Semiotik mit Modellen, die Philosophie und Naturwissenschaften, Kultur und Natur verknüpfen. modernen Gesellschaft interdisziplinär und ganzheitlich zu denken und zu arbeiten beantwortet die Gerade jetzt steht diese Disziplin vor großen innovativen Herausforderungen. Die Notwendigkeit, in der Die Semiotik ist eine sehr aktive Disziplin mit vielen Anwendungsgebieten.
auch die Bedingungen für den Scheinerwerb in meinen Seminaren.
www.semiotik.fb15.uni-dortmund.de und folgen Sie den Links unter dem Punkt "Studierende". Dort finden Sie semiotik@pop.uni-dortmund.de.
Weitere Informationen:
In Fortführung der Vorlesung "101 Semiotiker" aus dem SS 2005 werden in dieser Veranstaltung weitere der sprachlichen und kulturellen Zeichen, der Medien und der allgemeinen Zeichentheorie.
Vor dem Hintergrund der Internationalisierung und Globalisierung entwickelt die Semiotik Methoden für das - Introduction to British Literary Studies
- Introduction to British Cultural Studies
- Introduction to American Literary and Cultural Studies
- Introduction to Linguistics
- Introduction to English as a Foreign/Second Language
Es wird eine Bibliotheksführung speziell für Studierende der Anglistik und Amerikanistik angeboten, die am Donnerstag, 13.10.2005 um 14:15 Uhr im Hörsaal E5 in der Zentralbibliothek beginnt.
Allgemeine Veranstaltungen

154001 Diagnostischer Test
Mi, 12.10.2005 Mo, 17.10.2005 jeweils 18.00 – 20.00 Uhr
HS 1 HS 1 Holst
Diese Veranstaltung ist Pflicht für alle Erstsemester in allen Lehramtstudienfächern!

154101 Gedanken zur Semiotik (2 V)
Do 16:00 – 17:30 R 4.416 Ipsen

Modulzu-ordnungen:

<table>
<thead>
<tr>
<th>LEHRAMTSSTUDEIANGANGE: BML (WS 05/06 ff.)</th>
<th>nach Absprache</th>
<th>Ängwandte Sprachwissenschaften/ Angwandte Literatur-/Kulturwissenschaften</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEHRAMTSSTUDEIANGANGE: BML (WS 05/06 ff.)</td>
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<td>Ängwandte Sprachwissenschaften/ Angwandte Literatur-/Kulturwissenschaften</td>
</tr>
<tr>
<td>GHR: 2b, 5a</td>
<td>SP 2 Fach: 2b</td>
<td>B.A. ALK: nach Absprache</td>
</tr>
<tr>
<td>Gv/Gc: 2b, 7b, 8a</td>
<td>SP 2 Fach: 2a</td>
<td>B.A. ALK: nach Absprache</td>
</tr>
<tr>
<td>BK: 2b, 7b, 8a</td>
<td>M.A. ALK: nach Absprache</td>
<td>M.A. ALK: nach Absprache</td>
</tr>
</tbody>
</table>


Die Semiotik ist eine sehr aktive Disziplin mit vielen Anwendungsfeldern.
Gerade jetzt steht diese Disziplin vor großen innovativen Herausforderungen. Die Notwendigkeiten, in der modernen Gesellschaft interdisziplinär und ganzheitlich zu denken und zu arbeiten beantwortet die Semiotik mit Modellen, die Philosophie und Naturwissenschaften, Kultur und Natur verkörpern.
In Fortführung der Vorlesung "101 Semiotiker" aus dem SS 2005 werden in dieser Veranstaltung weitere maßgebliche zeitgenössische Theorien und Modelle vorgestellt, welche die Semiotik heute definieren. Zusätzlich werden die zunehmenden interdisziplinären Bezüge der Semiotik dargestellt.

Weitere Informationen:
semiotik@pop.uni-dortmund.de
Bitte registrieren Sie sich für das Seminar unter:
www.semiotik.fb15.uni-dortmund.de und folgen Sie den Links unter dem Punkt "Studierende". Dort finden Sie auch die Bedingungen für den Scheinerwerb in meinen Seminaren.

English Sprachwissenschaft
GRUNDSTUDIUM

154102 Introduction to Linguistics – Kurs A(2 Ü)
Mo 10:15 – 11:45 | Bibl. E5 | Tendahl
| Modulzu- | LEHRAMTSSTUDEIANGANGE: BML (WS 05/06 ff.) | Angwandte Sprachwissenschaften/ Angwandte Literatur-/Kulturwissenschaften |
| ordnungen: | LPO 2003 | |
| GHR: 2a | SP 1 Fach: 2a | B.A. ALK: |
| Gv/Gc: 2a | SP 2 Fach: 2a | B.A. ALK: M 1, 15 |
| BK: 2a | M.A. ALK: -- | M.A. ALK: -- |
| alte LPO (1994/2000) ... |

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.
Credits will be awarded on the basis of:
- a mid-term written exam on phonetics and phonology; 
- an end-of-term written exam on morphology, semantics, and syntax.
Participants will have to secure a PASS in both of these.
The class will be accompanied by a tutorial (one hour per week)

154103 Introduction to Linguistics – Kurs B (2 Ü)
Mi 14:15 – 15:45 | HS 2 | Malan
| Modulzu- | LEHRAMTSSTUDEIANGANGE: BML (WS 05/06 ff.) | Angwandte Sprachwissenschaften/ Angwandte Literatur-/Kulturwissenschaften |
| ordnungen: | LPO 2003 | |
| GHR: 2a | SP 1 Fach: 2a | B.A. ALK: |
| Gv/Gc: 2a | SP 2 Fach: 2a | B.A. ALK: M 1, 15 |
| BK: 2a | M.A. ALK: -- | M.A. ALK: -- |
| alte LPO (1994/2000) ... |

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)
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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.
Credits will be awarded on the basis of:
- a mid-term written exam on phonetics and phonology; 
- an end-of-term written exam on morphology, semantics, and syntax.
Participants will have to secure a PASS in both of these.
The class will be accompanied by a tutorial (one hour per week).

Anmeldelisten
Houndmills: Palgrave.

alte LPO (1994/2000)
ordnungen:
Modulzu-
ordnungen:

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This course will build on the first survey of phonetics and phonology given in the "Introduction to Linguistics", but will elaborate and extend the study of the sounds 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

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Imagine the following dialogue.

A: "What do you think of my new haircut?"
B: "I like your jacket. It would go well with a nice hat."

Even though B's reply in this little exchange seems to have little or nothing to do with the question on a strictly semantic level, we are still quite informed as to what B's honest opinion is. Why is that?

Apparently, 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. Semantic and syntactic structures can be misleading when one looks at everyday speech in action.

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 analyzing 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.

Recommended introductory reading:

**Anmerkungen**

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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 they weird, and why couldn't Shakespeare find correct rhymes, at least some of the time?

Macbeth
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.


Hauptstudium

154109 Metaphor and Metonymy (2 HS)

Di 10:15 – 11:45 R. 3.205 Peters

Modulzubereitung: LEHRAMTSTUDIENGÄNGE: BML (WS 05/06 ff.); Angewandte Sprachwissenschaften/ Literaturwissenschaften LPO 2003

GHR: 5c SP²; Fast.; 5c B.A. – LPO 2000
Gry/Ge: 8a SP²; Fast.; 4b B.A. – LPO 2000
BK: 8a –

alte LPO (1994/2000): A1, 2, 3

Metaphor is universally known as a poetic device with expressive power. This may create the impression that metaphor is something exceptional in our use of language, but this assumption couldn't be further from the truth. (Just consider the last sentence you read; it is not poetic at all, but you may find three metaphorical expressions in it.) Instead, metaphor is a pervasive feature of language. Since the ground-breaking work of Lakoff and Johnson (Metaphors We Live By, 1980), the study of conceptual metaphor and of the corresponding metaphorical expression has been in the focus of much work both in semantics and in the burgeoning discipline of Cognitive Linguistics.

Meanwhile, metonymy, another well-known poetic device, has not received the same amount of attention until recently, when it was reconsidered as another fundamental device of expressing meaning in language. In fact, many scholars now regard metonymy as even more fundamental as metaphor. Most certainly, both metaphor and metonymy offer almost limitless scope for application (and exploitation) – for advertisers, politicians, teachers, and of course poets. Therefore, this seminar aims to combine theoretical aspects and practical applications in a balanced way.

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 March 31, 2006.


154110 The Vocabulary of English: Sources and Variation (2 HS)

Di 10:15 – 11:45 R. 3.208 b Peters

Modulzubereitung: LEHRAMTSTUDIENGÄNGE: BML (WS 05/06 ff.); Angewandte Sprachwissenschaften/ Literaturwissenschaften LPO 2003

GHR: 5c SP²; Fast.; 5c B.A. – LPO 2000
Gry/Ge: 8a SP²; Fast.; 4b B.A. – LPO 2000
BK: 8a –

alte LPO (1994/2000): A1, 2, 4, 5

The present vocabulary of English is commonly said to be a mixed one. The reasons lie in contacts which English made with a host of other languages during its long history or – rather, contacts that speakers of English made, e.g. with the Celts, the Vikings, the French, with speakers of other Romance languages; with classical languages like Latin and Greek; with the languages spoken in the Empire. For certain varieties of present-day English, specific encounters have left their lexical traces: consider American English, South African English, Indian English, or Australian English.

Apart from describing the facts of borrowing words from various sources into English, we will look at some theoretical aspects of borrowing, as:

• whether there are various types of borrowing (consider ugly (< Scandinavian) and lord/Lord);
• the consequences for the receiving vocabulary;
• possible resulting attitudes in the speech community.

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 March 31, 2006.


154111 Current Topics in English Linguistics (2 K)

n.V. Peters

Modulzubereitung: LEHRAMTSTUDIENGÄNGE: BML (WS 05/06 ff.); Angewandte Sprachwissenschaften/ Literaturwissenschaften LPO 2003

Gry/Ge: 8a SP³; Fast.; – B.A. – LPO 2000
BK: 8a –


This class is open to students who have completed a linguistic Hauptseminar with good success, and who have discovered that their interest in the study of language goes beyond the requirements of the Studienordnung. As our central topic, I would like to propose a discussion of semantic change, which will include theoretical aspects, but will mainly focus on case studies.

Our first -- and preliminary -- meeting is scheduled for Monday, 17 October, 12.00, room 3.215. All organisational matters will be discussed then.

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 March 31, 2006.

154112 Language competences in the regular and the bilingual EFL classroom (2 HS)

Do 17/30 – 18:30 R. 3.206 Nold

Modulzubereitung: LEHRAMTSTUDIENGÄNGE: BML (WS 05/06 ff.); Angewandte Sprachwissenschaften/ Literaturwissenschaften LPO 2003

GHR: 4a SP³; Fast.; 4a B.A. – LPO 2000
Gry/Ge: 5a SP³; Fast.; – B.A. – LPO 2000
BK: 5a SP³; Fast.; – B.A. – LPO 2000


(Hauptseminar)

In our class there will be a major focus on:

• The concept of competences
• Receptive and productive competences
• Interactive competences

and the concept of competences in the Common European Framework of Reference for Languages. We will primarily focus on the processes that are involved in the learning of these competences and reflect on the way and try out ways of teaching these competences.

This also implies an understanding of what is easy and difficult in listening and reading etc.

We will also apply the concept of difficulty to literary and expository texts.

So depending on what kind of work you want to get involved in, you can either specialise in such areas as Language skills: listening, speaking etc.

Competence levels based on difficulty

- Receptive: either produces unlimited difficulties
- Productive: at least two levels based on difficulty
- e.g. How can I judge if a text is linguistically easy or difficult?
- How can I find a text that is appropriate for a certain competence level?

You can also adapt texts systematically to make them more suitable for your students.

Everybody is required to get deeply involved in the Common European Framework of Reference for Languages as our concept of difficulty will be developed in connection with this European document.
You find the Common European Framework on the net (go to Council of Europe and load down the CEFR) or you can buy the German version (Der Gemeinsame europäische Referenzrahmen für Sprachen) published by Langenscheidt.

Further useful publications:
A Reader will be provided for copying.

Pragmatics is a discipline that is rooted in ancient philosophy, but has made its way well into the modern theories of linguistics and semiotics. In linguistics, pragmatics is the discipline that deals with the action-related aspects of language. In semiotics, the pragmatic dimension specifies one of the three relations of the sign, namely the relation towards its usage and the sign users.

Pragmatic thought transcends these strict confines of pragmatics as a field or a sign relation. Linguists who call themselves pragmatists as well as philosophers coining their discipline pragmatism have plumbed the field of usage and sign action in many ways. As you shall see in this seminar, in more than one way, linguistics and semiotics are interrelated by pragmatic subject matter.

We shall both explore linguistic and semiotic theories in the pragmatic field, and shall exemplify these in regards of language, culture, and general aspects of the sign.

Further inquiries can be made: semiotik@post.uni-dortmund.de.
Please register for this seminar: www.semiotik.fb15.uni-dortmund.de
Follow the link "Studierende".
There, you shall also find the requirements for participation and certificates.

Sprachpraxis

GRUNDSTUDIUM

The programme of courses offered as part of the Sprachpraxis module consists of Integrated Foundation Courses (IFCs) and 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 module. These course types are described in greater detail below.

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.

Integrated Foundation Courses (IFC)
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 some discussions. Please note that IFCs are 4-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.
This class is open in the first instance only to those students who successfully completed a WOC, but who have failed the Written Test. This course is principally designed to give students extra practice in essay writing, both for retaking the Written Test, and to help develop their writing skills to the necessary level. Please register by email (richard.bell@uni-dortmund.de), not via the EWS Sprachpraxis site.

154406 WOC: Further Writing Practice (2 U)
Fr 12:15 – 13:45 R. 3.206 Bell

154407 WOC: The Supernatural (2 U)
Fr 16:15 – 17:45 R. 3.206 Bell

154408 WOC: Short Stories (2 U)
Do 12:15 – 13:45 R. 3.206 Bell

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.

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 course credit will be discussed in the first class.

<table>
<thead>
<tr>
<th>Modulezuzunehmung und Modulbelegung</th>
<th>( \text{BA} )</th>
<th>( \text{MA} )</th>
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<tbody>
<tr>
<td>WOC: The Supernatural (2 U)</td>
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<tr>
<td>WOC: Short Stories (2 U)</td>
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<td>WOC: Further Writing Practice (2 U)</td>
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<tr>
<td>WOC: British Literature (2 U)</td>
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<td>1b</td>
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<tr>
<td>WOC: American Literature (2 U)</td>
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</tbody>
</table>

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**

**Project Design and Evaluation**

This is for students interested in taking part in the 5-week school-placement scheme in English schools. Please arrange an appointment to see me for more details.

**154411 Project Design and Evaluation: School placement in English schools (1 U)**
These courses aim at developing the understanding and writing of academic English and will guide students in order to fill the department's language requirement for an "Auslandsaufenthalt" during the course of their studies in the "Hauptstudium". The particular courses for which I am responsible are Ireland and Scotland. Please consult our English department's "Studienordnung" for more specifically detailed requirements.

Translation

For SEK I and SEK II students, this is advanced practice in translation into English with the demands of the final examination ("alte Studienordnung") very much in mind. For students studying under the 2003 regulations (i.e. GHR, Gy/Ge, etc.), 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 on a regular basis. Students studying under the 2003 regulations are required to have three translation assignments accepted (i.e. with pass grades) in the course of the term to gain the credit points for this course. Highly recommended background reading:

- 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

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


**Englische Fachdidaktik**

**GRUNDSTUDIUM**

<table>
<thead>
<tr>
<th>154301</th>
<th>Introduction to Fachdidaktik English – Kurs A (2 V/K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo 10:15 – 11:45</td>
<td>HS 2 Nold</td>
</tr>
<tr>
<td><strong>Modulzuordnung:</strong></td>
<td></td>
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<tr>
<td><strong>LEHRAMTSTUDIENGÄNGE:</strong></td>
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<tr>
<td>BML (WS 05/06 ff.): 304</td>
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<td>LPO 2003</td>
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<td>Angewandte Sprachwissenschaften/</td>
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<td>Angewandte Literatur-</td>
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<td>GHR: 2c</td>
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<td>BR: 2c</td>
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<td>In dieser Veranstaltung wird ein Überblick gegeben über</td>
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<tr>
<td>-- Fremdsprachendidaktik als fächerübergreifende angewandte Wissenschaft</td>
<td></td>
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<tr>
<td>-- Bezugswissenschaften der Fremdsprachendidaktik</td>
<td></td>
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<td>-- Didaktikmodelle</td>
<td></td>
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<td>-- Unterrichtsbezug: Kommunikation, Sprachvarianten, Kontext, Form; Unterrichtssprache Englisch</td>
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<td>-- Unterrichtsbezug: Literatur, Landeskunde, Cultural Studies</td>
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<td>-- Unterrichtsbezug: Spracherwerb, Lernen, Gedächtnis</td>
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<tr>
<td>-- Fremdsprachenlernen auf verschiedenen Stufen, Alter der Lerner</td>
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<tr>
<td>-- Lemenerorientierung, Prozeßorientierung</td>
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<td>-- Interkulturelles Verstehen</td>
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<td>-- Methodische Ansätze</td>
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<td>-- Fertigkeiten</td>
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<td>-- Rolle der Grammatik</td>
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<td>-- Wortschatzlernen</td>
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<td>-- Textarbeitsformen</td>
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<tr>
<td>-- Erstellen eines Unterrichtsentwurfs</td>
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<tr>
<td>Most of the presentations in the lecture hall will be in English.</td>
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<tr>
<td>Auf eine größere Anzahl von Aufsätzen wird in der Veranstaltung hingewiesen, um Sie zum Selbststudium anzuregen. In dem begleitenden Kolloquium werden die Themen verarbeitet und vertieft.</td>
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<tr>
<th>154303</th>
<th>Language Learning and Intercultural Competence (2 PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo 10:15 – 11:45</td>
<td>R. 3.206 Papenberg</td>
</tr>
<tr>
<td><strong>Modulzuordnung:</strong></td>
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<td><strong>LEHRAMTSTUDIENGÄNGE:</strong></td>
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<td>Gv/Gk: 2d, 4d</td>
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<td>BR: 2d, 4d</td>
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<td>In diesem seminar we will work with a selection of challenging texts dealing with theories and models of intercultural competence and intercultural development within the context of EFL education. We will have a close look at texts by Bennett, Bredddela, and others and we will discuss and try out different methods such as 'critical incidents'. Depending on the size of the class, students might also get a chance to get feedback about their personal intercultural competence. Students who wish to participate in this class should be willing to do a close reading of the texts and essays and contribute to the discussions in class. As a final product, all students will have to plan 2 lessons for actual use in school and hand in their 'Unterrichtsentwürfe' by 1st April the latest. A collection of these lesson plans and teaching materials (CD-ROM) will be made available for all students for future teaching. Students taking this seminar for module 4 (historical aspects) will have to write a paper dealing with a historical aspect of intercultural learning. A reader with reading materials and tasks will be available at the UniCenter CopyShop. We will use the BSCW -workspace (a virtual workspace created by the Fraunhofer Institute) for this class. Students who wish to participate are required to apply by mail (<a href="mailto:stefan.papenberg@udo.edu">stefan.papenberg@udo.edu</a>) with the name of the seminar in the subject line. Please don't hesitate to contact me if you have any further questions!</td>
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<tr>
<th>154304</th>
<th>Historical Aspects: EFL Textbooks (2 PS)</th>
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<tbody>
<tr>
<td>Mo 16:00 – 17:30</td>
<td>R. 3.206 Papenberg</td>
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<tr>
<td><strong>Modulzuordnung:</strong></td>
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<tr>
<td><strong>LEHRAMTSTUDIENGÄNGE:</strong></td>
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<tr>
<td>BML (WS 05/06 ff.): 303</td>
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<td>LPO 2003</td>
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<tr>
<td>Angewandte Sprachwissenschaften/</td>
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<td>Angewandte Literatur-</td>
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<td>GHR: 2d</td>
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<td>Gv/Gk: 2d, 4d</td>
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<td>BR: 2d, 4d</td>
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<tr>
<td>In this seminar we will work with a collection of challenging texts dealing with theories and models of intercultural competence and intercultural development within the context of EFL education. We will have a close look at texts by Bennett, Bredddela, and others and we will discuss and try out different methods such as 'critical incidents'. Depending on the size of the class, students might also get a chance to get feedback about their personal intercultural competence. Students who wish to participate in this class should be willing to do a close reading of the texts and essays and contribute to the discussions in class. As a final product, all students will have to plan 2 lessons for actual use in school and hand in their 'Unterrichtsentwürfe' by 1st April the latest. A collection of these lesson plans and teaching materials (CD-ROM) will be made available for all students for future teaching. Students taking this seminar for module 4 (historical aspects) will have to write a paper dealing with a historical aspect of intercultural learning. A reader with reading materials and tasks will be available at the UniCenter CopyShop. We will use the BSCW -workspace (a virtual workspace created by the Fraunhofer Institute) for this class. Students who wish to participate are required to apply by mail (<a href="mailto:stefan.papenberg@udo.edu">stefan.papenberg@udo.edu</a>) with the name of the seminar in the subject line. Please don't hesitate to contact me if you have any further questions!</td>
<td></td>
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</tbody>
</table>
In this seminar we will deal with a variety of English textbooks of the 20th century and different theories and approaches to language teaching. We will read through a number of texts on language learning theory and we will then analyse a broad range of textbooks from the 20s, late 30s, 50s, 60s and 70s (East and West German) and compare them to recent publications. Students who wish to participate in this class should be willing to do a close reading of the texts and essays and contribute to the discussions in class. As a final product, students taking this seminar will have to write a paper and hand it in by October 1st the latest. [To GHR/BK-students: Although this seminar has a strong focus on historical aspects of Fachdidaktik, it is possible (though not recommended) to take this seminar as module 2d.]

A reader with reading materials and tasks will be available at the UniCenter CopyShop soon. We will use the BSCW-workspace (a virtual workspace created by the Fraunhofer Institute) for this class. Students who wish to participate are required to apply by mail (stefan.papenberg@udo.edu) with the name of the seminar in the subject line. Please don’t hesitate to contact me if you have any further questions!

154305
Teaching Literature (2 PS)

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<tr>
<th>Modulzuordnungen:</th>
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<tbody>
<tr>
<td>Lehramtstudienangebot: BML (WS 05/06 ff.): LPO 2003</td>
<td>Angewandte Sprachwissenschaften/ Angewandte Literatur/Kulturwissenschaften</td>
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<tr>
<td>GHR: 2d</td>
<td>SP Tài, 2d</td>
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<td>Gy/Ge: 2d</td>
<td>SP Tài, 2d</td>
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<tr>
<td>BK: 2d</td>
<td>BK Tài, 2d</td>
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</table>

This Seminar will explore the what, when, why and how of using literature in the EFL classroom. We will discuss how literature can be integrated into language teaching to provide opportunities for language learning and learner strategy training and to motivate learners to become target language readers and listeners. Topics will include methodological concepts and options in teaching literature, activities to guide learning processes before while and after reading/listening/watching, literature in German school curricula and lesson planning approaches to language learning. We will read through a number of texts on language learning theory and we will then analyse a broad range of textbooks from the 20s, late 30s, 50s, 60s and 70s (East and West German) approaches to language learning. We will cover all stages of the curriculum from primary school up to upper secondary level, assessing how young learners is tested. 

154306
Introduction to Content-Based Language Teaching – Business English (2 PS)

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<tr>
<th>Modulzuordnungen:</th>
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<tr>
<td>Lehramtstudienangebot: BML (WS 05/06 ff.): LPO 2003</td>
<td>Angewandte Sprachwissenschaften/ Angewandte Literatur/Kulturwissenschaften</td>
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<td>GHR: 2d</td>
<td>SP Tài, 2d</td>
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<tr>
<td>Gy/Ge: 2d</td>
<td>SP Tài, 2d</td>
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<tr>
<td>BK: 2d</td>
<td>BK Tài, 2d</td>
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</table>

Content-Based Language Teaching course introduces students to bilingual instruction which has been developed in many European countries. The course covers theoretical issues on bilingualism, different types of bilingualism and bilingual teaching programmes as well as practical aspects of teaching business content in English, such as dealing with specialist texts, teaching business skills and specialist vocabulary to bilingual students. A reader will be available at the copy shop.

Literature:

154307
Planung und Gestaltung und Reflexion von Englischunterricht (2 PS) (Vorbereitung auf das Blockpraktikum)

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<tr>
<th>Modulzuordnungen:</th>
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<td>Lehramtstudienangebot: BML (WS 05/06 ff.): LPO 2003</td>
<td>Angewandte Sprachwissenschaften/ Angewandte Literatur/Kulturwissenschaften</td>
</tr>
<tr>
<td>Vorbereitung auf das Theorie-Praxis-Modul (Element 2 und 5)</td>
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The seminar prepares for the Theorie-Praxis-Modul (Element 2 and 5). It will cover all stages of the curriculum from primary school up to upper secondary level, assessing how young learners is tested. In this seminar we will explore various forms and functions of foreign language assessment. Although topics will cover all stages of the curriculum from primary school up to upper secondary level, assessing young learners is given emphasis.

The seminar starts with a look at the aims and resources of teaching English at primary level as well as at the needs and expectations of young learners. We will then discuss various forms of assessment such as portfolio assessment and have a closed and critical look at a selection of tests. In the course of the seminar we will become familiar with the standards to be attained at successive stages of language learning and the latest. [To GHR/BK-students: Although this seminar has a strong focus on historical aspects of Fachdidaktik, it is possible (though not recommended) to take this seminar as module 2d.]

A reader with reading materials and tasks will be available at the UniCenter CopyShop soon. We will use the BSCW-workspace (a virtual workspace created by the Fraunhofer Institute) for this class. Students who wish to participate are required to apply by mail (stefan.papenberg@udo.edu) with the name of the seminar in the subject line. Please don’t hesitate to contact me if you have any further questions!

154308
Fachtagungspraktikum Englisch nur für Leibniz-Gymnasium in Dortmund

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<th>Modulzuordnungen:</th>
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<td>Lehramtstudienangebot: BML (WS 05/06 ff.): LPO 2003</td>
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<td>SP Tài, 2d</td>
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<td>BK: 2d</td>
<td>BK Tài, 2d</td>
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</table>

This Seminar will explore the what, when, why and how of using literature in the EFL classroom. We will discuss how literature can be integrated into language teaching to provide opportunities for language learning and learner strategy training and to motivate learners to become target language readers and listeners. Topics will include methodological concepts and options in teaching literature, activities to guide learning processes before while and after reading/listening/watching, literature in German school curricula and lesson planning approaches to language learning. We will read through a number of texts on language learning theory and we will then analyse a broad range of textbooks from the 20s, late 30s, 50s, 60s and 70s (East and West German) approaches to language learning.

154309
Assessing Young Learners (2 PS)

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<th>Modulzuordnungen:</th>
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<td>Lehramtstudienangebot: BML (WS 05/06 ff.): LPO 2003</td>
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<td>SP Tài, 2d</td>
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<tr>
<td>BK: 2d, 4d</td>
<td>BK Tài, 2d</td>
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In this seminar we will explore various forms and functions of foreign language assessment. Although topics will cover all stages of the curriculum from primary school up to upper secondary level, assessing young learners is given emphasis.

The seminar starts with a look at the aims and resources of teaching English at primary level as well as at the needs and expectations of young learners. We will then discuss various forms of assessment such as portfolio assessment and have a close and critical look at a selection of tests. In the course of the seminar we will become familiar with the standards to be attained at successive stages of language learning and the latest. [To GHR/BK-students: Although this seminar has a strong focus on historical aspects of Fachdidaktik, it is possible (though not recommended) to take this seminar as module 2d.]

A reader with reading materials and tasks will be available at the UniCenter CopyShop soon. We will use the BSCW-workspace (a virtual workspace created by the Fraunhofer Institute) for this class. Students who wish to participate are required to apply by mail (stefan.papenberg@udo.edu) with the name of the seminar in the subject line. Please don’t hesitate to contact me if you have any further questions!

154310
Planung und Durchführung von Englischunterricht (2 PS)

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<th>Modulzuordnungen:</th>
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<td>Lehramtstudienangebot: BML (WS 05/06 ff.): LPO 2003</td>
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This Seminar will explore the what, when, why and how of using literature in the EFL classroom. We will discuss how literature can be integrated into language teaching to provide opportunities for language learning and learner strategy training and to motivate learners to become target language readers and listeners. Topics will include methodological concepts and options in teaching literature, activities to guide learning processes before while and after reading/listening/watching, literature in German school curricula and lesson planning approaches to language learning. We will read through a number of texts on language learning theory and we will then analyse a broad range of textbooks from the 20s, late 30s, 50s, 60s and 70s (East and West German) approaches to language learning.
Communication Activities for Language Teachers.

The use of dialogues, skits, mimes and dramatised literary texts in language teaching has its own lively tradition which continues to flourish, especially since the approach fits well with theories which emphasise communicative competence, task-based learning and TPR-style activities. This seminar provides a hands-on approach to these techniques. Students will be asked to organise drama activities and to provide a theoretical background to them. Topics will include: using sitcoms, monologues, British panel games, mime and scenes from literary texts, e.g. Shakespeare, Wilde and Samuel Beckett. Attending a preliminary discussion 20.07.2005 at 15:00 in Room 4.418 is obligatory (unless you see me beforehand) since we will need to discuss assignments in groups and topics. We will also need to keep in touch via our website on the ews platform, for which you can sign up now. There will be an opportunity to take a written examination, which I would recommend as the most effective way of wrapping up the course.


Language competences in the regular and the bilingual EFL classroom (2 HS)

In our class there will be a major focus on:
- The concept of competences
- Receptive and productive competences
- Interactive competences

and the concept of competences in the Common European Framework of Reference for Languages. We will primarily focus on the processes that are involved in the learning of these competences and reflect on the way and try out ways of teaching these competences. This also implies an understanding of what is easy and difficult in listening and reading etc. We will also apply the concept of difficulty to literary and expository texts.

So depending on what kind of work you want to get involved in, you can either specialise in such areas as Language skills: listening, speaking etc.

Competence levels based on difficulty

- How can I judge if a text is linguistically easy or difficult?
- How can I find a text that is appropriate for a certain competence level?
- You can also adapt texts systematically to make them more suitable for your students.

Everybody is required to get deeply involved in the Common European Framework of Reference for Languages as our concept of difficulty will be developed in connection with this European document.

You find the Common European Framework on the net (go to Council of Europe and load down the CEFR) or you can buy the German version (Der Gemeinsame europäische Referenzrahmen für Sprachen) published by Langenscheidt.

Further useful publications:
A Reader will be provided for copying.

Zusatzstudiengang ‘Bilinguales Lernen und Lehren’

Content-Based Language Teaching course introduces students to bilingual instruction which has been developed in many European countries. The course covers theoretical issues on bilingualism, different types of bilingualism and bilingual teaching programmes as well as practical aspects of teaching business content in English, such as dealing with specialist texts, teaching business skills and specialist vocabulary to bilingual students.

Reader will be available at the copy shop.

Language competences in the regular and the bilingual EFL classroom (2 HS)

In this seminar we will explore various forms and functions of foreign language assessment. Although topics will cover all stages of the curriculum from primary school up to upper secondary level, assessing young learners is given emphasis.

The seminar starts with a look at the aims and resources of teaching English at primary level as well as at the needs and expectations of young learners.

You find the Common European Framework on the net (go to Council of Europe and load down the CEFR) or you can buy the German version (Der Gemeinsame europäische Referenzrahmen für Sprachen) published by Langenscheidt.

Further useful publications:
A Reader will be provided for copying.
We will then discuss various forms of assessment such as portfolio assessment and have a close and critical look at a selection of tests. In the course of the seminar we will become familiar with the standards to be attained at successive stages of language learning for evaluating learning outcomes as described in the Common European Framework of Reference for Languages. We will also discuss how testing procedures may encourage the development of learner language.

Requirements for a 'Schein' will be announced in the first session. A reader will be made available at the UniCenter CopyShop by the beginning of the semester. If you have any questions, please contact me: silke.hinz@uni-dortmund.de

Acknowledged Reading:

The introduction into ESP (English for Special Purposes) focuses on English for Business Purposes/Business English (EBP/BE). The course aims to gain an insight into teaching general and specific purpose business courses in English which has been widely used as English has become the international language of business. The study skills are familiar with Business English (meetings, presentations), business writing, effective business communication, job interviews, e-business, sustainability in business, doing business across cultures, knowledge management, forming corporate alliances, and other topics according to students' interest. The course topics may be of particular relevance for future teachers of bilingual business courses as well as for students who intend to use English in a professional context other than teaching.

The texts will be made available at the copy shop.

Literature:

Internet Links:
- www.elaston.com/biz/bizhome.html

The middle ages are not dead! Current fashion, architecture, film, fantasy and the popular arts, just to mention a few areas, widely exploit and appropriate cultural phenomena from the medieval past. So, what makes the ‘dark ages’ so fascinating to the present? Can it be that they were not so dark after all? In what ways is the medieval heritage an integral part of our current identity? From this opening you can see that the lecture is not based on a classical canon of ‘highlights’ of medieval literature. Instead, it focuses on those elements and aspects that are culturally alive and meaningful to the present for various reasons.

Besides, medieval literature is a multicultural product with a high amount of intertextuality. In order to discuss medieval English literature we will have to turn not only to other countries within Western Europe (e.g. Germany, Italy, France, Spain, Portugal) and Eastern Europe, but also to the Near East, the Orient, the Indian Sub-Continent and Asia. A cosmopolitan world view is required indeed in order to understand the unique cross-cultural qualities of medieval literature and its absorption and appropriation of heterogeneous religious concepts and philosophical world views.

Furthermore, the course enables participants to see the continuity of special English literary traditions without which later literary and cultural phenomena are impossible to be adequately understood and assessed. Emphasis will be placed on the oral and written traditions of medieval literature and culture within highly changeful socio-political and economic contexts is another characteristic feature of the lecture.

In our class there will be a major focus on:
- The concept of competences
- Receptive and productive competences
- Interactive competences
- and the concept of competences in the Common European Framework of Reference for Languages.

We will primarily focus on the processes that are involved in the learning of these competences and reflect on the way and try out ways of teaching these competences.

This also implies an understanding of what is easy and difficult in listening and reading etc.

So depending on what kind of work you want to get involved in, you can either specialise in such areas as Language skills: listening, speaking etc.

Competence levels based on difficulty:
- e.g. How can I judge if a text is linguistically easy or difficult?
- How can I find a text that is appropriate for a certain competence level?
- You can also adapt texts systematically to make them more suitable for your students.

Everybody is required to get deeply involved in the Common European Framework of Reference for Languages as our concept of difficulty will be developed in connection with this European document.

You find the Common European Framework on the net (go to Council of Europe and load down the CEFR) or you can buy the German version (Der Gemeinsame europäische Referenzrahmen für Sprachen) published by Langenscheidt.

Further useful publications:

A Reader will be provided for copying.

Britische Literaturwissenschaft

GRUND-/HAUPTSTUDIUM

154201 Medieval English Literature and Culture (2 V)

Mi 12:15 – 13:45 R. 3.206 Nold

Hochschulstudiengänge: BML (WS 05/06 ff.;) 501, 801

BML: 501, 801

Angewandte Sprachwissenschaften

Angewandte Literatur-/Kulturwissenschaften

GHR: 5a

SP₂: Fall 1

B. A.: AK

Gy/Ge: 4b, 6a

SP₂: Fall 1

B. A.: AK

BK: 4a

M. A.: AK

M. A.: AK

154211 Language competences in the regular and the bilingual EFL classroom (2 HS)

Do 17:00 – 18:30 R. 3.206 Nold

Hochschulstudiengänge: BML (WS 05/06 ff.;) 604

Angewandte Sprachwissenschaften

Angewandte Literatur-/Kulturwissenschaften

GHR: 4a

SP₂: Fall 1

B. A.: AK

Gy/Ge: 5a

SP₂: Fall 1

B. A.: AK

BK: 5a

BK: V: 4a

M. A.: AK

M. A.: AK

154312 Introduction to ESP – English for Special Purposes – Business English (2 PS)

Mi 08:15 – 09:45 R. 3.205 Trampus/Nold

Hochschulstudiengänge: LPO 2003

Agr. made Sprachwissenschaften

Angewandte Literatur-/Kulturwissenschaften

GHR: SP₁: Fall 1

B.A.: AK

Gy/Ge: SP₂: Fall 1

B. A.: AK

BK: M. A.: AK

M. A.: AK

The presuppositions for passing the course successfully are a regular and active participation plus the punctual
fulfilment of the written course assignment (among them one Response Paper to be corrected and various
other assignments). Students of Lehramt who have concluded the course under the old regulations but changed into the new regulations since then are welcome to join the group for doing their written tests on that day.
B.A. students will be assigned special tasks during the course of the lecture (SP: writing of ‘Klausur’).
The course introduces students to literary theory and criticism, genre poetics, and textual analysis. The relevance of various critical approaches will 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, Sir Philip Sidney, John Donne, William Wordsworth, Jane Austen, Wilfred Owen, E.M. Forster, Virginia Woolf, and James Joyce. The complexity of modern drama 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. It will help us to adopt a critical attitude towards literary criticism. Rumour has it that Mrs du Maurier belong 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. The contrast will certainly encourage us to come up with ideas of our own.

Team work activities are an integral part of the course because processes of sharing meaning with other participants deepen the reading experience. If time permits creative writing activities in connection with selected primary texts will be included. They will increase the participants’ awareness of the creative character of interpretation itself.

Last but not least students will learn how to write a scholarly essay or paper. 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 plus the punctual fulfilment of the written course assignments (among them one Response Paper to be corrected and various
other assignments). Students of Lehramt will have to pass a written test (Klausur). This will also be the next opportunity for repeating a failed test. Students of Lehramt who have concluded the course under the old regulations but changed into the new regulations since then are welcome to join the group for doing their written tests on that day. B.A. students will be assigned special tasks during the course of the lecture (SP: writing of ‘Klausur’).

The more substantial texts to be purchased and studied prior to the sessions are:
• Daphne du Maurier, Don’t Look Now and Other Stories, Hammondsorth 1973.
• Tennessee Williams, A Streetcar Named Desire, ed. by Herbert Geisen, Stuttgart 2002.

The Reader for the course will be available through the internet and the Copyshop.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Fr 14:15 – 15:45</td>
<td>R. 3.206</td>
<td>Osterried</td>
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</table>

#### Modulzuordnungen:
- **LEHRAMTSÜDENGANG**
  - Angewandte Sprachwissenschaften
  - Angewandte Literatur-/Kulturwissenschaften
  - **LPO 2003**
  - GHR: 1a
  - SP₂,Fach: 1a
  - B.A.AUK: 1a, 14 a
  - M.A.AUK: --
  - Gy/Ge: 1a
  - SP₂,Fach: 1a
  - B.A.A5: --
  - M.A.A5: --
  - BK 1a

The course addresses students from Grundstudium as well as Hauptstudium. It is also meant to assist students in their preparations for exams. Students of Lehramt under the new regulations will get their credits on the basis of a regular attendance, active participation and the handing in of a Reading Journal. In order to get credit B (students of Lehramt under the old regulations) additionally a successful passing of a written test (Klausur) are required. B.A. students write a Reading Journal as well (SP: ‘Klausur’).

### Introduction to British Literary Studies – Gruppe B (2 V)

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<tr>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
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<td>Fr 16:15 – 17:45</td>
<td>R. 3.206b</td>
<td>Osterried</td>
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#### Modulzuordnungen:
- **LEHRAMTSÜDENGANG**
  - Angewandte Sprachwissenschaften
  - Angewandte Literatur-/Kulturwissenschaften
  - **LPO 2003**
  - GHR: 1a
  - SP₂,Fach: 1a
  - B.A.AUK: 1a, 14 a
  - M.A.AUK: --
  - Gy/Ge: 1a
  - SP₂,Fach: 1a
  - B.A.A5: --
  - M.A.A5: --
  - BK 1a

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

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<th>Time</th>
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<th>Instructor</th>
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<td>Fr 16:15 – 17:45</td>
<td>R. 3.206b</td>
<td>Osterried</td>
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#### Modulzuordnungen:
- **LEHRAMTSÜDENGANG**
  - Angewandte Sprachwissenschaften
  - Angewandte Literatur-/Kulturwissenschaften
  - **LPO 2003**
  - GHR: 1a
  - SP₂,Fach: 1a
  - B.A.AUK: 1a, 14 a
  - M.A.AUK: --
  - Gy/Ge: 1a
  - SP₂,Fach: 1a
  - B.A.A5: --
  - M.A.A5: --
  - BK 1a
King Lear has often been regarded as the greatest work of Shakespeare, or indeed any dramatist. Lear may be regarded as more universal in its scope than either Othello or Macbeth. For the king here is no murderer, nor is he the victim of an almost incredible malice and extreme credulity, but rather a hero of inherent largeness of soul, who, partly by his own errors of judgement, suffers exceptional calamity. It raises the whole problem of evil and the perennial appeal of tragedy to the human mind lies in this presentation in artistic form of the eternal question of evil and suffering. 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.

**154206 Hotel Stories**

**Modulzuordnungen:**

- **LEHRAMTSTUDIENGANG:** Angewandte Sprachwissenschaften / Angewandte Literatur / Kulturwissenschaften
- **BML (WS 2005/06 ft.):** 103
- **LPO 2003:** B.A. 2b, 3a, 15a, 15b
- **GyGe:** 1e, 1e SP Fa/Pr: 1e
- **SP Fa/Pr:** B.A.
- **M.A. B.A.:** 4a
- **GyGe:** BK: 1e, 4b
- **SP Fa/Pr:** B.A.
- **GyGe:** MA 1e, 4b
- **MA 1e:** B.A.
- **GyGe:** LPO 1994/2000: B3, E1

Hotels are often chosen as settings for novels, films and other narrations. Why is that so? What makes a hotel a symbolic arena in which marginal forms of masculinity are examined. The varied expressions of masculinity in the art of the period will be studied in the course of the seminar. The course deals with postcolonial theory and the practice of postcolonial writing. The geographic focus is on Africa, the thematic focus on childhood. Based on selected works of fiction and non-fiction (autobiography) from South Africa and Rhodesia/Zimbabwe, we will be exploring male and female, black and white childhoods from the 1950s, 1960s and 1970s from different perspectives of class, race, and gender.

**Texts for reading:**

- South Africa
- The successful passing of the course requires a regular attendance, active participation, and the contribution of oral presentations/written assignments.
- For credit A (students of Lehramt iold regulations) additionally a Reading Journal is required. Students of the new Lehramt regulations hand in a Reading Journal.
- B.A. students will be assigned special tasks during the course (oral presentations) (SP: Reading Journal). A ‘Reader’ will be available through the internet and the ‘Copyshop’ (ready a week prior to the beginning of the course).

**154207 Late Victorian and Edwardian Literature and Culture (2 PS)**

**Modulzuordnungen:**

- **LEHRAMTSTUDIENGANG:** Angewandte Literatur / Kulturwissenschaften
- **BML (WS 2005/06 ft.):** 103
- **LPO 2003:** B.A. 2b, 3b, 15a, 15b
- **GyGe:** 1e, 1e SP Fa/Pr: 1e
- **SP Fa/Pr:** B.A.
- **SP Fa/Pr:** M.A. B.A.: 4a
- **GyGe:** BK: 1e, 4b
- **SP Fa/Pr:** B.A.
- **SP Fa/Pr:** M.A. B.A.: 4a
- **GyGe:** alte LPO (1994/2000): B

This seminar will be looking at the formation of male subjectivity in the upper echelons of British establishment during a critical period of British history. Its focus will be on the fictions of Oscar Wilde, including The Picture of Dorian Gray, An Ideal Husband and Lady Windermere’s Fan. We shall also be considering Robert Louis Stevenson’s Dr. Jekyll and Mr. Hyde and Joseph Conrad’s Heart of Darkness as symbolic arenas in which marginal forms of masculinity are examined. The varied expressions of masculinity in the art of the period will also be a topic in the seminar. Students should read the texts mentioned here and register for the seminar’s website on the ews platform.

**154208 Postcolonial literatures of Africa (2 HS)**

**Modulzuordnungen:**

- **LEHRAMTSTUDIENGANG:** Angewandte Sprachwissenschaften / Angewandte Literatur / Kulturwissenschaften
- **BML (WS 2005/06 ft.):** 801
- **LPO 2003:** GY: 5a, 5a SP Fa/Pr: 5a
- **SP Fa/Pr:** B.A. 2b, 3a, 15a, 15b
- **GyGe:** BK: 7a
- **SP Fa/Pr:** MA B.A.: 4a
- **SP Fa/Pr:** MA B.A.: 4a
- **GyGe:** alte LPO (1994/2000): B3

This course deals with postcolonial theory and the practice of postcolonial writing. The geographic focus is on Africa, the thematic focus on childhood. Based on selected works of fiction and non-fiction (autobiography) from South Africa and Rhodesia/Zimbabwe, we will be exploring male and female, black and white childhoods from the 1950s, 1960s and 1970s from different perspectives of class, race, and gender.

**Texts for reading:**

- South Africa

The seminar will find out something about Defoe’s life and the time he lived in and study – in some detail – the Robinson, a story of sea adventures, and two of his other novels, A Journal of the Plague Year (1722), a semi-fictitious account of a catastrophe, the last outbreak of the bubonic plague in London, and The Fortunes and Misfortunes of the Famous Moll Flanders (1722), the fictitious biography of a criminal. They are fun to read on the surface level, and easy to read into the bargain; but they are more than that: Each of the three novels belongs to a different genre. So we will have to study the norms of these genres and the ways in which Defoe made use of them. As the novels are saturated with facts and ideas, we cannot but compare the alleged sources with the finished products and interpret some of the ideas incorporated in the novels on the background of the philological discussions of Defoe’s age. I expect that the seminar will be rewarding.

The three novels we are going to study are available in various editions, e.g. in the series of the reasonably priced Oxford World’s Classics. Students who intend to take part in the seminar should read the novels before the beginning of the winter semester.

It goes without saying that the tests prescribed by the institute can be taken in this seminar in the usual way.
Conflicts are an integral part of human life and therefore a frequent topic in literature. We shall read relevant texts concerned with conflicts in partnerships, in the family, in school, and arising from specific social and political contexts. Different literary approaches to the theme will be analysed.

English-speaking Cultures of the World, Group A (2 PS)

This is a course for beginners who want to be introduced to English-speaking Cultures around the world. The focus will be on the Caribbean, African and Asian countries as well as Canada, Australia and New Zealand. A reader will be provided at the beginning of term.

We hope to be able to offer a tutorial (especially designed for beginners) in connection with this course.

English-speaking Cultures of the World, Group B (2 PS)

This is a course for beginners who want to be introduced to English-speaking Cultures around the world. The focus will be on the Caribbean, African and Asian countries as well as Canada, Australia and New Zealand.

We hope to be able to offer a tutorial (especially designed for beginners) in connection with this course.

English-speaking Cultures of the World, Group C (2 PS)

This is a course for beginners who want to be introduced to English-speaking Cultures around the world.

We hope to be able to offer a tutorial (especially designed for beginners) in connection with this course.

English-speaking Cultures of the World, Group D (2 PS)

This is a course for beginners who want to be introduced to English-speaking Cultures around the world.

We hope to be able to offer a tutorial (especially designed for beginners) in connection with this course.

Guidelines for Reading Lists

Get a copy of my 'Guidelines for Reading Lists' from the personal notice-board next to my room during one of my office hours and hand in a list with your name and the chosen 'Teilgebiete' and  'Schwerpunkte'.
This is a course for beginners who want to be introduced to English-speaking Cultures around the world. The focus will be on the Caribbean, African and Asian countries as well as Canada, Australia and New Zealand. A reader will be provided at the beginning of term.

We hope to be able to offer a tutorial (especially designed for beginners) in connection with this course.

154505

<table>
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<th>The British Empire, 1763-1918 (2 PS)</th>
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<td>Mo 14:15 – 15:45</td>
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At its height the British Empire encompassed more than a fifth of the globe and governed a quarter of the human race. While it provided the British people with a profits and a sense of international purpose, for the people it dominated it represented a disruption of their cultures by arbitrary power (terms of trade, forced labour and migration, warfare). In this course I should like to read and discuss selected historical events, their contexts and wider repercussions and the debates on the nature of the Empire which followed from them.


154206

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<th>Hotel Stories (2 PS)</th>
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Hotels are often chosen as settings for novels, films and other narratives. Why is that so? What makes a hotel a place that authors sometimes regard as more appropriate for their stories than others? What are the main functions, images and roles of hotels that are represented in those hotel stories? And what can cultural theory and wider repercussions and the debates on the nature of the Empire which followed from them.

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<th>Neil Jordan: Writer and Filmmaker (2 PS)</th>
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“Never make a promise. You may have to keep it.”, says the Irish filmmaker Neil Jordan in an interview while shooting his 13th movie “The End of an Affair”. And with regard to his immense and diverse body of work there is some truth in that comment. It is the recurring power of words that may be considered to be a leitmotif in Jordan’s oeuvre. The idea that words - once said - may come back to haunt you binds together such controversial themes as ambiguous sexuality, the supernatural and migratory, the psychological quest for identity and the construction of historical events as enduring myths. Hence this seminar will invite you to multiple readings of three of Jordan’s films (“The Crying Game”, 1992; “The Butcher Boy”, 1997; “In Dreams”, 1999) from a variety of angles rooted in a single vision. In addition to his work as a director we will also discuss some of Jordan’s published fiction. Again his work covers an amazingly creative output such as the novel, the short story, plays and screenplays. Our discussion will focus on a collection of early short stories (“Night in Tunisia”, 1979) and two novels (“The Dream of a Beast”, 1983; “Shade”, 2004). Students will be asked to note similarities between Jordan's work as a filmmaker and writer and discuss their findings in the context of the cultural debates on representational practices, identity politics and postcolonial studies. A selection of short stories and further reading material will be provided as a reader that shall be available in the “Handapparat” of our department’s library. For our discussion of the novels the following editions are recommended and should be purchased by the participants: "The Dream of a Beast", John Murray, 2005, ISBN: 0715561922; “Shade”, Bloomsbury Publishing PLC, 2005, ISBN: 158234602X.

At the end of the term students may choose between an oral exam and a written assignment as the form of assessment.

154507

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<tr>
<th>Kulinare Semiotik: Kulturgeschichte und Bedeutung von nationalen, internationalen und hybriden Kochtraditionen (2 PS)</th>
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Essenkultur und kulturelle Identifikation über kulinare Traditionen beschränken sich nicht nur auf Gerichte wie Currywurst, Döner Kebap oder Labksaus. Eine Vielzahl von Zutaten für unsere heutige mitteleuropäische Küche etwa stammt aus anderen Weltgegenden; die meisten Gewürze sind importiert; zudem ist besonders in der Nachkriegszeit eine Internationalisierung der kulinarischen Gewohnheiten zu beobachten. Dennoch weist jede Nationalküche ihre Besonderheiten auf, zudem mit den speziellen Details der jeweiligen Regionen eines Landes. Speisen können außerdem eine weitreichende Rolle bei Traditionen, Festen, Riten und im erzählerischen Diskurs einer Kultur spielen. In diesem Seminar werden verschiedene nationale, internationale und hybride Kochkulturen untersucht und semiotisch dargestellt; d.h., der Zeichencharakter von Speisen und Zutaten im allgemeinen kulturellen Diskurs wird spezifiziert. Neben allgemeiner semiotischer Theorie spielen besonders die angewandten Aspekte eine Rolle; so werden wir im Detail die Kochtraditionen einzelner Länder und Regionen behandeln.

Das Seminar ist besonders für die BA/MA-Studiengänge konzipiert. Bitte erkundigen Sie sich wegen genauer Termine und Plätzen auf Nachfrage bitte registrieren Sie sich für das Seminar unter: semiotik@pop.uni-dortmund.de.


154508

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<tr>
<th>Braunen, Brennen, Keltern: Kulturgeschichte und Bedeutung alkoholischer Getränke (2 PS)</th>
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14


HAPPTSTUDIUM

154509 Political Ideas in Britain (2 HS)

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<th>Di 10:15 – 11:45</th>
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<th>Kramer, Obendiek</th>
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**Modulzuordnungen:**
- **LEHRAMTSSTIUDIENGEANGANGETWANDE SPRACHWISSENSCHAFTEN)**
- **ANGANEWITTERATUREN/ KULTURWISSENSCHAFTEN**

- **LPO 2003**
  - **BA_A 6c, 17b**
  - **SP\_Fac	5a**
  - **BA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**
  - **BA\_Ab**

- **LPO 1994/2000:**
  - **E1**

In this course we want to deal with selected texts of two ‘giants’ of political theory, Thomas Hobbes (1588-1679) and John Locke (1632-1704), as well as British responses to the French Revolution (by, amongst others, Edmund Burke, Mary Wollstonecraft, and Thomas Paine), Our aims are (i) to read and understand the texts and ideas of these political thinkers, (ii) to relate them to their social, political and cultural context, and (iii) to determine their relevance for the political debates of today.

The remaining texts will be made available in a reader. This proseminar offers an introduction to basic issues and methods of American Studies. Many of the texts we will read are part of the Heath Anthology of American Literature. The remaining texts will be made available in a reader. Zur gleichmäßigen Auslastung der einzelnen Gruppen ist für diese Seminare Voranmeldung erforderlich. Anmeldelisten hängen ab dem 18.7.2005 auf den Informationstafeln vor dem Sekretariat. Bitte tragen Sie sich nur für eine der Lehrveranstaltungen ein. Mehrfachanträge werden alle gelöscht.

154510 Islands: Four Narratives (2 HS)

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**Modulzuordnungen:**
- **LEHRAMTSSTIUDIENGEANGANGETWANDE SPRACHWISSENSCHAFTEN)**
- **ANGANEWITTERATUREN/ KULTURWISSENSCHAFTEN**

- **LPO 2003**
  - **BA_A 6c, 17b**
  - **SP\_Fac	5a**
  - **BA\_Ab**
  - **SP\_Fac	6a**
  - **BA\_Ab**
  - **MA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**
  - **BA\_Ab**

- **LPO 1994/2000:**
  - **E1**

Islands are something special: they have not only been a vital part of human experience and history, but they have also enjoyed a certain prominent symbolic presence in many cultures. Our Western conception of islands, although conceived of much earlier, was brought to fruition in the colonial ventures between 1500 and 1900. In that context, islands, because of their boundedness, came to be regarded as natural colonies which could be claimed and colonized one by one. Concomitantly, ‘island narratives’ were written which (a) describe island societies in which the conditions of utopian collectives (as in Thomas More’s Utopia) address the readers’ needs of wish-fulfillment, or (b) represent individual lives on islands in which the isolated individual is challenged to develop his (less often her) physical and psychological potential to the utmost (as in Robinson Crusoe), or (c) combine these two types of narratives: the Robinson Crusoe story demonstrates that humans beings possess resources which can be tapped to bring about a better kind of social order, as envisaged in utopian writings.

In this course I should like to discuss four island narratives which foreground the nature of colonial relations. To achieve this, I will combine these two types of narratives: the Robinson Crusoe story demonstrates that human beings possess resources which can be tapped to bring about a better kind of social order, as envisaged in utopian writings.


Americanistik

**GRUNDSTUDIUM**

154601 Introduction to American Literary and Cultural Studies – Gruppe A (2 PS)

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**Modulzuordnungen:**
- **LEHRAMTSSTIUDIENGEANGANGETWANDE SPRACHWISSENSCHAFTEN)**
- **ANGANEWITTERATUREN/ KULTURWISSENSCHAFTEN**

- **LPO 2003**
  - **BA_A 6c, 17b**
  - **BA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**

- **LPO 1994/2000:**
  - **B4, E2**

This proseminar offers an introduction to basic issues and methods of American Studies. Many of the texts we will read are part of the Heath Anthology of American Literature. The remaining texts will be made available in a reader. Zur gleichmäßigen Auslastung der einzelnen Gruppen ist für diese Seminare Voranmeldung erforderlich. Anmeldelisten hängen ab dem 18.7.2005 auf den Informationstafeln vor dem Sekretariat. Bitte tragen Sie sich nur für eine der Lehrveranstaltungen ein. Mehrfachanträge werden alle gelöscht.

154602 Introduction to American Literary and Cultural Studies – Gruppe B (2 PS)

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**Modulzuordnungen:**
- **LEHRAMTSSTIUDIENGEANGANGETWANDE SPRACHWISSENSCHAFTEN)**
- **ANGANEWITTERATUREN/ KULTURWISSENSCHAFTEN**

- **LPO 2003**
  - **BA_A 6c, 17b**
  - **BA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**

- **LPO 1994/2000:**
  - **B4, E2**

This proseminar offers an introduction to basic issues and methods of American Studies. Many of the texts we will read are part of the Heath Anthology of American Literature. The remaining texts will be made available in a reader. Zur gleichmäßigen Auslastung der einzelnen Gruppen ist für diese Seminare Voranmeldung erforderlich. Anmeldelisten hängen ab dem 18.7.2005 auf den Informationstafeln vor dem Sekretariat. Bitte tragen Sie sich nur für eine der Lehrveranstaltungen ein. Mehrfachanträge werden alle gelöscht.

154603 Introduction to American Literary and Cultural Studies – Gruppe C (2 PS)

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**Modulzuordnungen:**
- **LEHRAMTSSTIUDIENGEANGANGETWANDE SPRACHWISSENSCHAFTEN)**
- **ANGANEWITTERATUREN/ KULTURWISSENSCHAFTEN**

- **LPO 2003**
  - **BA_A 6c, 17b**
  - **BA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**
  - **SP\_Fac	6a**
  - **MA\_Ab**

- **LPO 1994/2000:**
  - **B4, E2**

This proseminar offers an introduction to basic issues and methods of American Studies. Many of the texts we will read are part of the Heath Anthology of American Literature. The remaining texts will be made available in a reader. Zur gleichmäßigen Auslastung der einzelnen Gruppen ist für diese Seminare Voranmeldung erforderlich. Anmeldelisten hängen ab dem 18.7.2005 auf den Informationstafeln vor dem Sekretariat. Bitte tragen Sie sich nur für eine der Lehrveranstaltungen ein. Mehrfachanträge werden alle gelöscht.
This proseminar offers an introduction to basic issues and methods of American Studies. Many of the texts we will read are part of the Heath Anthology of American Literature. The remaining texts will be made available in a reader. Anmeldungen hängen ab dem 10.10.2005 auf den Informationsstafeln vor dem Sekretariat. Please tragen Sie sich nur für eine der Lehrveranstaltungen ein. Mehrfachtritte werden alle gelöscht.

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This course will focus on freedom of the press by examining books which, despite popular interest, were challenged or often successfully removed from American and German society. Bestseller lists, course curricula, and libraries are only a few of the targeted areas. Attention will be given to the political, historical, and societal situations at the time these works were banned. Students will be asked to question why books are challenged or banned in America and German-speaking countries, and what groups have challenged them. In particular, discussions will spotlight this battle by analyzing why particular works were banned during particular times. Possible discussions of the challenged and/or banned books will include: sexually explicit material, offensive language, political reasons, literature fitting for minors, satanism and witchcraft, violence, homosexuality, religion and others. Relevant secondary literature and newspaper articles in response to the banned or challenged books will also be read and discussed.

Our readings will include William Faulkner’s The Grapes of Wrath, Harper Lee’s To Kill a Mockingbird, Sylvia Plath’s The Belljar, and selections from Volker Braun.

The origins of American Studies reflect a strong theoretical foundation which has informed the field up to the present. One such theory, which represents at the same time a general theory of literature, proceeds from the aristocratic viewpoint and its corollaries, such as aristocratic, aestheticized, and Enlightenment-driven concepts of literature and culture. It takes a closer look at the memory of slavery and American history in American culture.

Readings will include selections from David Walker’s Appeal to the Colored Citizens of the World (1829), Baynard Taylor’s A Journey to Central Africa (1832), Frederick Douglass’s My Bondage and My Freedom (1855), David Dorrs’s A Colored Man Round the World (1858) and Nathaniel Hawthorne’s The Marble Faun (1860), short stories by Edgar Allan Poe and Louisa May Alcott (among others), as well as Walt Whitman’s poem “Song of Myself.” Contextualizing these readings, we will place them next to developments in nineteenth-century American architecture, popular culture and visual art. - For M.A. students, this course will be conducted as a project seminar. A reading packet will be made available by the beginning of the semester. Please sign up on www.ews.uni-dortmund.de as soon as possible (search for “Cortiel” and find the class title).
Jeremy Rifkin is an author, activist, and philosopher who is best known for his environmental work and his critique of modern technologies, including genetic engineering. As president of the Foundation on Economic Trends in Washington, D.C., he has become one of the most influential voices in the American political environment. The seminar will investigate some of Rifkin’s most influential works and place it into the context of American cultural criticism. The books we will read include Beyond Beef (1992), The End of Work (1995), and The Biotech Century (1998). - For M.A. students, this course will be conducted as a project seminar.

The American Romantics (including the transcendental philosophers) are not only at the beginning of a genuinely distinctive literary and cultural American tradition, they have also helped to shape the identity of the nation: Romantic fascination with subjectivity combines with the American obsession with the "self." At the same time, the American Romantics have contributed to, if not begun, an international movement of cultural criticism which may be their strongest contribution to world literature and culture. Based on the readings of the texts, the seminar will also attempt to investigate the potential of these cultural critiques in German or European classrooms of the 21st century.

The seminar will include texts by Frederick Douglass, Margaret Fuller, Nathaniel Hawthorne, Harriet Ann Jacob, Herman Melville, Henry David Thoreau, and Walt Whitman. - For M.A. students, this course will be conducted as a project seminar.

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**Legende:**

- **GHR** = Lehramt Grund-./Haupt-/Realschule
- **Gy/Ge** = Lehramt Gymnasium und vergleichbare Stufen der Gesamtschule
- **BK** = Berufskolleg
- **SP_1,Fach** = Sonderpädagogik mit Englisch als 1. Fach
- **SP_2,Fach** = Sonderpädagogik mit Englisch als 2. Fach
- **B.A.** = B.A. in Angewandten Sprachwissenschaften
- **M.A.** = M.A. in Angewandten Literatur- und Kulturwissenschaften
- **BML** = Bachelor/Master Lehramt