Late Modern English") is generally said to be in the first half of the 18th century. During the interval, important and far-reaching changes in the social, political and cultural shape of England/Britain occurred; they provide the background to equally as drastic changes in the English language, which undergoes a profound change of pronunciation, syntax, and vocabulary. The influx of new words eventually brings about the establishment of a tradition of writing dictionaries; but the 16th and 17th centuries also see the beginnings of linguistic description of the English language, and generally the onset of thought on the English language, its strengths and weaknesses, and its potential for improvement. Apart from presenting the fundamental factual aspects of linguistic change in Early Modern English, we will look at potential explanatory factors for change. Most of our work will be based on a selection of texts.

In order to get the credits for this class, participants will have to attend regularly, give a presentation, and either sit a written end-of-term test or hand in a written paper until September 30.

154110 Meaning and Understanding (2 HS)

A 1, 2, 3
Di 10.15 - 11.45 R. 3.206 Peters

"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. Lewis Carroll, Alice's Adventures in Wonderland.

Who is right in this discussion? The problem which it raises is fundamental for the analysis and modelling of human communication.

A simple account of communication would include the following stages:
1. We want to communicate something to somebody.
2. We have to produce an utterance which helps us communicate (exactly) what we wish to communicate.
3. The addressee has to understand our utterance, and recognise what we want to communicate.
4. The addressee has to perform certain types of action as a result of what we have communicated.

That things are not all that simple is suggested by the sheer number and diversity of theories and models of communication that have been formulated since the early sixties: Speech Act Theory (Austin, Searle); Pragmatics, including the Co-operative Principle and a number of Maxims of Conversation (Grice); Relevance Theory (Sperber & Wilson), which claims to be superior to either of the two preceding models. (That the situation is more complex is also suggested by our own experience in trying to "get our meaning across".) In the seminar, we will discuss the central positions and explanatory devices of the models that were mentioned, and apply them to data.

A second focal point of our work will deal with the way we devise our utterances in a way that we consider to be optimal. This very frequently involves choices that will not appear as obvious from the point of view of exactness. Why is it often better to say "We've got a mountain to climb" than to spell out in exact detail what amounts of work we have to do? Why do such metaphors prove much more efficient in communication than lengthy literal explanations? In order to provide an answer to this question, we will look at a variety of data, including political speeches. In order to get the credits for this class, participants will have to attend regularly, give a presentation, and either sit a written end-of-term test or hand in a written paper until September 30. The number of participants will be limited to thirty. Students planning to take part in the seminar must communicate their intention until March 31, either by e-mail (hans.peters@uni-dortmund.de) or in writing.

Recommended reading:

154111 EFL competences – cognition versus emotion? (2 HS)

A 5, C 1 – 4, alle Lehramtsstudiengänge, Sek I/II, SP
Mi 10.15 – 11.45 R. 3.206 Nold

In this Hauptseminar the following topics will be dealt with:
- What are EFL competences? How do competences develop in the EFL class?
- How do cognitive and affective-emotional processes complement each other in developing competences?
- How can cognitive and affective-emotional aspects of the EFL learning process be taken care of the EFL methodology?

We will look at these theoretical questions and apply them more specifically to EFL reading and speaking/interaction. So reading and speaking will be investigated more systematically and will be the major focus of methodological considerations, too.
For reading: We will use a lot of different articles and extracts taken from various sources, especially from:


A collection of articles will be available for copying at the copy center underneath Café Durchblick. For the linguistics students a special collection of linguistics publications will be suggested, especially:


Each participant in this seminar is required to participate regularly, to cooperate actively, to contribute to the discussions and to prepare written statements. For “Scheine” the requirements are in line with the policy of the department.

154112  
**Semiotics of Media (2 HS)**

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The media are an issue of interest to many disciplines. Apart from media studies proper, journalists, literature theorists, engineers, and sociologists are, among others, ploughing this diverse field. From the point of view of the semiotician, the media are a fundamental aspect of communication, social exchange and cultural practice.

In this class, we will look at the major semiotic theories concerning the media. We will also look at particular media, such as the telephone, television, cave painting, newspapers, comics, digital media, music, and so forth.

At the end of class, you should have a profound knowledge of these media and be able to semiotically analyse media not covered in class. You will also be given an overview on the major theories of semiotics.

This class will be in English, however, also students not studying English are welcome. In order to obtain a Schein, you need to be present on a regular basis. Also, you will have to read a paper in class and produce a written version of it, or alternatively prepare a *Hausarbeit*. Help on how to prepare a scientific paper is available. All relevant literature will be available in form of a reader.

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**B. Literaturwissenschaft**

**GRUND-/HAUPTSTUDIUM**

154201  
**English Literature of the Eighteenth Century (2 V)**

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The lecture presents a survey of the most important developments in the British literary history of the 18th-century. It relates to significant authors (such as Jonathan Swift, Alexander Pope, Samuel Johnson, Daniel Defoe, Henry Fielding, Samuel Richardson, Tobias Smollett, Laurence Sterne, Oliver Goldsmith, Richard Brinsley Sheridan and others) and their main works in the fields of poetry, fiction, drama and prose. Special emphasis will be laid on the growing contribution of women writers. Furthermore, influential literary and philosophical movements and periods such as the Augustan Age, the Enlightenment or Romanticism will be discussed. The course aims at improving the participants’ awareness of aesthetic and theoretical issues significant for the literature of that time and today’s interpretation of it. It is designed in the form of lectures and seminar discussions based on the participants’ individual reading. Additionally, video material will be included.

A ‘Reader’ will be available through the internet and the ‘Copyshop’. Please bring it along to the first session. Potential participants are asked to study the following texts prior to the lecture:

- **Daniel Defoe:** *Robinson Crusoe* (1719)
- **Jonathan Swift:** *Gulliver’s Travels* (1726)
- **Samuel Richardson:** *Pamela* (1740/41)
- **Tobias Smollett:** *A Sentimental Journey Through France and Italy* (1768)

The course addresses students from *Grundstudium* as well as *Hauptstudium* and is also meant to assist students in their preparation for exams (Zwischenprüfung and Staatsexamen; for Lehramt according to the old regulations).

For students of Lehramt/old regulations a ‘Teilnahmeschein’ will be given to the participants on the basis of a regular attendance and active participation; credit B additionally requires the successful passing of a written test (Klausur) at the end of the term. B.A. students will be assigned special tasks during the course
of the lecture. The requirements for students of Lehramt according to the new regulations will be announced in the first session.

GRUNDSTUDIUM

154202 Introduction into Literary Studies/Einführung in die britische Literatur, Gruppe A (2 V)

alle Studiengänge

Do 14.15 – 15.45 R. 3.206 Bimberg

The lecture offers an introduction to major issues of literary criticism, history, genre poetics (poetry, fiction, drama) and textual analysis. It includes creative writing exercises and is characterised by a close intersection of theory and practice. The course invites students to share their reading experiences of exemplary texts from different periods of English and American literature in seminar phases and team work activities. The section on drama includes video presentations.

The knowledge and skills acquired during the lecture will, among other things, be examined during Zwischenprüfung (for students of Lehramt/old regulations). The ‘Reader’ provided for the course should therefore be carefully studied. At the end of the lecture special hints for the preparation for Zwischenprüfung will be given.

The presuppositions for getting a Teilnahmeschein are a regular and active participation plus the punctual fulfilment of the written course assignments (Reading Journal/Response Papers). Students of Lehramt under the old regulations write a mock exam (Probeklausur); those studying under the new conditions will have to pass a written test (Klausur) – both take place at the end of the term. B.A. students will be assigned specials tasks during the course of the lecture.

A course schedule with the full list of primary literature (among them many shorter texts) will be handed out during the first session. The more substantial texts participants should purchase and study prior to the sessions are:

John Fowles: The French Lieutenant’s Woman
E. F. Albee: Who’s Afraid of Virginia Woolf?

A selected collection of books used in the lecture is available in the Handapparat of the Bereichsbibliothek. Some of the books can be lent from the Lehrbuchsammlung.

The ‘Reader’ for the course is available through the internet and the ‘Copyshop’. Bring it along to the very first session, please.

154203 Introduction into Literary Studies/Einführung in die britische Literatur, Gruppe B (2 V)

alle Studiengänge

Do 16.00 – 17.30 R. 3.231 Strube

This lecture explores a variety of literary texts, topics and forms. Its main purpose is to introduce English majors and other literature-interested students to the central issues of literary history, genre poetics (fiction, poetry, drama), textual analysis and current practices of literary criticism. The course includes creative writing, team work activities, critical discussions, information on the writing of full-length papers and an exam. The unit on drama incorporates a video presentation.

The knowledge and skills acquired during the lecture will, among other things, be examined during the Zwischenprüfung (for students of Lehramt/old regulations). Thus, the ‘Reader’ should be carefully read and studied and should be brought along to each session (including the first one).

The requirements for a Teilnahmeschein are regular course attendance, active participation (this includes: annotated reading and coming to class with observations and questions about the material) and the punctual fulfilment of the written assignments such as response papers and a bibliography. Students of Lehramt under the old regulations write a mock exam (Probeklausur); those studying under the new conditions will have to pass a written test (Klausur). B.A. students will be assigned special tasks during the course of the lecture.

The course schedule will be handed out during the first session. The more substantial texts to be purchased and studied prior to the sessions are:

Kate Chopin, The Awakening
The 'Reader' for this lecture is available both through the internet and the Copyshop.

154204  An Introduction to 20th Century Poetry (2 PS)
    alle Studiengänge
    Mi 12.15 - 13.45          R. 3.206          Bell
The 20th Century provided some of the most exciting and innovative developments in the history of poetry. This course will focus on the works of some of the most important poets of the last century, such as: Berryman, cummings, Eliot, Ginsberg, Hughes, Plath and Pound. A reader will be available with the poems to be studied. All students wishing to attend will be required to hold a class presentation. Requirements for the Schein will be discussed in the first class.

154205  Picture Books for the Primary English Classroom (2 PS)
    B 3, Primarstufe, Sek I
    Di 12.15 - 13.45          R. 3.205          Bimberg
By now we know 'all' about reading: Anglo-American reading research has proved it that children will only then become active, critical and live-long readers when they have experienced the pleasure of reading, of sharing meaning with others once in their own childhood – at school, in extra-curricular activities or at home. To make sense of words and pictures, to decode texts and images and relate them to each other, to construct meaning on various levels – all this is 'reading' in the sense of a cultural technique. Moreover, these faculties lay an important foundation for the development of the child's personality. Therefore there’s no time to lose to initiate kids into that area of emotional and intellectual enrichment and psychological empowerment. Let's make an early start!
The course answers the long-felt need of more guidance of future teachers of English (Sek I, Primarstufe, GHR Gesamtschule Schwerpunkt Primarstufe) in making sensible choices of suitable texts. Furthermore, we will explore various ways of how to use them in the Primary English classroom. In doing so we will go beyond pure reading, i.e. include related creative activities as well. The aim is to encourage children to read at all, to stimulate a positive future reading behaviour and to encourage them to keep on reading in the years to come.
The course has a practical focus, but of course we can’t avoid some theoretical foundation in the field such as some familiarity with recent theories of reading research, the semiotics of the picture book, approaches to interculturality, the history and technology of book illustration etc. Knowledge and skills in those areas will help you to make better choices, to judge competently and to use picture books with a sure eye for the quality of the picture-word-interaction.
The books chosen will cover a broad range of topics and subjects and involve a whole variety of illustrating styles. Most of them will be available in the Handapparat. It is desirable, however, that you also purchase some of them. The bibliography for the course will be handed out in the first session.
The presuppositions for getting a Teilnahmeschein are a regular and active participation (including an oral presentation) plus the punctual fulfillment of the written course assignments.

154206  The Life and Works of Sir Walter Scott (2 PS)
    alle Studiengänge
    Mo 16.15 – 17.45          R. 3.208 b          Holst
Sir Walter Scott grew up in Edinburgh among people who respected books and learning. He lived during a historical period which has been called 'The Age of Revolutions'. As a child he gained a love of old ballads and folk-tales. He was also a ready fighter with his fists. Scott read law at Edinburgh University and later graduated as an advocate. He translated poetry from German and began to write his own poems. These helped him to achieve the love of the beautiful daughter of an émigré from the French Revolution. He began collecting and publishing scholarly editions of traditional ballads where he moved on to writing his own original verse-tales. Scott eventually was read more widely than any other living poet in Britain. He extended the range of his writing by producing historical novels such as Waverly on the Jacobite Rising or Ivanhoe on 'merry olde England' with its knightly tournaments, Robin Hood, Richard the Lion Hearted and the Middle Ages. Sir Walter Scott received great honours during his life and his works were translated into several languages. One reason for Scott's success lay in the special appeal to his contemporaries. He wrote about history, and people of The Age of Revolutions were happy to be able to leave behind them the urgent concerns and worries of their own time and enter his vividly recreated past; much like today's adults and children do with their Lord of the Rings or Harry Potter. Scott wrote to give pleasure, to amuse and to help readers indulge in their taste for escapist literature.
The students of English literature in this seminar will strengthen their skills at analysing works dealing with Sir Walter Scott 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.

154207 Shakespeare on Film (2 PS)
alle Studiengänge
Fr 14.15 – 15.45 R. 3.208 b Kane
This seminar is devoted to reading and watching Shakespeare plays, with special emphasis being given to their teaching in schools. This didactic emphasis suggests buying editions of the plays which have been specially designed for school use: Rex Gibson (ed.) Macbeth, Cambridge School Shakespeare, 1993. Rex Gibson (ed.) Romeo and Juliet Cambridge School Shakespeare, 1999, Linda Buckle (ed) A Midsummer's Night's Dream, Cambridge School Shakespeare, 2000 and Sheila Innes The Winter's Tale, Cambridge School Shakespeare, 1999. You should certainly have read or watched the plays before taking part in the seminar. The recommended book on teaching aspects is: Rex Gibson Teaching Shakespeare: A Handbook for Teachers. Cambridge, 1998. Several different versions of each play are generally available in the department’s video library. Since I would like both to analyse scenes and act them out, places in this seminar are limited (<40). You can register by logging onto the seminar’s Internet site hosted at: <www.ews.uni-dortmund.de>. Dates and times of this seminar may be negotiable.

154208 Introduction to American Literary and Cultural History – Gruppe A - (2 PS)
B 4, E 2
Do 8.30 – 10.00 R. 3.206 Gerhardt
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. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

154209 Introduction to American Literary and Cultural History – Gruppe B - (2 PS)
B 4, E 2
Anmeldung beim Dozenten ist verpflichtend, ebenso eine Vorbesprechung am Mittwoch, 4.2., 17.30 Uhr.

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. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

154210 Introduction to American Literary and Cultural History – Gruppe C - (2 PS)
B 4, E 2
Fr 8.30 – 10.00 R. 3.206 Grünzweig
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. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.
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*. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

"This land is your land, this land is my land ..." begins the refrain of a popular American folk song with the same title. It also illustrates a dominant theme of this course, which is the relationship of the individual to the land of a nation and the larger concept of nationhood itself. Through readings of American and German texts the course will deal with the concept of nationhood in its physical and cultural dimensions with specific regard to the role of the countryside and the people's connection to it in creating a notion of an American or German nation. A reading list of works to be discussed in the seminar will be distributed in the first week.

This course provides an overview of American women at work both within and outside the home. While we concentrate on women workers in contemporary America, we will also study the histories of women's work in different ethnic groups such as Asian-, European- or Mexican-Americans. In order to understand women's position in the working world, we need to analyze it in the context of other institutions of society such as economy, politics and education. Consequently, we will discuss different theories about women's work, occupational sex segregation, perspectives on women and families, socialization, sexism, or women's work and the state.

Part of the course is an oral history project where you conduct an interview with a woman (here in Germany) about an issue relevant to this course. The readings from the class will help you to frame some questions for your interviews and we will practice the interviewing techniques together in class early on in the semester. Copies of the required texts will be available at the beginning of the semester.

The metropolis and urban life have long fascinated writers and readers of literature alike. The Industrial Revolution and the rise of modernity brought about profound social and economic changes, as well as new technologies, a faster moving world, and urban growth. Some saw the city as the embodiment of the beginning of an era and as the locus for new opportunities. But many writers were critical of the world they found reflected in the city – they saw economic inequality, the ugly realism of the milieu of the lower classes, life in the streets as experienced by the poor and social outcasts. The city became not only an important topic of modern literature, but also shaped literary form. Traditional artistic representations no longer seemed adequate in a world that was perceived as "new," and thus modernist writers developed innovative literary techniques to describe the experience of the city, creating different narrative and dramatic structures to represent the structures of urban space.

In our exploration of the urban landscape we will read short stories, novels, plays, and poetry by American and German writers from the 1890s until the 1930s. Readings in German will include texts by Walter Benjamin, Alfred Döblin, Bertold Brecht, and Franz Kafka; readings in English will include, among others, works by Stephen Crane, John Dos Passos, and writers of the Harlem Renaissance. Readings and class discussions will be conducted in both English and German.
154215 Intensivseminar Amerikanistik (spezielle Zulassungsbedingungen) (2 PS)
B 4, E 2
Mi 18.00 – 19.30 R. 3.206 Grünzweig

This seminar offers intensive work with the American Studies staff at Dortmund and provides privileged access to visiting lecturers, scholars, and professors. It is limited to highly motivated students with a special interest in American literature and culture willing to do extra work in order to improve their understanding of the field at an early time in their studies. Admission to this highly selective seminar requires excellent results in the introductory seminars in American Studies. Interested students should contact an American Studies staff member.

154216 American Studies & New Media (2 PS)
B4, E 2
Mo 16.00 – 17.30 R. 3.206 Niehues

The global village - a digital society, all connected by New Media, i.e. the Internet and other digital media - was the idealistic vision that was hailed when the New Media started to spread in the mid-1990s. To what extent does the hype about New Media seem justified? What are the opportunities and shortcomings of New Media? Furthermore, did this vision of a global village materialize in a better understanding of cultures, of one's own or the other's, and, for this class, American culture? How can the New Media be used in the American studies classroom? These will be some of the questions that will be the basis of the discussions in this class. Other perspectives on this topic will include the changes in ways of communicating, the rise of e-commerce, as well as New Media and 9/11. In contrast to the everyday discussion, we will try to transpose this discussion onto a higher level by talking about various kinds of texts that reflect on this new shift in culture. An online reader will be available by the beginning of the semester. In order to get a Teilnahmeschein, each student will be required to hand in four one-page reading response papers over the course of the semester.

154217 London in Literature – The Mapping of the City (2 PS)
B 3, E 1, alle Studiengänge
Di 12.15 – 13.45 R. 3.208 a Schlensag

Literary artists and men of letters have repeatedly defined and redefined the routes, waterways, green spaces and buildings of what Joseph Conrad called "the biggest and greatest town on earth". In this seminar we shall be discussing paradigmatic changes in the description of the cityscape. London is the subject that provides the opportunity to examine three decades of literature critically. Authors to be discussed include writers from the 18th century such as Tobias Smollett and William Cowper, visionary writers of the 19th century such as William Blake or de Quincey, classic modernists and thought-provoking contemporary artists such as J. G. Ballard. We will consider a variety of literary themes and contrast our discussion with historical and sociological literature on urban development. Since a diversity of generic concepts is available we will consider the possibilities and limitations of different literary genres in "the mapping of the city". Active participation, an oral exam or a written assignment are required. A reader will be made available for the students.

HAUPTSTUDIUM

154218 Examenskolloquium zur Anglistischen Literaturwissenschaft (2 K)
B 2, 3, 5, alle Studiengänge
Di 14.15 - 15.45 R. 3.208 a Bimberg

The course serves the diverse functions of preparation for the different phases and requirements of Staatsexamen (for students of Lehramt according to the old regulations). The focus is on "Arbeit unter Aufsicht" (Klausur) and the oral examination. Above all the course offers assistance in expanding and intensifying the candidates’ literary knowledge and skills in the fields of literary history, theory, criticism, genre poetics, textual analysis etc. Furthermore, it guides the participants in finalising their reading lists and gives advice on matters of organisation as well as on important psychological aspects of the different examination parts. Work in the course is organised in the form of meetings of all candidates, small group meetings on special subjects as well as individual consultations. The course comprises information units, written and oral preparatory work by the candidates, and discussions of written and oral examination strategies. Besides, candidates have ample opportunity to establish contacts with other participants and arrange for extra-
curricular work in individual teams. For those who are advanced enough in their preparation by the end of the course a voluntary mock exam is offered.

Potential participants are asked to enroll by

*Wednesday, February 4th, 2004*

at the latest (last office hour in the winter semester). To do so, please see me during my office hours and hand in a list with your name and the chosen ‘Teilgebiete’ and ‘Schwerpunkte’. Get a copy of my ‘Guidelines for Reading Lists’ from the personal notice-board next to my room and start work on your reading list in time.

The ‘Reader’ “Introduction to Literary Studies” is meant to assist you in your course work. It is available through the internet and the ‘Copyshop’.

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154219 Eminent Representatives of the *Bildungsroman* from the 18th to the 20th Century (2 HS)

B 3, alle Studiengänge

Do 10.15 – 11.45

R. 3.205

Steinmann

The *Bildungsroman* shows, more than any other type of fiction, the conscious attempts of parents and teachers to form the boy or girl according to the prevalent values, ideals and aspirations of the period when it is written. It may also analyse the influence of the conflicting social, religious, or philosophical trends they are exposed to. The result of all these pressures depends to a very large degree on the persons directly involved. The individual intellectual and moral growth, the unhappiness and rebellion, the emancipation and the way towards self-fulfilment are the subject-matter of the novels we are going to study.

As we compare the selected novels, we will find an impressive diversity of techniques of narration and use of language. Although some of the main characters and the environment with which they struggle are strikingly different from our own experience, certain archetypal elements may be found in every period. Educational approaches, however, have certainly evolved, and that will be one of our topics of discussion. Students are expected to read the following texts:

- Austen, Jane. *Northanger Abbey* (1818)
- Dickens, Charles. *David Copperfield* (1850)
- Lawrence, D. H.. *Sons and Lovers* (1913)
- Joyce, James. *A Portrait of the Artist as a Young Man* (1916)
- Winterson, Jeanette. *Oranges Are Not the Only Fruit* (1985)

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154220 With a Barbarous Din: Melville, Ethnicity, and Antebellum America (2 HS)

B 4, E 2

Do 14.15 – 15.45

R. 3.205

Cortiel

Melville is one of the most significant American writers of the nineteenth century. His work brilliantly captures the crises and contradictions of a crucial moment in American cultural history which has variously been labeled "Antebellum Period," “Romanticism” or “American Renaissance” and which shaped American national identity around the cultural forces of race and ethnicity. The seminar explores this cultural moment through three of Melville's most important texts, *Typee* (1846), *Moby Dick* (1851) and *Benito Cereno* (1856), and places them in the context of contemporary science (ethnology), the debate around slavery, nativism, and national expansion. Bringing these close readings in dialogue with 21st century American cultural tensions, we will also discuss the emergence of "race" and "ethnicity" as cultural categories and theoretical concepts.

A reading packet will be made available at the beginning of the semester.

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154221 Schwarzenegger (2 HS)

B 4, E 2

Fr 10.15 – 11.45

R. 3.206

Grünzweig

Arnold Schwarzenegger, Austrian immigrant to the United States, seems to be a characteristic example of the American self-made man. In three areas of public life, as muscleman, actor and politician, he managed to reach the "top" within a remarkably short period of time. In interviews and other texts of self-representation, he demonstrates that he not only subscribes to the cultural narratives of his adopted land but also employs them aggressively as part of his own strategies of self-promotion.

The seminar will address his “biography” (as represented in “authorized” and “unauthorized” biographies as well as personal statements by Schwarzenegger himself) as well as his roles as a body builder, an actor (*Total Recall, Terminator 2*) and as a politician. “Schwarzenegger” will be analyzed as a cultural
phenomenon of the past three “American decades.” Students will accompany this investigation into Schwarzenegger as an American icon by looking at printed and internet sources. A reader will be made available at the beginning of the class.

154222 Seeing the World as Others See It: J. William Fulbright and the European-American Dialogue in Foreign Policy (2 HS)
B 4, E 2
Do 16.00 – 17.30 R. 3.206 Grünzweig

The name of the late Senator Fulbright is today known mainly for the highly respected and successful international program of academic exchange that carries his name. Fulbright’s highly original humanistic thinking, from which this program as well as many other initiatives in American domestic and foreign policy have emerged, is unfortunately almost forgotten. This project seminar will initially explore the Arkansan senator’s texts as characteristic expressions of American political, social and cultural thought in the post-war period. It will then investigate a so far unknown correspondence between Fulbright and his agent in Berlin, Mike Fodor, in order to gain an insight into transatlantic relationships during the Cold War. The seminar project will consist of the preparation of a preliminary edition of this correspondence by students.

C. Fachdidaktik

GRUNDSTUDIUM

154301 Early steps in English (2 PS)
C 3 – 4, Primarstufe, Sek I, SP
Mo 10.15 – 11.45 R. 3.205 Papenberg

This Proseminar primarily addresses students of Primarstufe or GHRGe with a Schwerpunkt Primarstufe. This seminar will be product-oriented, therefore students who wish to participate should be willing to study the reading material and to contribute to the “final product” of this seminar: In the first part of this seminar, we will discuss some theoretical positions on the teaching of English as a second language in primary school. The topics will include “choice of topics”, “methods and approaches”, “alternative teaching methods”, “intercultural awareness”, “project work: cross-cultural encounters”, and others. In the second part of this seminar, we will use these theoretical approaches to develop activities for actual class-room teaching. For this purpose, we will decide on a range of topics and then form groups in order to co-ordinate further planning. Every student will then be asked to plan 2 lessons. The goal is to make available a binder with these lesson-plans and materials for each student. This binder will be a useful resource for future teaching, e.g. the Tagespraktikum or Blockpraktikum. A reader will be available at the UniCenter CopyShop. Please don’t hesitate to contact me if you have any questions: stefan.papenberg@udo.edu.

154302 Literatur-, Medien- und Kulturdidaktik (2 PS)
C 1, C 4, Primarstufe, Sek I, Sek II
Di 14.15 – 15.45 R. 3.205 Kramer


154303 Teaching English Literature (2 PS)
Sek I, Sek II
Mi 12.15 – 13.45 R. 3.208 b Papenberg

In this class, we will have a closer look on a variety of topics and approaches which are relevant for teaching literature from 3rd to 13th grade, though a focus will be on Sekundarstufe I. Topics will include “pre-reading activities”, “character analysis”, “dialogue analysis”, “reading film as literature”, “intercultural encounters”, “creative writing” etc. Special emphasis will be put on actual classroom activities and all
students are expected to come up with a methodological concept, 2 lesson plans and worksheets for a text of their choice. The seminar will prepare participants sufficiently to manage this task. The goal is to make available a binder with these lesson-plans and materials for each student. This binder will be a useful resource for future teaching, e.g. the Tagespraktikum or Blockpraktikum. A reader will be available at the UniCenter CopyShop. Please don't hesitate to contact me if you have any questions: stefan.papenberg@udo.edu.

154304  Bilingualer Sachfachunterricht Englisch (2 S)
Sek I, Sek II, bilingual
Mi 16.00 – 17.30  R. 4.418  Hinz

154107  Foreign Language Awareness (2 PS)
A 1 - 3, C 3, Sek I, Sek II
Do 14.15 – 15.45  R. 3.208 a  Rossa
Research on language awareness and metalinguistic knowledge has recently shed some light on the question whether learners benefit from classroom activities which promote a heightened awareness of language forms in the mother tongue or in a foreign language. If, however, as some researchers insist, knowing about language does not guarantee that one will be able to apply grammatical rules in communication, the role of teaching grammar in the EFL-classroom needs to be (re-)assessed. The central aims of this seminar, which is positioned at the crossroads of Linguistics and Fremdsprachendidaktik, are
- to discuss the theoretical foundations of language awareness and its hypothesized effects on language acquisition
- to look at language awareness in the lights of theories of second language acquisition
- to analyse research findings which focus on language awareness in second/foreign language learning settings
- to provide an update on how language awareness as a concept shapes grammar teaching practices in the communicative foreign language classroom

Various forms of credit can be obtained in this seminar. The specific requirements for each type of credit will be laid out in the first session. A seminar reader will be made available by April 22.

Schulpraktische Proseminare: Tagespraktika
Die Teilnehmerlisten werden Anfang April am Sekretariat ausgehängt. Die Teilnahme an der Einführungsveranstaltung am Di, 20.04.2004 von 09.00 – 10.00 Uhr, R. 3.231, EF 50, ist verpflichtend. Studierende, die Fahrgemeinschaften bilden und zusammen an eine Schule gehen möchten, sollten sich umgehend bis zum 15.03.2004 an Herrn Papenberg wenden: stefan.papenberg@uni-dormund.de

154305  Englischunterricht an der Realschule (TPr)
Sek I, Sek II/I, SP
Di vormittags  N. N.

154306  Englischunterricht am Gymnasium/bilingual (2 TPr)
Sek I, Sek II/I, SP
Di vormittags  Hinz
Theorie-Praxis-Bezug: Blockpraktika
(fünf Wochen im Anschluß an das Semester; Organisation nach Absprache mit den betreuenden Mitgliedern des Instituts)

Hauptseminar

154308 Literature and (inter)cultural objectives in EFL classes (2 HS)
C 1 – 4, alle Lehramtstudiengänge, Sek I/II, SP
Di 10.15 – 11.45 R. 3.205 Nold

The role of literary texts an film versions of literature, their cultural and intercultural scope, and their possible use in the EFL classroom will be the focus of this Hauptseminar. We will not only analyse and interpret the literary works and watch extracts of films from an (inter)cultural perspective, but also try to create our own adaptations, if possible or necessary. Film versions that are relevant to the primary school will also be included.

In addition, I would like to invite the participants to suggest on more film version of a literary work of their own choice to be dealt with in our class.

We will develop a methodology for EFL teaching with literary text and film versions and we will focus on texts and the role of (inter)culture, (inter)cultural learning more specifically.

It goes without saying that regular and active (oral and written) participation is indispensables.

154309 Neuere Entwicklungen in der Literaturdidaktik (2 HS)
C 4, alle Lehramtsstudiengänge
Mi 08.15 - 09.45 R. 3.208 a Oppertshäuser


Jeder Teilnehmer an diesem Seminar kann nach den bekannten Bedingungen einen Teilnahmeschein, einen Leistungsschein A oder einen Leistungsschein B erwerben.

154111 EFL competences – cognition versus emotion? (2 HS)
A 5, C 1 – 4, alle Lehramtsstudiengänge
Mi 10.15 – 11.45 R. 3. 206 Nold

In this Hauptseminar the following topics will be dealt with:
- What are EFL competences? How do competences develop in the EFL class?
- How do cognitive and affective-emotional processes complement each other in developing competences?
How can cognitive and affective-emotional aspects of the EFL learning process be taken care of the EFL methodology?

We will look at these theoretical questions and apply them more specifically to EFL reading and speaking/interaction. So reading and speaking will be investigated more systematically and will be the major focus of methodological considerations, too.


Each participant in this seminar is required to participate regularly, to cooperate actively, to contribute to the discussions and to prepare written statements. For “Scheine” the requirements are in line with the policy of the department.

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### Zusatzstudiengang ‘Bilinguales Lernen und Lehren’

**154304 Bilinguales Fachfachunterricht Englisch (2 S)**

- Sek I, Sek II, bilingual
- Mi 16.00 – 17.30, R. 4.418, Hinz

In dieser Veranstaltung werden theoretische Grundlagen des Englischunterrichts im bilingualen Zweig und deren praktische Umsetzung diskutiert. Es wird das bilinguale Konzept vorgestellt, die Fremdsprache als „Arbeitssprache“ zunächst im vorbereitenden Englischunterricht und dann schließlich auch im bilingualen Sachfachunterricht anzuwenden.

Für den Teilnahmeschein wird die Erstellung eines Unterrichtsentwurfs erwartet.

Dieses Seminar richtet sich primär an Studierende im Zusatzstudiengang „Bilinguales Lehren und Lernen“, kann aber auch als fachdidaktisches Proseminar in allen Lehramtsstudiengängen belegt werden. Studierende im Zertifikatsstudiengang „Bilinguales Lehren und Lernen“ können sich dieses Seminar nach Absprache auch als Hauptseminar anrechnen lassen.

**154306 Englischunterricht am Gymnasium/bilingual (2 TPr)**

- Sek I, Sek II/I, SP
- Di vormittags, Hinz

**154310 Seminar zur Zweitsprachenerfahrung (4 PS)**

- nach Vereinbarung, Nold

Before you go abroad to study or teach or to do some practice, please contact me and make the necessary arrangements!

**154311 English for specific purposes (2 Ü)**

- Blockveranstaltung vom 05. – 08.04.2004, R. UH300, Kane

This course is aimed at students on the bilingual course. This seminar will provide you with the opportunity to teach a lesson in English from your second subject in the seminar context and to expand your vocabulary in your special area. Personal registration on the seminar’s Internet site hosted at <www.ews.uni-dortmund.de> is absolutely necessary. A meeting for interested students will be held at 12.15 Friday, 06.02.2004 in Room 3.213 (my office). Dates and times of this seminar are negotiable.

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**D. Sprachpraxis**

**GRUNDSTUDIUM**
Since last term, the programme of courses offered in *Sprachpraxis* has had rather different look to it; for one thing, you will search in vain for ILGs! Courses in the *Grundstudium* now fall into one of two categories: they are either *Integrated Foundation Courses* (IFCs) or *Written and Oral Communication Courses* (WOCs). In general, you are advised to attend one of each type of course, starting with an IFC (4SWS) and subsequently moving on to a WOC (2SWS). One important function of WOCs is to prepare you for the Written and Oral tests, which you need to pass to complete the *Grundstudium*. These new course types are described in greater detail below.

**Please note** also that from this term on we will no longer be posting lists for *Sprachpraxis* courses. For details of the new procedure for applying for a place in a course, please see the notices on departmental notice-boards.

*Integrated Foundation Courses (IFC)*

154401  IFC I (4 Ü)
- Mi 10.15 – 11.45  R. 3.208 b
- Do 08.15 – 09.45  R. 3.208 b  Kane

The aim of these courses is to provide systematic and interconnected language training. Hence, all IFCs will contain elements of pronunciation training, grammar practice, basic translation, listening and reading comprehension, and discussions. Please note that IFCs are four-hour courses; groups will not be split and a maximum of 30 students will be able to attend each course. Once you join an IFC, you will be required to attend both parts regularly. Please look out for additional notices with details of required literature.

154402  IFC II (4 Ü)
- Di 12.15 – 13.45  R. 3.208 b
- Do 12.15 – 13.45  R. 3.205  Cass

154403  IFC III (4 Ü)
- Mi 10.15 – 11.45  R. 3.205
- Fr 12.15 – 13.45  R. 3.206  Bell

154404  IFC IV (4 Ü)
- Mo 16.15 – 17.45  R. 3.208 a
- Mi 08.15 – 09.45  R. 1.246  Preedy

*Written and Oral Communication (WOC)*

154405  WOC: Short Stories (2 Ü)
- Fr 14.15 – 15.45  R. 3.206  Bell
“The play’s the thing.” This class is aimed at providing students with the opportunity to prepare for the Written and Oral Tests. Students taking the Oral Test will be required to prepare a folder of materials relevant to their topic. 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 the Schein will be discussed in the first class.

154406 WOC: The Supernatural (2 Ü)
Fr 10.15 – 11.45 R. 3.205 Bell

“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. This class is aimed at providing students with the opportunity to prepare for the Written and Oral Tests. Students taking the Oral Test will be required to prepare a folder of materials relevant to their topic. Students will write in a variety of styles and formats, with particular attention being given to essay writing skills. Requirements for the Schein will be discussed in the first class.

154407 WOC: Cultural Studies (2 Ü)
Mo 12.15 - 13.45 R. 3.208 b Holst

An extensive historical knowledge of the political and cultural background of the United States of America, Ireland, and the United Kingdom is necessary in order to adequately deal with those countries’ authors and literature in the classroom. Texts dealing with the history of these nations as well as texts dealing with current events will be the basic canon of reading used for discussion in the course. 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. In addition to the oral work, the department's students of English 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 in the field of Cultural Studies. By the end of the semester those students having met the course requirements, will be allowed to participate in the English department's oral and written examinations.

154408 WOC: British Literature (2 Ü)
Mo 14.15 - 15.45 R. 3.208 b Holst
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. By the end of the semester those students having met the course requirements, will be allowed to participate in our English department's oral and written examinations.

154409 WOC: American Literature (2 Ü)
Do 12.15 - 13.45 R. 3.208 a Holst
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. By the end of the
semester those students having met the course requirements, will be allowed to participate in our English department's oral and written examinations.

GRUND-/HAUPTSTUDIUM

154410  Project Design and Evaluation: Teaching practice in England (1 Ü)
nach Vereinbarung  Cass
Students may arrange an appointment to see me to discuss the 5-week stay in an English-speaking country and written project required for the *qualifizierter Studiennachweis Sprachpraxis*.

154411  Project Design and Evaluation: Ireland/Scotland (1 Ü)
nach Vereinbarung  Holst
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 my (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 "Studienordung" for more specifically detailed requirements.

154412  Project Design and Evaluation: England (1 Ü)
nach Vereinbarung  Kane

154413  Project Design and Evaluation: Australia/New Zealand (1 Ü)
nach Vereinbarung  Bell

HAUPTSTUDIUM

*Discussion and Writing*

154414  The Oral Literature Examination: Preparation and Practice (2 Ü)
    Do 16.15 – 17.45  R. 3.208  Holst
As the title of this seminar implies students of English literature will be given the opportunity to practice mock oral examinations dealing, for instance, with themes or topics to be found in the various literary genre of both English and American literature. Similar to the "Hauptstudium" writing class, it will be expected of advanced students of English literature to have improved on their skills in the use of literary terms and to have acquired some knowledge of literary theory during the course of their studies. Just as is the case with the advanced composition course, students will also be required to increase their knowledge of the historical and cultural background of the countries of those authors whose literary works of art they intend to be tested on during their final oral exams in literature.

154415  Writing Examination Essays: Preparation and Practice for the Written Literature Examination (2 Ü)
    Di 12.15 - 13.45  R. 3.206  Holst
This particular course can be seen, in part, as a "colloquium" to help prepare students of English literature to pass the final written exams within our department. The themes of the formal essays shall deal with English and American authors and their literature. Not only will the use of appropriate literary terms be emphasised in this course, but just as well, a basic knowledge of literary theory will be demanded of the students in order for them to adequately analyse various literary works of art. In dealing with the literary subject matter of the seminar, students must also be in a position to evaluate literature by using a cultural studies approach in their analyses. Such an approach will be of emphasis in order for students to answer adequately the mock, written, examination questions.
Intensive Language Group (ILG)

154416 ILG: Buffy the Vampire Slayer
Mi 16.15 – 17.45 R. 3.205 Bell

"Into every generation there is a chosen one, she alone will stand against the vampires, the demons and the forces of darkness, she is the chosen one." Come with us as we meet the chosen one, her friends, foes, and some who are fairly indifferent to her. No prior knowledge of Buffy or slaying is assumed, but students may wish to avail themselves of the opportunity to familiarise themselves during the semester break with "the best show ever" through the resources of the IAA video library, in order to get the most out of this class. This class is designed to give students who have passed the Oral Test additional practice in spoken English.

Translation

154417 Translation German/English 1 (2 Ü)
Di 10.15 - 11.45 R. 3.208 Cass

Advanced practice in translation into English with the demands of the final examination very much in mind. 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 on a weekly basis.

Highly recommended background reading: Barry Baddock & Susie Vrobel, Translation Skills German-English, Hueber; Emily Purser & Linda Paul, Translation: Übersetzung, Cornelsen; Richard Humphrey, Aufbaukurs Übersetzen Deutsch-Englisch, Klett.

154418 Translation German/English 2 (2 Ü)
Do 10.15 - 11.45 R. 3.206 Cass

Advanced practice in translation into English with the demands of the final examination very much in mind. 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 on a weekly basis.

Highly recommended background reading: Barry Baddock & Susie Vrobel, Translation Skills German-English, Hueber; Emily Purser & Linda Paul, Translation: Übersetzung, Cornelsen; Richard Humphrey, Aufbaukurs Übersetzen Deutsch-Englisch, Klett.

E. Kulturwissenschaft/Landeskunde

GRUNDSTUDIUM

154501 Introduction to Cultural Studies, Group A (2 PS)
E 1, alle Studiengänge
Mo 12.15 - 13.45 R. 3.206 Kramer

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, 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.

154502 Introduction to Cultural Studies, Group B (2 PS)
E 1, alle Studiengänge
Mi 12.15 - 13.45 R. 2.438 Iske

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, covering such topics as identity and difference, representation, high versus popular culture etc.

154503 Introduction to Cultural Studies, Group C (2 PS)

E 1, alle Studiengänge
Di 10.15 – 11.45 R. 5.246 Schlensag

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, covering such topics as identity and difference, representation, high versus popular culture etc.


154504 The Media in Britain (2 PS)

E 1
Fr 10.15 – 11.45 R. 3.208 b Kane

Many believe that the mass media are the gatekeepers of ideological and political power in British society. Seeking to determine to what extent this idea is true, our seminar will stress a cultural studies approach to understanding the impact of the media, and will try to foster an appreciation of how the media create and control social values. We will be paying special attention to the role of television in these social processes and we will be looking at a wide range of soaps, reality shows, and other genre productions. A reader will be available. Obligatory textbook: Tim O'Sullivan, Brian Dutton, Philip Rayner *Studying the Media*. Arnold, 2003² (ISBN 0-340-80765-2). Interested students should log onto the seminar’s Internet site hosted at <www.ews.uni-dortmund.de>.

154208 Introduction to American Literary and Cultural History – Gruppe A - (2 PS)

B 4, E 2
Do 8.30 – 10.00 R. 3.206 Gerhardt

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*. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

154209 Introduction to American Literary and Cultural History – Gruppe B - (2 PS)

B 4, E 2

Anmeldung beim Dozenten ist verpflichtend, ebenso eine Vorbesprechung am Mittwoch, 4.2., 17.30 Uhr.

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*. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

154210 Introduction to American Literary and Cultural History – Gruppe C - (2 PS)

B 4, E 2
Fr 8.30 – 10.00 R. 3.206 Grünzweig

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*. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

154211  Introduction to American Literary and Cultural History – Gruppe D - (2 PS)
B 4, E 2
Do 12.15 – 13.45  R. 3.206  Pfeiler
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*. The material covered in this course is part of the preparation for the Zwischenprüfung. Groups A and B are parallel courses covering the same material.

154212  The Nation and National Identities in German and American Literatures (2 PS)
B 4, E 2
Di 10.15 – 11.45  R. 3.208 a  Houser
“This land is your land, this land is my land …” begins the refrain of a popular American folk song with the same title. It also illustrates a dominant theme of this course, which is the relationship of the individual to the land of a nation and the larger concept of nationhood itself. Through readings of American and German texts the course will deal with the concept of nationhood in its physical and cultural dimensions with specific regard to the role of the countryside and the people’s connection to it in creating a notion of an American or German nation. A reading list of works to be discussed in the seminar will be distributed in the first week.

154213  We Can Do It: Women and Work in the United States (2 PS)
B 4, E 2
Di 14.15 – 15.45  R. 3.208 b  Klemm
This course provides an overview of American women at work both within and outside the home. While we concentrate on women workers in contemporary America, we will also study the histories of women’s work in different ethnic groups such as Asian-, European- or Mexican-Americans. In order to understand women’s position in the working world, we need to analyze it in the context of other institutions of society such as economy, politics and education. Consequently, we will discuss different theories about women’s work, occupational sex segregation, perspectives on women and families, socialization, sexism, or women’s work and the state. Part of the course is an oral history project where you conduct an interview with a woman (here in Germany) about an issue relevant to this course. The readings from the class will help you to frame some questions for your interviews and we will practice the interviewing techniques together in class early on in the semester. Copies of the required texts will be available at the beginning of the semester.

154214  Urban Landscape in German and American Literature (2 PS)
B 4, E 2
Do 14.15 – 15.45  R. 3.208 b  Painitz
The metropolis and urban life have long fascinated writers and readers of literature alike. The Industrial Revolution and the rise of modernity brought about profound social and economic changes, as well as new technologies, a faster moving world, and urban growth. Some saw the city as the embodiment of the beginning of an era and as the locus for new opportunities. But many writers were critical of the world they found reflected in the city – they saw economic inequality, the ugly realism of the milieu of the lower classes, life in the streets as experienced by the poor and social outcasts. The city became not only an important topic of modern literature, but also shaped literary form. Traditional artistic representations no longer seemed adequate in a world that was perceived as “new,” and thus modernist writers developed innovative literary techniques to describe the experience of the city, creating different narrative and dramatic structures to represent the structures of urban space. In our exploration of the urban landscape we will read short stories, novels, plays, and poetry by American and German writers from the 1890s until the 1930s. Readings in German will include texts by Walter Benjamin, Alfred Döblin, Bertold Brecht, and Franz Kafka; readings in English will include, among others, works by Stephen Crane, John Dos Passos, and writers of the Harlem Renaissance. Readings and class discussions will be conducted in both English and German.
154215 Intensivseminar Amerikanistik (spezielle Zulassungsbedingungen) (2 PS)
B 4, E 2
Mi 18.00 – 19.30 R. 3.206 Grünzweig
This seminar offers intensive work with the American Studies staff at Dortmund and provides privileged access to visiting lecturers, scholars, and professors. It is limited to highly motivated students with a special interest in American literature and culture willing to do extra work in order to improve their understanding of the field at an early time in their studies. Admission to this highly selective seminar requires excellent results in the introductory seminars in American Studies. Interested students should contact an American Studies staff member.

154216 American Studies & New Media (2 PS)
B 4, E 2
Mo 16.00 – 17.30 R. 3.206 Niehues
The global village - a digital society, all connected by New Media, i.e. the Internet and other digital media - was the idealistic vision that was hailed when the New Media started to spread in the mid-1990s. To what extent does the hype about New Media seem justified? What are the opportunities and shortcomings of New Media? Furthermore, did this vision of a global village materialize in a better understanding of cultures, of one's own or the other's, and, for this class, American culture? How can the New Media be used in the American studies classroom? These will be some of the questions that will be the basis of the discussions in this class. Other perspectives on this topic will include the changes in ways of communicating, the rise of e-commerce, as well as New Media and 9/11. In contrast to the everyday discussion, we will try to transpose this discussion onto a higher level by talking about various kinds of texts that reflect on this new shift in culture. An online reader will be available by the beginning of the semester. In order to get a Teilnahmeschein, each student will be required to hand in four one-page reading response papers over the course of the semester.

154217 London in Literature – The Mapping of the City (2 PS)
B 3, E 1, alle Studiengänge
Di 12.15 – 13.45 R. 3.208 a Schlensag
Literary artists and men of letters have repeatedly defined and redefined the routes, waterways, green spaces and buildings of what Joseph Conrad called "the biggest and greatest town on earth". In this seminar we shall be discussing paradigmatic changes in the description of the cityscape. London is the subject that provides the opportunity to examine three decades of literature critically. Authors to be discussed include writers from the 18th century such as Tobias Smollett and William Cowper, visionary writers of the 19th century such as William Blake or de Quincey, classic modernists and thought-provoking contemporary artists such as J. G. Ballard.
We will consider a variety of literary themes and contrast our discussion with historical and sociological literature on urban development. Since a diversity of generic concepts is available we will consider the possibilities and limitations of different literary genres in "the mapping of the city". Active participation, an oral exam or a written assignment are required. A reader will be made available for the students.

154302 Literatur-, Medien- und Kulturdidaktik (2 PS)
C 1, C 4, E 1, alle Lehramtstudiengänge
Di 14.15 – 15.45 R. 3.205 Kramer

154108 Interdisziplinäres Arbeiten (2 PS)
A 1
Do 12.15 – 13.45 R. 3.417 Ipsen


Hauptstudium

154505 A Century of Decline? Britain in the 20th Century (2 HS)
E 1, alle Studiengänge
Mo 14.15 – 15.45 R. 3.206 Kramer

Britain was one of the world’s first and greatest imperial power and the first to open up the world to her goods and investment. But as other powers emerged to challenge Britain’s international predominance, the financial and political trappings of empire changed from assets to liabilities.

In this course I should like to trace this development through the 20th century. A reading list will be available by mid-March.

154506 Studying Cultures(s): Theory and Practice (2 K)
alle Studiengänge, Examenskolloquium
Di 10.15 – 11.45 UniBib/E 5 Kramer

In this course I should like (i) to construct (with the help of contributions by the participants) an overview of the history of the British Isles from 1500 to the present and (ii) to deal with theories (and their application) relevant for the study of culture(s). The plan of the overview will be determined in the first session. As a guide and basic textbook for our second topic we will use Judy Giles & Tim Middleton, Studying Culture. A Practical Introduction, Oxford: Blackwell, 1999. Interest in certain topics (relevant to students’ exams) will also determine the agenda.

154507 Die USA und das Völkerrecht. Von der Führung zur Verweigerung (2 HS)
E 2
Mo 12:15-13:45 EF 50/3.205 Biegi


Für das Seminar wird ein Ordner mit Kopiervorlagen der verwendeten Literatur zur Verfügung gestellt.


Mit Fragen wenden Sie sich bitte frühzeitig an Jeanne Cortiel (jeanne.cortiel@uni-dortmund.de)

154220 With a Barbarous Din: Melville, Ethnicity, and Antebellum America (2 HS)
B 4, E 2
Do 14.15 – 15.45 R. 3.205 Cortiel

Melville is one of the most significant American writers of the nineteenth century. His work brilliantly captures the crises and contradictions of a crucial moment in American cultural history which has variously been labeled "Antebellum Period," "Romanticism" or "American Renaissance" and which shaped American national identity around the cultural forces of race and ethnicity. The seminar explores this cultural moment through three of Melville’s most important texts, Typee (1846), Moby Dick (1851) and Benito Cereno (1856), and places them in the context of contemporary science (ethnology), the debate around slavery, nativism, and national expansion. Bringing these close readings in dialogue with 21st century American cultural tensions, we will also discuss the emergence of "race" and "ethnicity" as cultural categories and theoretical concepts.

A reading packet will be made available at the beginning of the semester.

154221 Schwarzenegger (2 HS)
B 4, E 2
Fr 10.15 – 11.45 R. 3.206 Grünzweig

Arnold Schwarzenegger, Austrian immigrant to the United States, seems to be a characteristic example of the American self-made man. In three areas of public life, as muscleman, actor and politician, he managed to reach the “top” within a remarkably short period of time. In interviews and other texts of self-
representation, he demonstrates that he not only subscribes to the cultural narratives of his adopted land but also employs them aggressively as part of his own strategies of self-promotion. The seminar will address his “biography” (as represented in “authorized” and “unauthorized” biographies as well as personal statements by Schwarzenegger himself) as well as his roles as a body builder, an actor (*Total Recall, Terminator 2*) and as a politician. “Schwarzenegger” will be analyzed as a cultural phenomenon of the past three “American decades.” Students will accompany this investigation into Schwarzenegger as an American icon by looking at printed and internet sources. A reader will be made available at the beginning of the class.

154222 Seeing the World as Others See It: J. William Fulbright and the European-American Dialogue in Foreign Policy (2 HS)

B 4, E 2

Do 16.00 – 17.30 R. 3.206 Grünzweig

The name of the late Senator Fulbright is today known mainly for the highly respected and successful international program of academic exchange that carries his name. Fulbright’s highly original humanistic thinking, from which this program as well as many other initiatives in American domestic and foreign policy have emerged, is unfortunately almost forgotten. This project seminar will initially explore the Arkansan senator’s texts as characteristic expressions of American political, social and cultural thought in the post-war period. It will then investigate a so far unknown correspondence between Fulbright and his agent in Berlin, Mike Fodor, in order to gain an insight into transatlantic relationships during the Cold War. The seminar project will consist of the preparation of a preliminary edition of this correspondence by students.

154112 Semiotics of Media (2 HS)

A 1, A 3, E 1

Di 14.15 – 15.45 R. 3.231 Ipsen

The media are an issue of interest to many disciplines. Apart from media studies proper, journalists, literature theorists, engineers, and sociologists are, among others, ploughing this diverse field. From the point of view of the semiotician, the media are a fundamental aspect of communication, social exchange and cultural practice. In this class, we will look at the major semiotic theories concerning the media. We will also look at particular media, such as the telephone, television, cave painting, newspapers, comics, digital media, music, and so forth. At the end of class, you should have a profound knowledge of these media and be able to semiotically analyse media not covered in class. You will also be given an overview on the major theories of semiotics. This class will be in English, however, also students not studying English are welcome. In order to obtain a Schein, you need to be present on a regular basis. Also, you will have to read a paper in class and produce a written version of it, or alternatively prepare a *Hausarbeit*. Help on how to prepare a scientific paper is available. All relevant literature will be available in form of a reader.