

Master of Education (MEduc)

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

4500530 **The Hollow Crown Series: Shakespeare's History Plays on TV**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Schaff, Barbara*
Mi 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar The much-acclaimed BBC TV Series *The Hollow Crown* (2012) is an adaptation of Shakespeare's Henriad (*Richard II*, *Henry IV, Part 1*, *Henry IV, Part 2* and *Henry V*). This course will look at formal aspects (how the four plays are transformed into the structure of a TV family drama, how the format of the series informs plot narration, by which means how thematic coherence is enforced and how visual language changes); it will address the issue of intermediality and ask about the intersection between the global commodification of the product Shakespeare and the national celebration of British literary heritage. This course hopes to find interested students who have a basic knowledge of the format of TV series and are willing to come to the course well prepared -i.e. with a profound knowledge of the textual sources (i.e. the plays named above). Although we will frequently compare the plays to their TV adaptation, there will be no time to read them extensively in class. Hence, participation will depend on the successful passing of a test on the content of the plays during the first meeting.

Registration: in StudIP until 20 October.

4500873 **Irish-Canadian Literature / Representations of the Irish in Canadian Literature**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Glaser, Brigitte Johanna*
Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015
Mi 14:00 - 16:00 Raum: Verfügungs VG 2.106 , wöchentlich
Mi - mündliche Prüfung am: 11.02.2015
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar The Irish are among those migrants who have numerically most contributed to Canada and who have most been taken notice of, given the history of poverty and starvation, the at times rigid adherence to the Catholic faith as well as their Celtic heritage and traditions that accompanied them to the new world. We will discuss the ways in which they have been represented in literary texts, while at the same time reading these narratives against the background of historical developments involving the Irish people and of literary movements or techniques (such as magic realism or postmodern writing) that made use of stereotypical images of the Irish.

Readings: Jack Hodgins, *The Invention of the World*; Jane Urquhart, *Away*; Margaret Atwood, *Alias Grace*; Peter Behrens, *The Law of Dreams*; and a selection of short stories (made available on StudIP).

Registration: via StudIP (until Oct. 18)

4500874 **Postcolonial Theory**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Glaser, Brigitte Johanna*
Mo - Referat Von: 02.02.2015 Bis: *na*
Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015
Mo 10:00 - 12:00 Raum: Verfügungs VG 2.105 , wöchentlich
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar In this seminar the focus of investigation will be on theories originating in relation to lives lived and literature written in postcolonial societies or by migrant writers. Among the aspects considered will be the following: the political dimension of the literary texts; hybrid identities and double colonization; translocation and translation; syncretic and transnational writing, as well as the impact of globalization.

Readings: selections from *The Postcolonial Studies Reader* (ed. Ashcroft, Griffith, und Tiffin); John McLeod, *Beginning Postcolonialism*; Ania Loomba, *Colonialism/Postcolonialism*; Elleke Boehmer, *Colonial and Postcolonial Literature. A Reader* will be available in StudIP.

Registration: in StudIP (until Oct. 18)

4500933 **Writing the Nation under Elizabeth and James, c. 1558 to 1625**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Hutchinson, Mark;*
Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015 *Schaff, Barbara*
Mi 12:00 - 14:00 Raum: Universität HDW 0.115 , wöchentlich
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar Religious division, persecution and political violence were commonplace characteristics of Elizabethan and Jacobean political life. Religious and political identities were highly contested as various groups within England and Ireland acquired or lost status and political authority. This module examines the ways in which various individuals through literature, poetry and political treatises attempted to understand their position within this fractured world. Various customary, religious and political vocabularies were deployed in order to re-construct bonds of friendship and community and as a means of articulating some sense of unity and nation.

Readings: we will examine the work of Edmund Spenser, a New English Colonist in Ireland; Raphael Holinshed's *Chronicles of England, Scotland and Ireland*; the poetry and prose of Philip Sidney, the embodiment of English protestant manly virtue; as well as Francis Bacon's idea of Great Britain.

Registration in StudIP until 19 October.

4500936 **Destabilizing Gender**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Helbig, Tina*
Mo 10:00 - 12:00 Raum: Verfügungs VG 2.106 , wöchentlich
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar Early literary presentations of blurred sex and gender boundaries were often resolved by the safe return to the "natural" order of binary sexes and established gender roles. Since the beginning of the twentieth century, though, questions concerning (biological) sex and (cultural) gender have been brought up more frequently and more urgently, challenging the binary outline of both sex and gender. In this seminar, we will discuss literature (play, novel & graphic novel) of the seventeenth, twentieth and twenty-first centuries, as well as contemporary film and film adaptations along with seminal texts by Virginia Woolf, Michel Foucault, Judith Butler und R. W. Connell.

Readings: William Shakespeare, *Twelfth Night*. Virginia Woolf, *Orlando: A Biographie*. Jackie Kay, *Trumpet*. Gail Carriger & REM, *Soulless: The Manga Vol. 1 (Parasol Protectorate)*. Alison Bechdel, *Fun Home*. Moreover, excerpts from: Tim Carroll (dir.), *Twelfth Night (Globe on Screen)*, 2013; Richard Eyre, *Stage Beauty*, 2004; Sally Potter (dir.), *Orlando*, 1992.

Registration: in Stud.IP (closes October 6th, 2014)

4500939

Alice Munro

Hauptseminar/Vertiefung SWS: 2; Anz. Teiln.: 25

Radu, Anca-Raluca

Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015

Fr 10:00 - 12:00 Raum: Verfügungs VG 1.106 , wöchentlich

Fr 10:00 - 12:00 mündliche Prüfung am: 13.02.2015

Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar

Alice Munro is the surprising, but also uncontested winner of the 2013 Nobel Prize for Literature. A writer of short fiction leading a private life in provincial Ontario, Canada, and an awardee of several prestigious literary prizes, including the Governor General's Award and the Man Booker International Prize, Munro had long been a suitable candidate for the Nobel, but an unlikely winner, in particular due to the form in which she writes, namely the short story. While she addresses the status of the genre in several of her stories, her signature topics are inter-human relationships in small-town environments, (female) protagonists" struggle with the pressure of their communities to suppress individuality, family connections, aging, ancestry, as well as more or less loosely autobiographical topics. She turns her attention to the extraordinary, the ironic, and the grotesque looming behind the apparent banality of everyday life, subverting realist conventions and expectations that arise from the traditional narrative form that she prefers. We shall read the volumes listed below entirely so please make sure to get your own copies. Further reading will be available for download on Stud.IP.

Reading: *Lives of Girls and Women* (1971), *Open Secrets* (1994), *The View from Castle Rock* (2006), and *Dear Life* (2012).

Registration: in StudIP until 17 October.

4500966

450 Jahre produktive Shakespeare Rezeption--Ringvorlesung VL

Vorlesung SWS: 2; Anz. Teiln.: 130

Schaff, Barbara

Do 18:00 - 20:00 Raum: Alte SUB 1.501.1 , wöchentlich

Do 18:00 - 20:00 Raum: ZHG ZHG105 , Klausur am: 12.02.2015

Fr - Andere Prf. form am: 27.03.2015

Kommentar

Die Ringvorlesung der Abteilung für Anglistik, zu der renommierte Göttinger und auswärtige Shakespeare-Experten beitragen, nimmt anlässlich des 450. Geburtstags Shakespeares die vielfältige kulturelle, intertextuelle und intermediale Resonanz des größten englischen Dramatikers in den Blick . So bietet Shakespeares Leben seit Jahrhunderten Stoff für eine nicht enden wollende Autorschaftsfrage, und seine Werke bilden den Vorwurf für ästhetische Neuschöpfungen z.B. in Gestalt von musikalischen oder bildlichen Auseinandersetzungen mit Shakespeares Werken und, besonders in den letzten Jahrzehnten, auch von intertextuellen Bezugnahmen in der Populärkultur und im postkolonialen Raum des ehemaligen Britischen Empire. Da es sich hier um eine öffentliche Vorlesungsreihe handelt, findet sie auf Deutsch statt, ist aber wie jede andere VL der Abteilung für die üblichen Module geöffnet.

Registration: in StudIP until 24 October.

4501041

Shakespeare's Tragedies

Hauptseminar SWS: 2; Anz. Teiln.: 25

Elze, Jens

Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015

Mi 16:00 - 18:00 Raum: Verfügungs VG 4.106 , wöchentlich

Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar Rather than engaging with Shakespeare's major works from the perspective of a specific thematic, stylistic, historical or formal concern, this class seeks to provide the opportunity to engage with some of Shakespeare's (and English literature's) most important works as broadly and fundamentally as possible. Our discussions *will* be concerned with questions of the tragic, the distinction between comedy and tragedy, the poetics of plot, dramatic characterization, the dramatic and theatrical production of space and the plays' relation to concepts of reality and history. We *may* also discuss the intertextual resonances and adaptations of the plays, as well as their roles in the (relatively) recent debates of Gender Studies and Postcolonial Theory.

Readings: Please purchase appropriate editions (preferably Arden, but Cambridge, Oxford, Norton are also acceptable) of the following plays: *Macbeth*, *King Lear*, *Hamlet*, *Othello*. Further readings will include shorter texts by Aristotle, Hans Blumenberg, Yuri Lotman, Friedrich Nietzsche and Thomas G. Pavel as well as a few secondary sources, and will be made available at the beginning of term.

Registration: in StudIP until the 15th of October.

457733

A Survey of Irish Literature and Culture VL

Vorlesung SWS: 2; Anz. Teiln.: 200

Haekel, Ralf

Do 10:00 - 12:00 Raum: ZHG ZHG105 , wöchentlich Von:
23.10.2014 Bis: 05.02.2015

Do 10:00 - 12:00 Klausur am: 12.02.2015

Fr - Andere Prf. form am: 27.03.2015

Kommentar Ireland and Irish literary and cultural artefacts are often included in lectures and seminars on British literature and culture. However, Ireland's historical situation makes it necessary to investigate Irish literature not merely as a part of English literary history but as an independent realm that is quite often even opposed to the developments in England and Britain in general.

Ireland has been termed Britain's first colony, and the Ulster plantation at the turn of the seventeenth century served as a role model for later forms of British Colonialism and Imperialism. In the wake of the Act of Union, passed in 1800, Ireland was effectively ruled by the English Crown; and the entire nineteenth century was characterized by the struggle for independence. As a result of the Easter Rising in 1916 and the ensuing War of Independence, Ireland regained its independent status, first as the Irish Free State and later as the Republic of Ireland with Northern Ireland remaining under British Rule. The twentieth century is characterized by the attempts to find an Irish National Identity and of course by the Northern Irish Troubles. Only since the 1990s, as a result of the Good Friday Agreement, which ended the bloodiest phase of the conflict in Northern Ireland, and the Celtic Tiger, i.e. the economic prosperity, the course of Irish history has entered calmer seas.

In the course of this lecture series, we will explore the course of Irish history from the Early Modern period to the present day. Furthermore, we will read and discuss important literary works from the early eighteenth century onwards: Jonathan Swift, Maria Edgeworth, Thomas Moore, W.B. Yeats, James Joyce and many more. A syllabus with bibliographical details will be online at the beginning of September. Please consider visiting the accompanying tutorial to this lecture series as well.

Registration in StudIP until November 1.

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

4500444	Tutorial to Critical Theory Tutorium SWS: 2; Anz. Teiln.: 25 Di 16:00 - 18:00 Raum: Wald.26 0.702 , wöchentlich	<i>N.N.,</i>
Organisatorisches	Ort und Zeit nach Vereinbarung.	
Kommentar	<p>This - voluntary but highly recommended - tutorial is taught in conjunction with the class "Introducing Critical Theory II: Approaches and Methods in Media Studies" (modules: B.AS.04; B.AS.301; M.EP.01b; M.EP01b-L). "Critical Theory II" introduces major concepts, key thinkers, and critical approaches in the fields of media studies, single media, material culture, and cultural studies. The tutorial provides an opportunity to discuss the texts covered in the course, to address questions and to support the comprehension of the theories and critical concepts in question by means of close readings and in-depth discussion. Difficulties and questions regarding the theoretical texts can be addressed and revisited according to students' needs. Hence participating in the tutorial will also be helpful as a preparation for the final exam in the Critical Theory class.</p> <p>Details about the organization of this tutorial will be announced in the first session.</p> <p>Further material will be provided on Stud.IP.</p>	
4500758	Contemporary Asian American Literature and Culture Hauptseminar SWS: 2; Anz. Teiln.: 35 Di 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 21.10.2014 Bis: Mo 18:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 27.10.2014 Bis: Di 10:00 - 12:00 Raum: Jacob-Grim SEP 1.301 , mündliche Prüfung am: 10.02.2015 Fr - Abgabe Hausarbeit am: 27.03.2015	<i>Künnemann, Vanessa</i>
Kommentar	<p>Suzy Park, a court interpreter in New York City, is haunted by the recent murder of her parents with whom she fell out years ago. At 29, in the midst of another love affair that is leading nowhere and caught in a job that has become rather dull, Suzy is suddenly taken out of her boredom when a routine translating assignment reveals that her parents were not murdered by random violence, as the police had indicated. In the course of her own investigations, Suzy is faced with a seemingly sinister Asian American culture with its very own rules and practices.</p> <p>Thus goes the - short version of a complex and intriguing - story of Suki Kim's <i>The Interpreter</i> (2003), a Korean American novel widely celebrated for its conflation of detective fiction, family novel, and contemporary Asian American identity politics in the new millennium. Kim's novel is illustrative of recent trends in Asian American literature and culture which, on the one hand, can be seen as a continuity of Asian American studies of the 20th century (with Maxine Hong Kingston as a major reference point), but which, on the other hand, break with well-established traditions and often transgress generic boundaries.</p> <p>In this class we will be concerned with these recent trends and read selected Asian American texts (Chinese, Japanese, Indian, Vietnamese, as well as Korean American) which reflect the heterogeneity and fascinating newness of this literary field, disclosing perspectives on the various courses which contemporary Asian American writing charts in its defiance and subversion of the categories of mainstream and margin, exclusion and assimilation, high and popular culture.</p>	

Readings: Most texts will be made available in a reader (uploaded as PDF files to Stud.IP) at the start of the semester, but you are asked to purchase two novels before the beginning of class: Suki Kim's *The Interpreter* (Picador; ISBN: 0312422245) and Le Thi Diem Thúy's *The Gangster We Are All Looking For* (Anchor; ISBN: 0375700021).

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 01 September and 10 October is required. All news concerning this class will be posted on Stud.IP as well. Classes start in the first week of the semester. For final registration, participants need to attend the first session.

Independent Study: Please note that this class also has independent study components (as part of modules B.AS.08; B.AS.09; B.AS.401; B.AS.402; B.EP.51; M.EP.04b; M.EP.09b; M.AS.02)

For further information: vanessa.kuennemann@phil.uni-goettingen.de

4500873 **Irish-Canadian Literature / Representations of the Irish in Canadian Literature**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Glaser, Brigitte Johanna*
Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015
Mi 14:00 - 16:00 Raum: Verfügungs VG 2.106 , wöchentlich
Mi - mündliche Prüfung am: 11.02.2015
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar The Irish are among those migrants who have numerically most contributed to Canada and who have most been taken notice of, given the history of poverty and starvation, the at times rigid adherence to the Catholic faith as well as their Celtic heritage and traditions that accompanied them to the new world. We will discuss the ways in which they have been represented in literary texts, while at the same time reading these narratives against the background of historical developments involving the Irish people and of literary movements or techniques (such as magic realism or postmodern writing) that made uses of stereotypical images of the Irish.

Readings: Jack Hodgins, *The Invention of the World*; Jane Urquhart, *Away*; Margaret Atwood, *Alias Grace*; Peter Behrens, *The Law of Dreams*; and a selection of short stories (made available on StudIP).

Registration: via StudIP (until Oct. 18)

4500939 **Alice Munro**
Hauptseminar/Vertiefung SWS: 2; Anz. Teiln.: 25 *Radu, Anca-Raluca*
Fr - Abgabe Präsentation Ausarbeitung am: 27.03.2015
Fr 10:00 - 12:00 Raum: Verfügungs VG 1.106 , wöchentlich
Fr 10:00 - 12:00 mündliche Prüfung am: 13.02.2015
Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar Alice Munro is the surprising, but also uncontested winner of the 2013 Nobel Prize for Literature. A writer of short fiction leading a private life in provincial Ontario, Canada, and an awardee of several prestigious literary prizes, including the Governor General's Award and the Man Booker International Prize, Munro had long been a suitable candidate for the Nobel, but an unlikely winner, in particular due to the form in which she writes, namely the short story. While she addresses the status of the genre in several of her stories, her signature topics are inter-human relationships in small-town environments, (female) protagonists' struggle with the pressure of their communities to suppress individuality, family connections, aging, ancestry, as well as more or less loosely autobiographical topics. She

turns her attention to the extraordinary, the ironic, and the grotesque looming behind the apparent banality of everyday life, subverting realist conventions and expectations that arise from the traditional narrative form that she prefers. We shall read the volumes listed below entirely so please make sure to get your own copies. Further reading will be available for download on Stud.IP.

Reading: *Lives of Girls and Women* (1971), *Open Secrets* (1994), *The View from Castle Rock* (2006), and *Dear Life* (2012).

Registration: in StudIP until 17 October.

4500967

Reading Group Lecture Class American Literary History III

Lektürekurs SWS: 1; Anz. Teiln.: 20

N.N.,

Mi 15:00 - 16:00 Raum: KWZ 0.608 , wöchentlich

Kommentar

This class is conceptualized as a supplement to the American Literary History lecture (Tuesday 12-14; course number 458933) but open to *all* students who like to read and discuss literary texts as both an art form (based in language) and as response to and expression of particular historical, political, social, and cultural constellations. To better understand the significance of cultural expressions at a given time we will engage in close readings of short stories, chapters from novels, and poems, using a variety of interpretive angles to gain a deeper understanding of twentieth century literary history. Authors may include Henry James, Jack London, Zora Neale Hurston, Ernest Hemingway, Ralph Ellison, or Sylvia Plath, but this is open for suggestions.

Texts: Texts will be made available on Stud.IP.

Registration: Binding (!) registration on Stud.IP between 01 September and 22 October is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

Please note that this is an optional **reading group** which may be taken in accompaniment to the lecture class (Tuesday 12-14). This reading group is NOT the Directed Reading Course and cannot be taken for credit. Please register separately for the lecture class.

452398

Introducing Critical Theory II: Approaches and Methods in Media Studies

Vorlesung SWS: 2; Anz. Teiln.: 40

Knipping, Marleen

Mo 14:00 - 16:00 Raum: KWZ 0.602 , wöchentlich

Mo 14:00 - 16:00 Raum: KWZ 0.602 , Klausur am: 09.02.2015

Kommentar

The two-semester lecture series aims at introducing students to major approaches, traditions, and key figures in the fields of cultural and media theory. The second part of the series, "Approaches and Methods in Media Studies," will focus on media theory, visual culture, material culture and cultural studies. In this class, we will be concerned with media history, the relation between (mass) media and society, media aesthetics, models of communication, and questions of cultural memory, technology, materiality and embodiment. Other relevant issues are medial configurations of time and space, networks and systems, concepts of hyperreality, postmodernity and the digital. We will also consider theories of single media: photography, the cinema, television, the computer and mobile media.

The course will introduce a number of key texts and we will approach them on the basis of the participants' reading. We will discuss major schools that have been influential in the development of critical media and cultural studies: The Toronto School, the Frankfurt School, German media theory, British Cultural Studies, theories of postmodernism and vi-

sual culture, film and television theory, theories of material culture, systems theory, and actor-network theory.

Key thinkers are Theodor W. Adorno, Walter Benjamin, Jean Baudrillard, Bill Brown, James Carey, Richard Dyer, John Fiske, Stuart Hall, Mark Hansen, Miriam Hansen, Donna Haraway, Katherine Hayles, Max Horkheimer, Harold Innis, Frederic Jameson, Friedrich Kittler, Bruno Latour, Marshall McLuhan, Jason Mittell, Laura Mulvey, John Durham Peters, Claude Shannon, Raymond Williams, and Geoffrey Winthrop-Young.

Individual sessions are concerned with selected key thinkers and texts; the latter will be provided on Stud.IP.

Registration: Attendance for this class is limited to 40 students. Binding (!) registration on Stud.IP between 01 September and 10 October is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

458837

America and the Holocaust

Hauptseminar SWS: 2; Anz. Teiln.: 35

N.N.,

Mi 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von:
22.10.2014 Bis:

Di 18:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von:
28.10.2014 Bis:

Mi 12:00 - 14:00 mündliche Prüfung am: 04.02.2015

Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar

How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes more sense when considering the distrust of "grand narratives" among American intellectuals after the Second World War, the rhetoric of civil rights activists, or the building of the Holocaust Museum on the Washington Mall. The European catastrophe of genocide has so profoundly influenced American Jewish identities that -- as Peter Novick has argued -- the *Shoah* has come to define how American Jews understand themselves, and are understood by others. Starting with an early film about an American Holocaust survivor ("The Pawnbroker") the seminar seeks to analyze particularly *American* representations of the *Zivilisationsbruch* and how this has influenced American culture at large. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: if most of us are German, non-Jewish, and born after 1945, for instance, how do we perceive of the way the Holocaust is discussed and represented in American culture?

Texts: Texts for preparation and additional material will be posted on Stud.IP. Please buy Jonathan Safran Foer's *Everything is Illuminated* (NY: Penguin, 2002). All other texts will be made available on StudIP. I also recommend that you obtain a copy of Peter Novick's *The Holocaust in American Life* (Boston: Houghton Mifflin, 2000) for further reading. It is a very good basis for this seminar.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 01 September and 10 October is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

Independent Study: Please note that this class also has independent study components (as part of modules B.AS.08; B.AS.09; B.AS.401; B.AS.402; B.EP.51; M.EP.04b; M.EP.09b; M.AS.02)

458933

VL: A Cultural History of American Literature III

Vorlesung SWS: 2; Anz. Teiln.: 120

N.N.,

Di 12:00 - 14:00 Raum: ZHG ZHG104 , wöchentlich

Di 12:00 - 14:00 Klausur am: 03.02.2015

Fr - Abgabe Hausarbeit am: 27.03.2015

Kommentar

This survey class focuses on the interactions between high culture and popular culture, minorities and mainstream, marginalized groups and powerful parties in order to grasp cultural developments from the "New Imperialism" of the late nineteenth century to the Civil Rights Movement. We will discuss a broad selection of canonical literature against the historical backdrop of its emergence, paying particular attention to changing conceptions of nationality and culture but also to questions of genre and literary style. Starting with Henry James and American Naturalism we will discuss Ezra Pound's dictum, "Make it New," as a point of departure for understanding American modernism through the historical, aesthetic, critical and cultural contexts in which it emerged. We will talk about the photography and literature of the Great Depression, contextualizing it in the framework of the government programs that were developed to counter the crisis. The Second World War will be addressed as a watershed moment in American cultural and literary history for challenging earlier conceptions of society and the role of the author therein, widening the spectrum of literary voices, including new philosophical themes, and inspiring stylistic innovation. How, for instance, did the so-called Beat Generation approach the conformism of the 1950s? How did American Action painters intervene in established concepts of modernist art? How did women's postwar poetry re-imagine gender at the close of WWII? What was the place of Jewish American after Auschwitz, and of Japanese American literature after internment? We will conclude with a session or two on postwar African American literature and the Civil Rights movement.

Texts: Texts will be made available on Stud.IP. For general reference I strongly recommend purchasing the latest edition of *Amerikanische Literaturgeschichte*, edited by Hubert Zapf (Stuttgart: Metzler) and *The Enduring Vision. A History of the American People*, ed. by Paul Boyer et al. (Florence: Cengage). Both are standard textbooks.

Registration: Attendance for this class is limited to 120 students. Binding (!) registration on Stud.IP between 01 September and 19 October is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

Please note that there is an optional **reading group** which may be taken in accompaniment to the lecture class. This reading group (Wed. 15-16; course number: 4500967) is NOT the Directed Reading Course and cannot be taken for credit. Please register separately for the reading group.

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

459810

Hot topics in syntax and semantics

Hauptseminar SWS: 2; Anz. Teiln.: 20

Zeijlstra, Hedzer Hugo

Mi 12:15 - 13:45 Raum: Verfügungs VG 1.106 , wöchentlich

Organisatorisches

Registration in Stud.IP : 1 Sept - 17 Oct, 2014

Bemerkung

Erwerb von Schlüsselkompetenzen nach Absprache in der ersten Sitzung.

Kommentar In this course, we discuss a number of recent papers and book (parts) that have had serious influence on syntactic and semantic theory. Some of the ideas therein are still controversial, others have immediately become standard. All of them, however, merit serious study and discussion, and this is what we shall do in these exciting classes.

459194

Words and concepts

Hauptseminar SWS: 2; Anz. Teiln.: 20

Farke, Hildegard

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

Organisatorisches Registration in Stud.IP: 1 Sept - 17 Oct, 2014

Bemerkung Erwerb von Schlüsselkompetenzen nach Absprache in der ersten Sitzung.

Kommentar Concepts are constituents of thought contents, and we use language to express thoughts, and thus concepts. In this seminar we will look at the connection between words as linguistic units and conceptual units from different perspectives: Where do concepts come from? Do they come from experience or do we have them innately? Are concepts primitives or complex? To what extent is language structure determined by conceptual structure? How are concepts acquired? Since concepts are intimately tied to word meanings, knowledge of semantics might help children break into the rest of the language system. What about words in a second language that we do not have a concept of?

requirements: active participation, oral presentation, term paper

4500342

Tense and Aspect: Comparing English and German

Hauptseminar SWS: 2; Anz. Teiln.: 20

Eckardt, Regine

Mo 16:15 - 17:45 Raum: Universität HDW 0.115 , wöchentlich

Organisatorisches Registration in Stud.IP: 1 Sept - 17 Oct, 2014

Bemerkung Erwerb von Schlüsselkompetenzen nach Absprache in der ersten Sitzung.

Kommentar Sentences tell us what happens in the world. Languages like English and German use complex grammatical structures in order to code when these events are located in time: before, at or after the time of reporting? Does the event happen within, around or just before the time of current interest? What is the relation between verb forms (often labelled with names that suggest tense, e.g., *present tense form*) and the temporal information coded? How can we integrate tense/aspect in a formal semantics of English? Last not least, what are the subtle differences between similar-looking tenses and aspects in English and German? These questions are addressed in the course.

Prerequisite: Attendance of "Introduction to Semantics", or equivalent.

459798

Writing Colloquium

Kolloquium SWS: 2; Anz. Teiln.: 10

Farke, Hildegard

Mo 10:15 - 11:45 Raum: Jacob-Grim SEP 0.247 , wöchentlich

Organisatorisches Registration in Stud.IP

Kommentar This course is meant for students preparing or writing a Bachelor or Master Thesis in English linguistics. Candidates give a short talk concerning purpose, structure and first parts of their work, which is followed by discussion. According to the examination regulations for the Master program and the Master of Education program students are obliged to attend the colloquium as part of the Abschlussmodul.

459808 **Linguistic Theory: Overview**
Vorlesung SWS: 4; Anz. Teiln.: 40
Mo 18:15 - 19:45 Raum: Verfügungs VG 3.105 , wöchentlich
Do 10:15 - 11:45 Raum: Verfügungs VG 3.105 , wöchentlich
*Onea, Edgar;
Zeijlstra, Hedzer Hugo*

Organisatorisches Registration in Stud.IP: 1 Sept - 17 Oct, 2014

Kommentar This survey lecture is a mandatory supplement to your Master Seminar in the MEdUc (M.EP.020, M.EP.021). It offers an advanced survey over all fields in linguistics, the phenomena about language that we want to understand, and proposals on how grammar and meaning interact in our minds. We are open to requests to revisit specific parts of linguistic theory which you may need in order to write your term paper in your Master Seminar.

The lecture contains two units: one on morphosyntax, and one on semantics and pragmatics. You can attend one of these two units, or take the full class — a detailed program of times and topics will be presented in the first session(s) of winter term.

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

452212 **The History of English Dialects**
Hauptseminar SWS: 2; Anz. Teiln.: 25
Mi 12:00 - 14:00 Raum: KWZ 0.608 , wöchentlich
Mi 12:00 - 14:00 Klausur am: 04.02.2015
Fr - Abgabe Hausarbeit am: 27.03.2015
Rudolf, Winfried

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

Kommentar Studying the historical varieties of English is an intriguing but also very complicated matter. Undeniably, the reconstruction of historical states of dialects depends exclusively on written sources, their demarcation relies on the accumulation of "distinctive" features, while dearth of data, diachronic as well as statistical distortions often question the traditional approaches towards "standard dialects" as well as "the standard" itself. This class will address the problems of studying the historical varieties of English and will teach students how to gather reliable dialect data, how to localize handwritten documents (e.g. with the help of LALME), and how to appreciate the stylistic and literary potential of dialect use. As a result, this course will also raise questions concerning the creation, legitimization and deconstruction of linguistic standards.

452473 **The Culture of Translation**
Hauptseminar SWS: 2; Anz. Teiln.: 30
Do 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Do 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , Klausur am:
12.02.2015
Fr - Abgabe Hausarbeit am: 27.03.2015
Rudolf, Winfried

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

Kommentar About 90 % of Old English literature depends on Latin sources and a vast range of literary works of the Middle English period shows some direct influence of Latin or French models. Studying a selection of texts from various sources and centuries this course aims at identifying the translational styles of English writers and their sometimes quite idiosyncratic handling of their models. These styles will be analysed for their linguistic indebtedness

and innovation, supplemented by a survey of contemporary grammatical treatises and glossaries. Text samples include Alfred's Prefaces and the Old English *Boethius*, *Ælfric's Grammar and Glossary*, his *Passio Edmundi*, the *Old English Apollonius of Tyre*, *Judgement Day II*, the *Old English Verba Seniorum*, *William of Palerne*, Chaucer's *Boece* and *Troilus* and the Wyclif Bible.

453681

Englische Sprachgeschichte

Vorlesung SWS: 2; Anz. Teiln.: 160

Rudolf, Winfried

Do 14:00 - 16:00 Raum: ZHG ZHG007 , wöchentlich

Kommentar

The historical development of the English language, from a variety of formerly continental Germanic dialects, over a pan-European pidgin to a global lingua franca of World Englishes encompasses numerous internal and external factors. This lecture offers a basic introduction to the main phonological, morphological, lexicological and syntactic changes of English between 650 and 1700 AD and also searches for triggers and an arguable teleology of language change. The lecture course is intended as a useful companion to a series of modules taught during this semester.

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

Vorlesung oder Übung zur Fachdidaktik Englisch

4500987

Reading Beyond Comprehension

Übung SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Do 10:00 - 12:00 Raum: Wald.26 - 1.202 , wöchentlich Von:

23.10.2014 Bis: 06.02.2015

Do - mündliche Prüfung am: 05.02.2015

Kommentar

Students have the opportunity to reflect on the concept of teaching reading as a productive skill. By engaging with and creating their own hands-on and product-oriented activities, tasks and material, they will be challenged to apply a student-centered, skills-based approach in a practice-oriented learning environment.

Requirements: Regular attendance, active participation, short oral exam (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20.

4500988

Teaching Critical Cultural Awareness (hands-on) in the Classroom

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Fr 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 24.10.2014

Sa 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 25.10.2014

So 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 26.10.2014

So - mündliche Prüfung am: 26.10.2014

Kommentar

Students have the opportunity to compare and contrast models of teaching intercultural communicative competence. By building a catalogue of strategies for developing empathy among their future pupils and writing their own cultural mini dramas, students will complete the course with a repertoire of tasks/material they can use in their own teaching.

Requirements: Regular attendance, active participation, short oral exam (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20.

4500992

Picture Books in the EFL Classroom

Übung SWS: 2; Anz. Teiln.: 20

Sara, Kira

Mi 10:00 - 12:00 Raum: Oec OEC 1.165 , wöchentlich Von:

22.10.2014 Bis: 06.02.2015

Mi - mündliche Prüfung am: 04.02.2015

Kommentar

For readers of all ages picture books have been the first port of call to the literary world. Correspondingly, picture books have long been recognized as a suitable starting point for early literary reading in a foreign language. Other fields of study have become attentive to the didactic potential of picture books too: Over the past decades they have been discussed in contexts as varied as cross-curricular learning (Niemann 2002), intercultural learning (Burwitz-Melzer 2004), visual literacy (Enever 2006, Lütge 2011, Stafford 2011) or learner empowerment (Bland 2013).

However, lofty aims remain a lip service if working with picture books is not based on solid foundations. Therefore the course primarily aims at developing your understanding of the genre and your acquaintance with individual books. We will discuss several examples of picture books that can be used for different age groups and assess the texts' potential to become resources for learning (it could be classics like Alice in Wonderland, favourites like The Gruffalo, or revolutionary work like Shaun Tan's). Only then can we explore how they can be used in different contexts of teaching and for achieving different aims. At the end of the course you will hopefully come out of the deep dark wood of picture books with many tasty nuts to share with your students!

Reading: Set texts will be uploaded on StudIP.

Requirements: Attendance, active participation, oral exam.

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20.

4501439

Canada in the EFL (English Foreign Language) Classroom/Le Canada en classe de FLE (Français langue étrangère)

Seminar SWS: 2; Anz. Teiln.: 20

Surkamp, Carola

Kommentar

Dieser Kurs richtet sich in erster Linie an MEd- Studierende bzw. Studierende für das Lehramt an Gymnasien der Fächer Englisch und Französisch. Kenntnisse beider Sprachen waren wünschenswert, sind aber nicht zwingend Voraussetzung für die Teilnahme am Kurs.

Je nach Kenntnisstand der Studierenden werden zunächst - auf Grundlage der aktuellen bildungspolitischen Forderungen - Aufbau und Inhalte (u.a. Kompetenzen, Aufgaben- u. Handlungsorientierung, Grammatikarbeit, Wortschatzarbeit, Landeskunde und interkulturelles Lernen) eines modernen Fremdsprachenunterrichts erarbeitet bzw. vertieft.

In einem nächsten Schritt wollen wir uns mit Kanada im Fremdsprachenunterricht beschäftigen: Es wird der Frage nachgegangen, wo und wie kanadistische Themen bisher in den Englisch- und Französischlehrwerken am Gymnasium Eingang gefunden haben. Aufbauend darauf entwickeln die Studierenden selbst eine Unterrichtssequenz zu bisher nicht didaktisiertem, authentischem Material.

Kursbeginn: 27. Oktober 2014 (Anmeldeschluss: 20. Oktober 2014 [see also below])

Note that this course has a special format (long-distance e-learning); courses are taught on a biweekly basis (double sessions).

Course requirements:

■ critical reading of the texts provided by the lecturers

- written assignments for each session
- regular participation in online discussion forum and chats
- submission of a final term paper

Entry requirements:

- enrolment in a university program (second-year level or above)
- proficiency in English or French
- online access
- interest in Canada
- registration fee: 50 Euro (participants outside the Euro Zone: 60 Euro) - please contact Dr. Reitemeier or Annekatriin Metz (metzanne@uni-trier.de)
- for questions on the type of exam please contact **Prof. Surkamp**.

Begleitseminar zum Praktikum

4500993 **Begleitseminar zum Fachpraktikum: Vorbereitung und Auswertung des Fachpraktikums Englisch (zweisemestrige Veranstaltung)**
Seminar SWS: 2; Anz. Teiln.: 25 *Rohrbach, Jan Marc*
Mo 16:00 - 18:00 Raum: Oec OEC 0.168 , wöchentlich Von:
20.10.2014 Bis: 06.02.2015
Mo - Praktikumsbericht am: 02.02.2015

Kommentar **Vorbereitungsseminar:** während des Wintersemesters 2014/15 jeweils montags
16:15-17:45 Uhr

Auswertungsseminar: während der Praktikumsphase (Februar-März 2015) jeweils montags 16:15-17:45 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase

Maximale Teilnehmerzahl: 25 Personen

Prüfungsart: Praktikumsbericht (ca. 4000 Wörter)

Ziel: Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünföchigen Praktikumsphase im Februar und März 2015.

Seminarliteratur: Auszüge aus verschiedenen fachdidaktischen Veröffentlichungen, die vor Seminarbeginn beim DDZ als Reader erhältlich sein werden.

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

Anmeldungen: über StudIP ab Montag, 15. September, 10:00 Uhr

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

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

Vorlesung oder Übung zur Fachdidaktik Englisch

4500987 **Reading Beyond Comprehension**
Übung SWS: 2; Anz. Teiln.: 20 *Yearwood, Tanyasha*

Do 10:00 - 12:00 Raum: Wald.26 - 1.202 , wöchentlich Von:
23.10.2014 Bis: 06.02.2015
Do - mündliche Prüfung am: 05.02.2015

Kommentar Students have the opportunity to reflect on the concept of teaching reading as a productive skill. By engaging with and creating their own hands-on and product-oriented activities, tasks and material, they will be challenged to apply a student-centered, skills-based approach in a practice-oriented learning environment.

Requirements: Regular attendance, active participation, short oral exam (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20.

4500988

Teaching Critical Cultural Awareness (hands-on) in the Classroom

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Fr 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 24.10.2014

Sa 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 25.10.2014

So 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 26.10.2014

So - mündliche Prüfung am: 26.10.2014

Kommentar Students have the opportunity to compare and contrast models of teaching intercultural communicative competence. By building a catalogue of strategies for developing empathy among their future pupils and writing their own cultural mini dramas, students will complete the course with a repertoire of tasks/material they can use in their own teaching.

Requirements: Regular attendance, active participation, short oral exam (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20.

4500992

Picture Books in the EFL Classroom

Übung SWS: 2; Anz. Teiln.: 20

Sara, Kira

Mi 10:00 - 12:00 Raum: Oec OEC 1.165 , wöchentlich Von:
22.10.2014 Bis: 06.02.2015

Mi - mündliche Prüfung am: 04.02.2015

Kommentar For readers of all ages picture books have been the first port of call to the literary world. Correspondingly, picture books have long been recognized as a suitable starting point for early literary reading in a foreign language. Other fields of study have become attentive to the didactic potential of picture books too: Over the past decades they have been discussed in contexts as varied as cross-curricular learning (Niemann 2002), intercultural learning (Burwitz-Melzer 2004), visual literacy (Enever 2006, Lütge 2011, Stafford 2011) or learner empowerment (Bland 2013).

However, lofty aims remain a lip service if working with picture books is not based on solid foundations. Therefore the course primarily aims at developing your understanding of the genre and your acquaintance with individual books. We will discuss several examples of picture books that can be used for different age groups and assess the texts' potential to become resources for learning (it could be classics like Alice in Wonderland, favourites like The Gruffalo, or revolutionary work like Shaun Tan's). Only then can we explore how they can be used in different contexts of teaching and for achieving different aims. At the end of the course you will hopefully come out of the deep dark wood of picture books with many tasty nuts to share with your students!

Reading: Set texts will be uploaded on StudIP.

Requirements: Attendance, active participation, oral exam.

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20.

4501439

Canada in the EFL (English Foreign Language) Classroom/Le Canada en classe de FLE (Francais langue étrangere)

Seminar SWS: 2; Anz. Teiln.: 20

Surkamp, Carola

Kommentar

Dieser Kurs richtet sich in erster Linie an MEd- Studierende bzw. Studierende für das Lehramt an Gymnasien der Fächer Englisch und Französisch. Kenntnisse beider Sprachen waren wünschenswert, sind aber nicht zwingend Voraussetzung für die Teilnahme am Kurs.

Je nach Kenntnisstand der Studierenden werden zunächst - auf Grundlage der aktuellen bildungspolitischen Forderungen - Aufbau und Inhalte (u.a. Kompetenzen, Aufgaben- u. Handlungsorientierung, Grammatikarbeit, Wortschatzarbeit, Landeskunde und interkulturelles Lernen) eines modernen Fremdsprachenunterrichts erarbeitet bzw. vertieft.

In einem nächsten Schritt wollen wir uns mit Kanada im Fremdsprachenunterricht beschäftigen: Es wird der Frage nachgegangen, wo und wie kanadistische Themen bisher in den Englisch- und Französischlehrwerken am Gymnasium Eingang gefunden haben. Aufbauend darauf entwickeln die Studierenden selbst eine Unterrichtssequenz zu bisher nicht didaktisiertem, authentischem Material.

Kursbeginn: 27. Oktober 2014 (Anmeldeschluss: 20. Oktober 2014 [see also below])

Note that this course has a special format (long-distance e-learning); courses are taught on a biweekly basis (double sessions).

Course requirements:

- critical reading of the texts provided by the lecturers
- written assignments for each session
- regular participation in online discussion forum and chats
- submission of a final term paper

Entry requirements:

- enrolment in a university program (second-year level or above)
- proficiency in English or French
- online access
- interest in Canada
- registration fee: 50 Euro (participants outside the Euro Zone: 60 Euro) - please contact Dr. Reitemeier or Annekatrin Metz (metzanne@uni-trier.de)
- for questions on the type of exam please contact **Prof. Surkamp**.

Begleitseminar zum Praktikum

4500995

Teaching English Beyond the Classroom - Preparing and Accompanying a Class Trip to England

Seminar SWS: 2; Anz. Teiln.: 12

Stückrath, Philipp

Do 14:00 - 16:00 Raum: Verfügungs VG 3.106 , wöchentlich Von:
23.10.2014 Bis: 06.02.2015

Do - Praktikumsbericht am: 05.02.2015

- Kommentar How can we teach English in a motivating way which demonstrates the relevance of the language as a means of (intercultural) communication? In order for the students to actively use English in authentic situations and to apply what is prepared during foreign language classes, it can be useful to sometimes move beyond the classroom. A class trip to an English-speaking country provides the ideal setting to combine visiting a number of such places with impressions of another cultural background and the experience of acting and communicating interculturally.
- In this course we will discuss how to teach English beyond the classroom and specifically how to plan and prepare a class trip. This will touch on different elements of foreign language teaching: providing linguistic support for everyday communication, training intercultural competence and preparing specific sights and general cultural aspects. These contents should be conveyed through action-oriented methods focusing on communication suitable to motivate and prepare students to gain the most from a class trip. You will design micro-teaching units which will be at the basis of the workshop sessions to be held in school later on. In the course, we will also cover methods of empirical learning and teaching research which will enable you to base your own teaching on didactic theory and evaluate it accordingly.
- Thanks to a cooperation with the Geschwister-Scholl Gesamtschule in Göttingen you will have the unique opportunity of putting the results of the course into practice right afterwards and during summer term 2014 in the framework of a Forschungspraktikum which would include the following:
- Team-teaching workshops (Arbeitsgemeinschaften) as conceptualized during our course in grade 7 groups at the KGS Geschwister Scholl: **Tuesdays 13.50h-15.20h, February-June 2015** (so be prepared to be there on a weekly basis during summer term!)
 - Accompanying a 6-day class trip to Whitstable/Herne Bay (incl. 2-3 days in London) with a homestay, taking responsibility for the students during the days and for some of the organization of the trip. The trip will take place in July 2015.
- Note:** The trip will cost about 350 EUR for transport, accommodation and entry fees. 2/3 of the amount are covered by "Studienqualitätsmittel"; the other 1/3, **about 120 EUR, will have to be covered by yourself.**
- Requirements:** regular attendance, active participation, report of 4000 words (about 12-15 pages).
- Registration** via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 12 students.

4501003

CLIL (Content and Language Integrated Learning)

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Sölter, Anja

Sa 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am: 25.10.2014

So 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am: 26.10.2014

Sa 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am: 10.01.2015

So 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am: 11.01.2015

So - Präsentation am: 11.01.2015

So - Praktikumsbericht am: 11.01.2015

- Kommentar Content and Language Integrated Learning (CLIL), the teaching of a school subject in a foreign language, is becoming increasingly popular in all forms of school. It challenges learners in three ways: They have to develop subject knowledge, language competence as well as cultural competence. In this course, you will investigate the didactical and methodical implications of these goals. Starting from an attempt to define language compe-

tence and cultural competence in CLIL you will analyse the content-specific, linguistic and cultural aspects involved in a subject topic of your choice. You will also evaluate the suitability of different support strategies for integrated language and content learning. An essential element of this course is the planning of your own lesson sequence and an exemplary Micro Teaching Unit, so you will learn how to construct effective CLIL settings.

Recommended reading: Hallet, Wolfgang/Königs, Frank G. (Hrsg., 2013): Handbuch Bilingualer Unterricht. Content and Language Integrated Learning. Seelze: Klett/Kallmeyer.

Requirements: Presentation of a teaching unit and written reflection (Vertiefungsseminar); school placement report of 4000 words (Forschungspraktikum); all in English.

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20 students.

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

Dieses Modul besteht aus einer fachdidaktischen Veranstaltung (hier gelistet) und einer fachwissenschaftlichen Veranstaltung. Welche fachwissenschaftliche Veranstaltung jeweils kombiniert werden kann, erfragen Sie bitte bei dem/der Dozent/in der Fachdidaktik-Veranstaltung, sofern dies nicht im Kommentartext genannt ist.

4500997 **From „Teacher as Actor” to „Mantle of the Expert”: Theatre and Dramapedagogical Approaches to Foreign Language Teaching and Learning**
Blockveranstaltung SWS: 2; Anz. Teiln.: 20 *Haack, Adrian*
Fr 10:15 - 19:00 Einzeltermin am: 05.12.2014
Sa 10:15 - 19:00 Einzeltermin am: 06.12.2014
Fr - Präsentation am: 06.02.2015

Organisatorisches Each day incl. 1h lunch and 2x 30 minutes break
Final session (t.b.a.; app. 7 - 8 hours) with presentations and discussion (max. 30min per person)

Kommentar Theatre is said to have many facilitating effects in the foreign language classroom: from smaller warm-ups, that help to build a good group atmosphere, to the creation of real speaking incentives. But there is never a method that works without a teacher who brings along the right attitudes, skills and knowledge for its implementation. Therefore the aim of this class is not (only) to teach you about drama techniques, but to have you experience them and reflect on benefits and pitfalls as well as images of yourself as teachers- to-be and your future classrooms - playful and holistic learning in communicative and interactive ways will be at the theoretical and practical basis of this endeavour.

Requirements: Regular attendance, active participation, presentation, short reflection in written form (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20 students.

4500998 **Teaching Genre**
Seminar SWS: 2; Anz. Teiln.: 20 *Sara, Kira*
Di 10:00 - 12:00 Raum: Oec OEC 1.165 , wöchentlich Von:
21.10.2014 Bis: 06.02.2015
Di - Präsentation am: 03.02.2015

Kommentar Genre-based teaching has a long tradition in the English speaking world. It is employed in fields as diverse as academic writing at American universities, ESP classes (English for Special Purposes) in Britain and ESL classes (English as a Second Language) in

Australia. Having entered the German discussion fairly recently (Hallet 2007), concepts of genre-based scaffolding in the fields of writing and speaking are still being developed. the English speaking world. It is employed in fields as diverse as writing at American universities, ESP classes (English for Special Purposes) in Britain and classes (English as a Second Language) in Australia.

Having entered the German discussion fairly recently (Hallet 2007), concepts of genre-based scaffolding in the fields of writing and

We will deal with spoken and written genres in this course, grouped into real world genres (from birthday cards to applications), academic genres (from summaries to essays), and literary genres (from fables to dramatic monologues). You will develop and present a teaching unit that is dealing with a genre of your choice and you will get the chance to test parts of it on your fellow students. In the process you will become a competent user of a few new genres yourself.

world genres (from birthday cards to applications), academic genres (from summaries to essays), and literary genres (from fables to dramatic monologues). You will develop and present a teaching unit that is dealing with a genre of your and you will get the chance to test parts of it on your fellow students.

In the process you will become a competent user

Reading: A reader with secondary texts will be provided at Klartext in the first week of term.

Requirements: Regular attendance, active participation, presentation, short reflection in written form (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20 students.

4501000

Gender and Foreign Language Teaching

Seminar SWS: 2; Anz. Teiln.: 20

Lewin, Sonja

Mi 14:00 - 16:00 Raum: Oec OEC 1.164 , wöchentlich Von:

22.10.2014 Bis: 06.02.2015

Mi - Präsentation am: 04.02.2015

Kommentar

Gender is a social category that is highly relevant in our society. For individuals, gender is often strongly connected to their sense of identity while also limiting what this identity is allowed to be. In groups, gender performance shapes interactions, structures relationships and also contributes to processes of normalization, exclusion and resulting hierarchies. It is for this reason that a critical attitude towards the social construction of gender and its consequences as well as a reflection of one's own involvement in these processes is important for future teachers. It is even more important in the context of foreign language teaching, because gender, as part of culture, is relevant for intercultural learning and, as shaped by and shaping language, plays into the learning of the foreign language itself. As the inclusion of authentic material from the target cultures is important in ELT, the representation of gender in novels, films, music, pictures, textbooks etc. must also be considered.

In this course, we will deal with gender both as a social category and as a lesson topic in the foreign language classroom. After covering basic theories and key concepts on gender, we will apply them to the teaching of English. Key questions can be the following. How can we critically include the topic of gender in our teaching of English? Through which media and which tasks can we approach the topic? How is gender represented in textbooks / the literary canon? How do languages mirror and reproduce gendered hierarchies, and how can we as language teachers discuss and change this with our students?

The last part of the course (including the students' presentations) is rather flexible insofar as the groups' specific interests can be taken into account.

Reading: A reader with secondary texts will be provided at the beginning of the semester.

Requirements: Regular attendance, active participation, presentation, short reflection in written form (all in English).

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20 students.

4501003

CLIL (Content and Language Integrated Learning)

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Sölter, Anja

Sa 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am:
25.10.2014

So 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am:
26.10.2014

Sa 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am:
10.01.2015

So 10:00 - 18:00 Raum: Universität HDW 0.115 , Einzeltermin am:
11.01.2015

So - Präsentation am: 11.01.2015

So - Praktikumsbericht am: 11.01.2015

Kommentar

Content and Language Integrated Learning (CLIL), the teaching of a school subject in a foreign language, is becoming increasingly popular in all forms of school. It challenges learners in three ways: They have to develop subject knowledge, language competence as well as cultural competence. In this course, you will investigate the didactical and methodical implications of these goals. Starting from an attempt to define language competence and cultural competence in CLIL you will analyse the content-specific, linguistic and cultural aspects involved in a subject topic of your choice. You will also evaluate the suitability of different support strategies for integrated language and content learning. An essential element of this course is the planning of your own lesson sequence and an exemplary Micro Teaching Unit, so you will learn how to construct effective CLIL settings.

Recommended reading: Hallet, Wolfgang/Königs, Frank G. (Hrsg., 2013): Handbuch Bilingualer Unterricht. Content and Language Integrated Learning. Seelze: Klett/Kallmeyer.

Requirements: Presentation of a teaching unit and written reflection (Vertiefungsseminar); school placement report of 4000 words (Forschungspraktikum); all in English.

Registration via Stud.IP starts on Monday, September 15th at 10.00. The number of participants is restricted to 20 students.

Fachdidaktik des Englischen (Abschlussmodul) (M.Edu.100)