

SEMINAR FÜR ENGLISCHE PHILOGIE
DER UNIVERSITÄT GÖTTINGEN

**VORLESUNGSKOMMENTAR
WINTERSEMESTER 2011/12**

MASTER OF EDUCATION

TERMINE
PRÜFUNGEN
HINWEISE UND ERLÄUTERUNGEN
LEHRVERANSTALTUNGEN

Raumabkürzungsschlüssel

AP 26	Goßlerstraße 10 (ehem. Pathologie)
AUDI SL	Altes Auditoriengebäude, Weender Landstraße 2 (Sprachlabor)
ERZ	Erziehungswissenschaftliche Fakultät, Waldweg 26
J	Juridicum, Platz der Göttinger Sieben 6
Leseraum	Seminar für Englische Philologie, Käte-Hamburger-Weg 3 (Sockelgeschoß)
MED 23	Humboldtallee 36
Medienraum	Seminar für Englische Philologie, Käte-Hamburger-Weg 3 (Ebene I), SEP 0.244
MZG 0419	Mehrzweckgebäude, Platz der Göttinger Sieben 5 (CIP-Pool)
OEC	Oeconomicum, Platz der Göttinger Sieben 3
PH 20	Humboldtallee 19
Raum 102	von-Siebold-Str. 2, 1 OG
Raum 106	Wilhelm-Weber-Str. 2, 1. OG
HDW	Heinrich-Düker-Weg 5
KHW 0.118	Käte-Hamburger-Weg 4
Raum 183	Sprachwissenschaftliches Seminar, Käte-Hamburger-Weg 3a
SR	Von-Sieboldstr. 2 (Lehrgebiet Chemie)
T	Theologicum, Platz der Göttinger Sieben 2
UE 140	Seminar für Englische Philologie, Käte-Hamburger-Weg 3 (Ebene I), SEP 0.247
VG	Verfügungsgebäude, Platz der Göttinger Sieben 7
ZESS	Zentr. Einrichtung f. Sprachen u. Schlüsselqualifikat., Goßlerstr.
10 ZHG	Zentrales Hörsaalgebäude, Platz der Göttinger Sieben 3

HINWEIS

Bei den Zeiten und Räumen der Lehrveranstaltungen treten oft aus technischen Gründen kurzfristig Änderungen auf. Es wird daher dringend empfohlen, die in den Treppenhäusern aushängende "Wandzeitung" (die jeweils die neueste Änderung enthält) zu beachten.

Termine und Öffnungszeiten für das Wintersemester 2011/12

Semesterdaten

Beginn der Lehrveranstaltungen Mo 24.10.2011

Ende der Lehrveranstaltungen Fr 10.02.2012

REGISTRATION FOR COURSES IS THROUGH STUD.IP!

Öffnungszeiten

GESCHÄFTSZIMMER des Seminars für Englische Philologie

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

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

BIBLIOTHEK

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

ABTEILUNGEN

Abt. für Anglistische Literatur- und Kulturwissenschaft:

Prof. Dr. Barbara Schaff

Sekretariat: Frau Burnham, Zi. 1.309, Tel.: 39-7503, Mo, Mi, Fr 10 – 12 Uhr;
Di 14 – 16 Uhr, Do 11 – 13 Uhr; eburnha@gwdg.de

Abt. für Nordamerikastudien / American Studies:

Prof. Dr. Frank. Kelleter

Sekretariat: Frau Hosefelder, Zi. 1.305, Tel.: 39-7587,
Mo – Mi 12 – 13 Uhr, Do ab 14 Uhr; amstud@gwdg.de

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

Prof. Dr. Winfried Rudolf

Sekretariat: Frau Hosefelder, Zi. 2.309, Tel.: 39-7572,
Mo, Di, Fr 9 – 11 Uhr, Do 9 – 13 Uhr; chosefe@gwdg.de

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Abt. für Neuere Englische Sprache (Linguistik):

Prof. Dr. Regine Eckardt

Sekretariat: Frau Strüber, Zi. 0.249, Tel.: 39-7575,

Mo - Do 9 – 12 u. 14 -16 Uhr, Fr 9 - 12; mstrueb@uni-goettingen.de

Professur für Fachdidaktik des Englischen:

Prof. Dr. Carola Surkamp

Sekretariat: Frau Ernst, Zi. 0.307, Tel.: 39-5840,

Mo – Mi 9 – 11 Uhr, Do 10 – 11:30 Uhr;

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Master of Education (MEduc)

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

455996

A Survey of British Literature and Cultural History: The Twentieth Century

Vorlesung SWS: 2; Anz. Teiln.: 200

Glaser, Brigitte

Mi 10:00 - 12:00 Raum: ZHG ZHG102 , wöchentlich

Mi 10:00 - 12:00 Raum: ZHG ZHG102 , Klausur am: 15.02.2012

Kommentar

This series of lectures is intended to familiarize students with the various forms and techniques of writing in the 20th century. Two focal points in the development of British literature during the period will be modernist writing and generic crossovers of the second half of the century. Representative texts will mainly be short stories and novels and lectures will include discussions of the turn-of-the-century as well as the Edwardian novel, modernist writing, different forms of the traditional realist novel which continued to be written throughout the century, as well as experimental fiction, the postcolonial and the postmodern novel. There will also be lectures on the various forms of and trends in 20th-century poetry and drama. British literature will furthermore be explored against its historical background and the social transformations at the time, that is, the two world wars, the loss of the Empire and Britain's recognition of its reduced role in the world, post-war immigration and the gradual transformation of Britain into a multicultural nation.

Readings:

novels: E.M. Forster, *Howards End*, Virginia Woolf, *To the Lighthouse*; Jeanette Winterson, *Oranges Are Not the Only Fruit*; Julian Barnes, *Flaubert's Parrot*; and Monica Ali, *Brick Lane*; plays: John Osborne, *Look Back in Anger*; Harold Pinter, *The Homecoming*; and Caryl Churchill, *Top Girls*; selected short fiction and poetry. There will furthermore be a Reader containing short fiction and poetry as well as relevant theoretical texts (in StudIP).

Recommended background reading:

Kenneth O. Morgan, *Twentieth-Century Britain: A Very Short Introduction* (Oxford, 2000); Peter Childs, *Modernism* (2000); Steven Connor, *The English Novel in History 1950-1995* (1996).

Klausur:

Modules 20a/30b take-home exam in the VL. **Modules B.EP. 40a/b; M.EP. 01a** written exam in the "Survey" VL (15.2.12). Students taking this course for the module **M.EP. 10c** should please contact the instructor to arrange for the oral exam.

Registration:

in StudIP (until Nov. 4).

456006

Romantic Drama

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

Mo 14:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Mo 14:00 - 16:00 Klausur am: 13.02.2012

Fr - Abgabe Hausarbeit am: 30.03.2012

Kommentar

English Romanticism has long been regarded as a peak period for poetry, whereas Romantic drama was seen as a minor genre of little literary importance. Recent scholarship has redressed this imbalance and shown how writers, and particularly women dramatists, developed new and innovative dramatic forms to explore the psychological conflicts and desires of their protagonists, and how they developed new forms of presentation to accommodate recent technical theatrical developments. Apart from giving an overview over the diversity of Romantic drama, this course will also treat the context of performances, styles of acting and the most famous actors of the period.

Reading:

Elizabeth Inchbald, *Everyone Has His Fault*; Joanna Baillie, "Preface to the Plays on the Passions", *Orra, De Montfort*; Percy Bysshe Shelley, *The Cenci*; Lord Byron, *Sardanapalus, Manfred*. An electronic reader with the course material will be available on StudIP by September.

Registration: in StudIP (until 6. November 2011)

Klausur: **Modules B.EP. 40a & M.EP. 01a** written exam in the "Survey" VL. Students taking this course for the module **M.EP. 10c** should please contact the instructor to arrange for the oral exam.

456218

Sequels, Prequels and Rewrites

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

Di 14:00 - 16:00 Raum: Verfügungs VG 2.106 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.03.2012

Kommentar

In the context of postmodernism's critical take on originality and the accompanying rise of intertextuality, many authors have engaged in creative reappraisals of the plots and protagonists of famous canonical novels. Looking at some prequels, sequels and rewritings of Jane Austen's *Pride and Prejudice* as well as Charlotte Brontë's *Jane Eyre*, we will discuss their references to their pretexts as well as shifts of focus, topics and style, and develop a theoretical frame for their analysis. A thorough knowledge of both novels is therefore a precondition for this course, although we will not discuss them in detail.

The reading requirement is challenging, so only students who are willing and capable of reading all six novels and some theoretical essays in addition are advised to register. Your reward will be the experience of some hilarious, ironic, subversive and highly entertaining literature!

Reading:

Emma Tennant, *Pemberley and Adèle*; Stephanie Barron, *Jane and The Man of the Cloth*; Jean Rhys, *Wide Sargasso Sea*; Jasper Fforde, *The Eyre Affair*; Sarah Waters, *Fingersmith*.

Klausur:

Module B.EP. 40a written exam in the "Survey" VL.

Registration:

StudIP until 6.November

456632

The Soul in British Literature and Culture

Vorlesung SWS: 2; Anz. Teiln.: 90

Haekel, Ralf

Do 10:00 - 12:00 Raum: ZHG ZHG003 , wöchentlich

Do 10:00 - 12:00 Klausur am: 16.02.2012

Kommentar

The soul is in many respects of key importance in the conception of the human. For about two millennia, the soul had been an indispensable part of a human being, its life force, its essence as self, and its power of cognition. Furthermore, the soul was considered the immortal part of the individual human. However, around 1800 there occurs a momentous paradigm shift that may be called the discovery of the human as a biological, immanent, and therefore mortal being. But the soul does not vanish after this shift but instead becomes an important part of literature and art. In this lecture series, I will consider the cultural heritage of the concept of soul from its classical origins down to modern literature and culture.

The Western understanding of soul was first formed in the writings of Plato and Aristotle. Although the immaterial and immortal soul is not mentioned in the bible, it was very soon turned into a Christian concept in the writings of the church fathers. In Early Modern British literature, especially in the works of Shakespeare, Donne, Marvell, or Edward Young, the soul refers to the human's innermost self as well as his or her immortality. During the eighteenth century, the mind ceases to be referred to in terms of the soul, as becomes obvious in Laurence Sterne's *Tristram Shandy*. In the Romantic poems by Wordsworth, Coleridge, or Shelley, the soul is therefore transformed into the eternal life of poetry and the imagination. Finally, in the age of modernity, the soul becomes the modern psyche, and psychoanalysis unravels the hidden and subdued elements of the unconscious. In modern literature, the death of the soul becomes an important topic, and the lecture series will close with an analysis of poetry written by T.S. Eliot and W.B. Yeats.

Klausur:

Modules 20a/30b take-home exam in the VL. **Modules B.EP. 40a/b; M.EP. 01a** written exam in the "Survey" VL (16.2.12).

Registration:

in StudIP (until 27. October)

456642

The Bloomsbury Group

Hauptseminar SWS: 2; Anz. Teiln.: 30

Glaser, Brigitte

Di 16:00 - 18:00 Raum: Verfügungs VG 3.105 , wöchentlich

Di 16:00 - 18:00 Klausur am: 07.02.2012

Fr - Abgabe Hausarbeit am: 30.03.2012

Kommentar

From the early years of the 20th century on, a group of friends, pursuing such diverse intellectual interests as philosophy, literature, art criticism and art, history, politics, and economics, regularly met at various houses in Bloomsbury to discuss their ideas, which appeared at the same time or shortly after in various publications. This seminar is meant to acquaint students with notions and positions representative of this group and discuss both the phenomenon of its short-lived influence and its association with the introduction of modernist thinking.

Readings:

Selections taken from S.P. Rosenbaum, ed., *A Bloomsbury Group Reader* (in the library). Further texts will be made available to students in StudIP.

Recommended background reading:

Frances Spalding, *The Bloomsbury Group* (2005) and Quentin Bell, *Bloomsbury Recalled* (1996).

Klausur:

Module **B.EP. 40a/b**; **M.EP. 01a** written exam in the VL. Students taking this course for the Abschlussmodul **M.EP. 06a** or **M.EP. 10c** should please contact the instructor to arrange for the oral exam.

Registration:

in StudIP (until Nov. 4)

456644

Multiculturalism and After

Hauptseminar SWS: 2; Anz. Teiln.: 25

Radu, Anca-Raluca

Do 14:00 - 16:00 Raum: Verfügungs VG 3.102 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.03.2012

Kommentar

Multiculturalism is no longer to be thought out of Western politics, public discourses, literature, or school curricula, whether in Europe or North America. In 1988 Canada adopted the *Canadian Multiculturalism Act* which was the culmination of a concentrated political effort begun in the early 1970s to recognize officially the ethnic diversity of the country and ensure equal rights for all members of Canadian society. At the same time, in the 1970s the UK began to acknowledge the necessity to reform its school system to accommodate the needs of immigrant children by providing them equal chances for a future in the UK. These efforts are part of multiculturalist policies based on an appreciation and recognition of "difference" that have not remained unchallenged, for example in Canadian author Neil Bissoondath's critique of multiculturalism, *Selling Illusions* (1994). The 21st century began violently with several terrorist attacks (9/11, the 2004 Madrid bombings, and the 2005 London bombings) which have caused a turn in British multiculturalist politics, from the embracing of difference to placing a strong emphasis on shared British values. We shall investigate the (political, theoretical, and cultural) discourse of multiculturalism in Britain and the UK critically, read several fictional texts and analyse film material with a view to asking and seeking answers to questions regarding the validity of the model of multiculturalism.

Reading:

Please purchase your own copies of the following novels: Monica Ali, *Brick Lane* (2003), Kiran Desai, *The Inheritance of Loss* (2006), Dionne Brand, *What We All Long For* (2005), and Michael Ondaatje, *In the Skin of a Lion* (1987). A reader with shorter texts and excerpts will be available before the class starts (please follow announcements on the notice board of the course on Stud.IP in October). All reading is obligatory and has to be completed before class.

Klausur:

Module B.EP. 40b; **M.EP. 01a** written exam in the "Survey" VL. Students taking this course for the Abschlussmodul **M.EP. 06a** or **M.EP. 10c** should please contact the instructor to arrange for the oral exam.

Registration:

in StudIP (31 July - 31 Oct.)

456872 **Konzepte der Kulturwissenschaften. Theoriebezüge und Beispiele**
Masterseminar SWS: 2; Anz. Teiln.: 20 *Bachmann-Medick,*
Do 14:00 - 16:00 Raum: Universität KHW 0.118 , wöchentlich *Doris*

Voraussetzungen Modul M.EP.01a Klausur: hier findet nur eine Prüfung der Vorlesung von Frau Prof. Glaser oder Herrn Prof. Haekel statt - Anmeldung in FlexNow erforderlich!

Bemerkung

Frau Dr. Bachmann-Medick ist im Wintersemester 2011/2012 Gastdozentin am DFG-Graduiertenkolleg "Dynamiken von Raum und Geschlecht".

Kommentar

Die gegenwärtigen Kulturwissenschaften zeichnen sich durch ein Spektrum unterschiedlicher *turns* aus. Gemeint sind einschlägige theoretische Neuorientierungen, die aus veränderten Forschungseinstellungen und gesellschaftlichen Problemlagen hervorgehen und die sich durch fast alle Disziplinen hindurchziehen. Dieses interdisziplinäre Seminar stellt die wichtigsten Theoriewenden vor (u.a. *interpretive turn, performative turn, post-colonial turn, iconic turn, spatial turn*) und diskutiert ihr disziplinenübergreifendes Potenzial für neue Fragestellungen und Analysekatoren: Wie können etwa Text, Ritual, soziales Drama, kulturelle Differenzen, Hybridität, Übersetzung, Raum, Grenze, Bild, Blick u.a. fruchtbar gemacht werden für die konkrete Arbeit in den kulturwissenschaftlichen Fächern? Das Seminar geht dieser Frage nach, indem es 1. theoretische Schlüsseltexte diskutiert (Clifford Geertz, Victor Turner, Hartmut Böhme, Homi Bhabha, W.J.T. Mitchell u.a.) und 2. die theoretischen Ansätze an literarischen, historischen und sozialwissenschaftlichen Fallbeispielen erprobt.

Das Seminar besteht aus einem Wechsel zwischen Einführungs- und Diskussionsteilen.

Ein elektronischer Reader wird bereitgestellt.

Literatur Zur Vorbereitung: Doris Bachmann-Medick: Cultural Turns. Neuorientierungen in den Kulturwissenschaften. 4. Aufl. Reinbek: Rowohlt 2010 (re 55675).

457175 **Realisms in Contemporary World Literature**
Hauptseminar SWS: 2; Anz. Teiln.: 15 *KollegeEnglisch, Neu-*
Di 14:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich *er*

Kommentar The seminar explores the fascination that the literary trend of a realist mode of writing has for various authors from all over the world. We will seek to define key features of realist writing, trace its developments and analyse characteristics of its different forms. Furthermore, we will discuss the criticism that the realist mode of writing provoked - of modernist and postmodernist critiques in particular. In the process, we will come across a wide range of both classical realist texts as well as of the newer form of magical realist writings.

Readings:

Zakes Mda, *The Heart of Redness*, Arundathi Roy, *The God of Small Things*. Furthermore, a selection of abstracts from different authors - such as Charles Dickens, Robert Barclay, Salman Rushdie or Amitav Ghosh - will be made available in the course.

Recommended background reading:

Maggie A. Bowers, *Magic(al) Realism* (Routledge, 2004), Pam Morris, *Realism* (Routledge, 2003), William Spindler, *Magical Realism* (Forum for Modern Language Studies 29:1 (1993 Jan) 75-85).

Klausur:

Module M.EP. 01a written essay exam in the "Survey" VL.

Registration:

in StudIP (until Oct. 15).

457177

Searching for Belonging: African Women's 'Bildungsroman'

Hauptseminar SWS: 2; Anz. Teiln.: 15

KollegeEnglisch, Neuer

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

Kommentar

The Bildungsroman developed in Europe in the late eighteenth century as a novelistic form which traced the 'Bildung' - the formation, education, development, socialization - of a young (at this time white, male) protagonist as he matures and assimilates into the dominant norms of his society. This course is designed to explore how African women writers adopt the form of the Bildungsroman to protest against the problems which the effects of colonialism, neo-colonialism and globalization had on young girls that deprived them of a happy childhood/adolescence. By examining critical strategies and aesthetics in a variety of texts, students will develop a deeper understanding of the Bildungsroman, discover whether authors accept or challenge the linearity of the genre's conventions and how it is used within the speciality of the postcolonial impacts on women in Africa.

Readings:

Tsitsi Dangarembga, *Nervous Conditions*, Goretti Kyomuhendo, *The First Daughter*.

Recommended background reading:

Franco Moretti, *The Way of the World*, (Verso, 2000).

Klausur:

Module M.EP. 01a written essay exam in the "Survey" VL.

Registration:

in StudIP (until Oct. 15).

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

453022

Romanticism and Reform: U.S. Literature from the Jacksonian Era to the Civil War (A Cultural History of American Literature III)

Vorlesung SWS: 2; Anz. Teiln.: 210

Peterfy, Margit

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

Mo 14:00 - 16:00 Raum: ZHG ZHG101 , Klausur am: 13.02.2012

Di 14:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , Wiederholungsklausur am: 20.03.2012

Kommentar Romanticism reached the United States late, but when it did, it changed American literature for good. In this lecture course, we will discover how Romantic discourses were received, appropriated, transformed, or generated in the United States between the 1830s and the end of the Civil War. We will read prose by the Transcendentalists (Ralph Waldo Emerson, Henry David Thoreau), narratives by Edgar Allan Poe, novels such as Nathaniel Hawthorne's *The Scarlet Letter* and Herman Melville's *Moby-Dick* (in excerpts), and poetry by Walt Whitman and Emily Dickinson. In addition, we will investigate the literary reverberations of various Reform movements in the antebellum era, especially in sentimental fiction (Harriet Beecher Stowe) and in the slave narrative (Frederick Douglass, Harriet Jacobs).

This lecture course is part of a six-semester lecture series called "A Cultural History of American Literature," spanning from the sixteenth to the twenty-first century. "Romanticism and Reform: U.S. Literature from the Jacksonian Era to the Civil War" is the third part of the series. It is possible to begin attending the lecture series at any point in the cycle.

Texts: Most texts are collected in Nina Baym et al., eds. *The Norton Anthology of American Literature* (seventh edition, vol. B). Additional texts will be made available in a reader at the copy shop "Klartext." *Moby-Dick* should be purchased as full text in a reliable edition (containing the peritexts "Etymology" and "Extracts").

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

452398

Introducing Critical Theory II: Approaches and Methods in Media Studies

Vorlesung SWS: 2; Anz. Teiln.: 80

Tischleder, Bärbel

Di 12:00 - 14:00 Raum: ZHG ZHG002 , wöchentlich

Di 12:00 - 14:00 Klausur am: 07.02.2012

Di 14:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , Wiederholungsklausur am: 20.03.2012

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 lecture series, "Approaches and Methods in Media Studies," will focus on media theory, visual and material culture, and cultural studies. The lecture will be concerned with media history, the relation between mass media and society, media aesthetics, memory and models of communication, questions of technology, materiality and embodiment, time and space, networks and systems, hyperreality and cybernetics. We will also consider theories of single media: photography, the cinema, television, new media and digital technologies.

The lecture will introduce a number of key texts and 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 visual 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, Mary Ann Doane, Richard Dyer, John Fiske, Stuart Hall, Donna Haraway, Katherine Hayles, Max Horkheimer, Harold Innis, Frederic Jameson, Friedrich Kittler, Bruno Latour, Niklas Luhmann, Marshall McLuhan, Nicholas Mirzoeff, Laura Mulvey, John Durham Peters, Claude Shannon, Raymond Williams, and Geoffrey Winthrop-Young.

453062

Beyond Principle and Philosophy: Edgar Allan Poe as an American Author

Hauptseminar SWS: 2; Anz. Teiln.: 30

Peterfy, Margit

Di 08:00 - 10:00 Raum: Verfügungs VG 2.104 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.03.2012

Kommentar

"That we are not a poetical people has been asserted so often and so roundly, both at home and abroad that the slander, through mere dint of repetition, has come to be received as truth." Thus writes Edgar Allan Poe in 1842, reviewing Rufus Griswold's anthology, *The Poets and Poetry of America*. Poe's efforts to prove the slander about American poetry wrong might be, superficially, interpreted as an exercise in patriotism. But, in fact, and as we are going to explore in this seminar, he is insisting on the absolute individuality and immediacy of his vantage point as a poet writing wherever he happens to be, in this case in the United States of America. Taking into account Poe's "locality," we will read his prose fiction, criticism, and his poetry with an eye to the particular, the distinct, and the new. Please buy *The Short Fiction of Edgar Allan Poe: An Annotated Edition*. Ed. Susan Levine and Stuart Levine. Urbana, Chicago: University of Illinois P, 1990. Additional readings will be provided.

Registration:

Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between September 1 and October 15 is required. For final registration, participants need to attend the first session.

453175

Material Culture: Theory, Art & Literature

Hauptseminar SWS: 2; Anz. Teiln.: 25

Tischleder, Bärbel

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

27.10.2011 Bis: 09.02.2012

Fr - Abgabe Hausarbeit am: 30.03.2012

Kommentar

In the past decade, *Object Studies* and a new concern with material culture have emerged as new field of critical inquiry in the humanities - from sociology to technology studies and cultural theory. In American Studies, too, there have recently been a number of publications that foreground the significance of material culture in different contexts: literature, visual culture, or history. In this course, we will approach the study of material culture from a theoretical perspective, on the one hand, and consider specific literary and cultural texts - fiction, poetry, art and film - on the other.

We will discuss theories by Arjun Appadurai, Hannah Arendt, Pierre Bourdieu, Svetlana Boym, Bill Brown, Bruno Latour, Daniel Miller, Susan Stewart, and others. These theories comprise a wide array of critical vantage points from diverse fields such as anthropology, philosophy, psychology, sociology and cultural studies. Hence they offer various ways of thinking about culture, technology, human subjectivity or literary texts from the perspective of objects and materiality.

Primary texts to be studied include authors such as Tim O' Brien, Willa Cather, Kate Chopin, Louise Erdrich, Charlotte Perkins Gilman, Sarah Orne Jewett, Toni Morrison, Marilynne Robinson, Gertrude Stein, and William Carlos Williams. We will study art and photography by William Eggleston, Mitch Epstein, Walker Evans, Claes Oldenburg and Cindy Sherman.

The course aims at providing an overview of different theoretical approaches to materiality - from questions of objecthood and thingness to the 'social life of things'. Studying the concrete ways in which material culture - from the built environment to individual objects - figures in American literature and art, we want to gain an understanding of the complex

ways in which the object world comes to matter in human lives and as a form of aesthetic expression.

A syllabus and final selection of primary and theoretical texts will be provided at the beginning of the term.

Please read the following novel in advance; we will work with this paperback edition: Marilynne Robinson, *Housekeeping*. Farrar, Straus, Giroux, ISBN-13: 978-0571230082.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between September 1 and October 15 is required. For final registration, participants need to attend the first session.

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

455741	Überblicksvorlesung English Linguistics: An Overview	<i>Eckardt, Regine</i>
	Vorlesung SWS: 2; Anz. Teiln.: 20	
	Fr 10:00 - 12:00 Raum: Universität HDW 2.110 , wöchentlich	
	Durchf. Doz.: Eckardt, Regine	
Organisatorisches	Registration in Stud.IP: 1 August - 21 October, 2011	
Kommentar	In this survey, we will recapitulate and survey the fields, topics, facts, and methods in modern linguistic theory. Special attention will be paid to the relation between linguistic theory and school grammar, investigating how knowledge about the abstract structure of language might be helpful in understanding and evaluating learners' problems.	
456786	Perspektive(n) in Literatur- und Sprachwissenschaft	<i>Eckardt, Regine; Winko, Simone</i>
	Mastertiefungsseminar SWS: 2; Anz. Teiln.: 25	
	Mo 18:15 - 19:45 Raum: Universität HDW 2.124 , wöchentlich	
	Mo - prüfung am: 06.02.2012	
	Mo 18:15 - 19:45 Klausur am: 13.02.2012	
	Sa - Abgabe Hausarbeit am: 31.03.2012	
Kommentar	'Der Roman erzählt aus der Perspektive seines Protagonisten.' Was hinter solchen oft zu findenden Redeweisen steckt, soll im Seminar aus linguistischer und literaturwissenschaftlicher Sicht untersucht werden. Literaturwissenschaftlich spielt der Begriff der Perspektive von allem in narratologischen Analysen literarischer Texte eine wichtige Rolle. Mit ihm wird so Unterschiedliches bezeichnet wie perzeptive Wahrnehmungen und wertende Einstellungen. In der Sprachwissenschaft gibt es in jüngster Zeit mehrere Ansätze, die das Phänomen der freien indirekten Rede bzw. den inneren Monolog untersuchen. Eine Reihe von sprachlichen Auffälligkeiten kann Aufschluss über den fiktiven Sprecher einer Passage liefern. Die Phänomene erlauben Schlüsse darauf, wie Autor und Leser die fiktive Äußerungssituation konzeptualisieren.	
	Im Seminar sollen neuere linguistische und literaturwissenschaftliche Forschungsbeiträge diskutiert werden und die Teilnehmerinnen und Teilnehmer sind aufgefordert, auch eigene Forschungsvorhaben entwickeln.	

Literatur Als vorbereitende Lektüre sei empfohlen: Anne Banfield, *Unspeakable Sentences. Narration and Representation in the Language of Fiction*. Boston u.a.: Routledge 1982, 1-37. Wolf Schmid, *Elemente der Narratologie*. Berlin, New York: de Gruyter 2005, Kap. III: Die Erzählperspektive, 113-149. Matías Martínez / Michael Scheffel, *Einführung in die Erzähltheorie*. München: Beck 1999 (oder andere Auflage), Kap. II.2: Modus, 47-67 (Scans werden auf StudIP bereitgestellt)

457019 **Experimental Pragmatics**
Hauptseminar SWS: 2; Anz. Teiln.: 20 *Menéndez-Benito, Paula*
Di 14:15 - 15:45 Raum: Verfügungs VG 2.105 , wöchentlich
Fr - Abgabe Hausarbeit am: 13.04.2012

Organisatorisches Registration in Stud.IP from 1 August - 21 October, 2011

Kommentar If I write a recommendation letter for a student that is applying for a Linguistics job, and all I say is that she has a beautiful handwriting and is very punctual, I am likely to be understood as saying that she is not a good linguist. Why is that? If a prosecutor asks a defendant "Why did you rob the bank?", the defendant's lawyer is likely to object. How come? If the day after a test, I say in class "everybody did a good job" you will understand me as saying that everybody in the class did a good job. Why? In this course, we will worry about these and other related questions, and we will look at current linguistic theory to find answers. The results of our investigations will potentially be relevant for areas outside of Linguistics, such as the law, politics, advertising or literary analysis. This course will have an experimental component: we will look at experimental data pertaining to language acquisition and language processing, we will learn about experimental techniques, and we may design and run our own pilot experiments.

457021 **An Empirically Grounded Approach to the Syntax-Semantics-Interface**
Hauptseminar SWS: 2; Anz. Teiln.: 20 *Sailer, Manfred*
Mi 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Fr - Abgabe Hausarbeit am: 13.04.2012

Organisatorisches Registration via Stud.IP from 1 August - 21 October, 2011

Kommentar The concept of a compositional relation between syntax and semantics has proven highly fruitful in the study of both syntax and semantics and is also the primary methodological guideline in introductions to semantics taught at the SEP.

In this class we will consider phenomena that pose a problem to a simple understanding of compositionality. These include scope ambiguity, semantic concord phenomena, and idiomatic expression.

Solutions to these problems typically either assume the primacy of syntax or the primacy of semantics. Contrary to this, we will explore a framework in which the analytic arguments and insights of each of these modules is kept intact. Instead, a syntax-semantics interface is proposed that is only weakly compositional but still satisfies the original motivation behind the notion of compositionality.

Prerequisites: Introduction to semantics and syntax (preferably HPSG)

Literature: Will be provided in the course.

457022	Agrammatism Hauptseminar SWS: 2; Anz. Teiln.: 20 <i>Farke, Hildegard</i> Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 27.10.2011 Bis: 10.11.2011 Do 08:15 - 09:45 Raum: Oec OEC 1.162 , Einzeltermin am: 17.11.2011 Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 24.11.2011 Bis: 09.02.2012 Fr - Abgabe Hausarbeit am: 13.04.2012
Organisatorisches	Registration in Stud.IP: 1 August - 21 October, 2011
Bemerkung	HINWEIS: Diese Veranstaltung dient auch zur Vorbereitung auf die Fachklausur (nicht-syntaktisches Thema) in den auslaufenden alten Studiengängen Lehramt an Gymnasien, Magister Englische Philologie, Wirtschaftspädagogik Doppelfach Englisch.
Kommentar	<p>Agrammatism is a selective grammatical impairment resulting from damages in certain brain regions. Finite verbs are more difficult than nonfinite verbs for agrammatic patients, and forms referring to the past are more difficult than their counterparts referring to the present. Bastiaanse (2006) argues that reference to the past is more complex than reference to the present because it is discourse linked while reference to the present and future is not. Agrammatic patients show different competencies for tense and agreement inflection. Avrutin (2000) argues that agreement is a purely morphosyntactic system, with no discourse operations involved, establishes a binding relation whereas tense requires access to the discourse representation and establishes a discourse linking relation. We will discuss morphosyntactic and syntactic approaches as well as theories of time reference and discourse linking which can account for agrammatic data.</p> <p>relevant texts will be uploaded at STUD.IP</p>
457259	Descriptive Grammar and Linguistic Theory (Vertretung Professur Syntax) Hauptseminar SWS: 2; Anz. Teiln.: 20 <i>KollegeEnglisch, Neuner</i> Do 12:00 - 14:00 Raum: Universität HDW 0.115 , wöchentlich
Organisatorisches	Registration in Stud.IP
Kommentar	<p>Is linguistic theory an end in itself? Is it just fundamental research without practical use for language learners and language users? While one sometimes might get the impression that the answer to those questions is "yes", linguists should try hard to prove that it is actually "no". After all, scientific theories are usually an attempt to discover and describe structures and general patterns in observed data in an efficient, abstract, and clear manner. Language learners and advanced language users have to do exactly the same thing: They have to discover the general patterns (and exceptions to those patterns) in a language which they use or of which they aspire to make efficient, creative, and communicative use. After all, just learning an endless petty list of theory-free prescriptive rules would not only be impractical but also entirely unsuitable to make a competent and creative language user. There cannot be an adequate description of a language without at least some notion of theory.</p> <p>In this course, we deal with the question of how much theory we actually need when we want to describe, use, and above all teach the grammar of the English language. We do so mostly by examining a selection of chapters from the major descriptive grammars of contemporary English (like Cambridge and Longman). These chapters are not only criti-</p>

cally evaluated, but also put into the context of linguistic theories with which the participants are familiar (like GB or HPSG). Participants can decide at which phenomena of the English language we will take a closer look.

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

452212	Preachers and Poets – The Vercelli Book Hauptseminar SWS: 2; Anz. Teiln.: 25 Mi 14:15 - 15:45 Raum: Verfügungs VG 1.105 , wöchentlich Mi 14:15 - 15:45 Raum: Verfügungs VG 4.101 , Klausur am: 15.02.2012 Fr - Abgabe Hausarbeit am: 30.03.2012	<i>Rudolf, Winfried</i>
Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit), SK.EP.E4M.	
Kommentar	A sleeping beauty for many centuries, the Vercelli Book was kissed awake by German lawyer Friedrich Blume in 1822. Apart from its slightly stained complexion (due to Christian Maier's romantic use of some cosmetic reagent in 1832) it has lived happily ever after, speaking to us in a fascinating variety of voices from poetic boldness and beauty to homiletic gloom and doom. This seminar will explore the textuality and function of this unique artefact in the history of English literature and mankind. We will consider overriding themes in the codex in relation to its historical context, study the poems in depth, and gauge the nature of the prose-poetry interface in the homilies. The seminar includes the option of a five-day fieldtrip to the Cathedral Archive of Vercelli (Italy), including a first-hand encounter with the Vercelli Book and other unique medieval manuscripts. Handouts of the texts/copies of facsimilies of the text as well as financial support for the excursion will be provided.	
452473	'All is fair in love and war' – Chaucer's Troilus and Criseyde Hauptseminar SWS: 2; Anz. Teiln.: 30 Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , Klausur am: 16.02.2012 Fr - Abgabe Hausarbeit am: 30.03.2012	<i>Rudolf, Winfried</i>
Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b (Hausarbeit) und SK.EP.E4M.	
Kommentar	Chaucer's master-'romance' is on the plate here. We will spice it with some mint literary theory, the hotness of the Italian sources, and top it with some equally tasty European courtly literature. Side orders might contain the souflaki of Homer's <i>Iliad</i> and heavy Russian meat (Tolstoy's <i>War and Peace</i>). To give you an idea of the cooking process, a preliminary look at the manuscript culture of the poem is also included. With <i>The Riverside Chaucer</i> or B. A. Windeatt's <i>Troilus & Criseyde. A New Edition of 'The Book of Troilus'</i> (London & New York, 1984) and his <i>Troilus and Criseyde. Oxford Guides to Chaucer</i> (Oxford, repr. 2002) as your textbook and guide, all this should be a piece of cake. Attendance in the first session is mandatory. Please read the text before the first session.	
453681	English Literature and the European Middle Ages 650-1200 Vorlesung SWS: 2; Anz. Teiln.: 160 Do 14:15 - 15:45 Raum: ZHG ZHG105 , wöchentlich	<i>Rudolf, Winfried</i>

Kommentar The lecture course covers the earliest period of English literature, presenting landmarks of Old English prose and poetry in their historical and intellectual context. Special attention will be paid to the European sources of the intercultural literature of the Anglo-Saxons period and after, thus providing a more reliable measure for this exceptional vernacular corpus and its textual materiality.

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

456665 **Begleitseminar zum Fachpraktikum: Vorbereitung und Auswertung des Fachpraktikums Englisch**
Praktikum SWS: 4; Anz. Teiln.: 30 *Rohrbach, Jan Marc*
Mo 16:00 - 18:00 Raum: Oec OEC 0.168 , wöchentlich Von:
24.10.2011 Bis: 26.03.2012

Kommentar **Vorbereitungsseminar:** während des Wintersemesters 2011/12 jeweils montags 16.15 -17.45 Uhr

Auswertungsseminar: während der Praktikumsphase (Februar-März 2012) jeweils montags 16.15-17.45 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase

Maximale Teilnehmerzahl: 20 Personen

Ziel: Es soll ein Überblick über fachdidaktische Grundlagen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Umsetzung von fachdidaktischen Methoden im Unterricht sowie die Vorbereitung auf Unterrichtshospitationen und eigene Unterrichtsversuche im Rahmen der fünfwöchigen Praktikumsphase im Februar und März 2012.

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

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

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

Anmeldungen über StudIP ab 19. September, 10 Uhr

457183 **Creative Writing**
Übung SWS: 2; Anz. Teiln.: 20 *Sara, Kira*
Do 10:00 - 12:00 Raum: Oec OEC 1.165 , wöchentlich
Fr - prfg am: 02.03.2012

Organisatorisches Registration via Stud.IP starting on September 19, 10 a. m.

Kommentar Creative Writing is a frequently used method in English classes. But what results can it actually achieve? When and how can it be used effectively? It is against the backdrop of these questions that you will experience the learning process yourself.
This course will equip you with the tools to write your own stories. We will tackle essentials like character building, plotting, description and dialogue. Other subjects range from syntax to synesthesia. Through weekly writing tasks and feedback from me and your peers you are sure to improve your skills. Words will be your nails and screws - bring lots of them.

457243 **Global Simulation im Fremdsprachenunterricht**
Masterübung SWS: 2; Anz. Teiln.: 15 *Martinas, Corina*
Do 11:30 - 13:00 Raum: Mathematik HS 4 , wöchentlich Von:
03.11.2011 Bis:

Kommentar Die *globale Simulation* ist eine Unterrichtsmethode, die auf Handlungen in realitätsnahen Kontexten basiert. Ähnlich wie bei Rollenspielen wird ein Raum geschaffen, in dem die Teilnehmer nach bestimmten Regeln miteinander interagieren. Im Fremdsprachenunterricht werden als feste Koordinaten die Sprache und die Kultur des jeweiligen Landes festgelegt. So kann zum Beispiel ein Sprachendorf entstehen, in dem die Bewohner - d.h. die Schüler*innen und die Lehrkräfte - die Sprache und die Gepflogenheiten eines bestimmten Sprachraumes annehmen.

In Kooperation mit einer Schule in Göttingen werden wir im Wintersemester ein *Simulationsprojekt* mit den Sprachen Englisch und Französisch entwickeln. Dieser Kurs wird den englischen Teil organisieren. Die Projektplanung erfolgt in enger Zusammenarbeit und zur gleichen Zeit mit einem Kurs aus der französischen Fachdidaktik.

Do., 10.00 - 12.00 Uhr (s.t.), Beginn 3. Nov.

Genauere Angaben für die Zeiten zur Durchführung des Projekts: ab Ende August nach dem Schulanfang

Teilnehmerzahl: max. 15

Prüfungsform: 15-min. mündliche Prüfung

Anmeldung über Stud.IP ab 19. September, 10.00 Uhr

457244 **Theatre in the EFL Classroom: Loving Shakespeare**
Masterübung SWS: 2; Anz. Teiln.: 15 *Martinas, Corina*
Fr 15:30 - 17:00 Raum: Universität HDW 0.115 , wöchentlich

Kommentar Playing theatre in a foreign language is an excellent method of building productive, performative and communication skills. In this course you will learn how to organize and direct a drama workshop in school. In cooperation with The English Drama Group of the Max-Planck-Gymnasium we are going to assist in the production of a theatre play based on different Shakespearean love scenes.

Only the first 2 meetings (October 28 and November 4), and the last one (February 10, 2012) in room HDW 0.115!!!!

Meetings on 11.11., 18.11., 25.11., 02.12., 13.01., 20.01., 27.01., 03.02. in the Max-Planck-Gymnasium !!!

The play will be performed on 14th and 15th March 2012 (with a general rehearsal on 11th March 2012). These dates are not part of our course, but it is strongly recommended to watch the performance as the final product of a creative teaching approach.

Requirements: 15min. oral examination

Registration: via Stud.IP starting 19th Sept., 10.00 a.m. The number of participants is restricted to 15 students.

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

456666

Begleitseminar zum Forschungspraktikum und Vertiefung: How do children live around the world? From Reading to Reader

Seminar SWS: 2; Anz. Teiln.: 20

Plümer, Monika

Do 17:00 - 20:00 Raum: Verfügungs VG 3.108 , wöchentlich Von:
03.11.2011 Bis:

Mi - Abgabe Hausarbeit am: 16.05.2012

Kommentar

With its focus on different cultures, perspectives and languages, the foreign language classroom encourages students to develop their communicative competences with materials and texts that are meaningful and related to a real, globalised world.

Thus the degree to which students can read and understand texts in different formats (e.g. print, pictures, films, Internet) and texts which are related to different contexts is a key indicator to meaningful participation and success in life, society and school. Reading is a foundational skill for learning, personal growth, enjoyment and entertainment. As a lifelong learning skill reading means decoding and comprehension, it also means interpretation and the development of new understandings. In modern societies the mastery of reading might even become a factor in social integration while the different forms of social exclusion are often linked to an inadequate ability in reading.

In this seminar, we will look at texts (fiction and non-fiction) and films (feature films and documentaries) that portray different cultures. We will practise, discuss and evaluate reading strategies, reading methods and certain concepts and games. We will also develop materials, assignments and lesson plans for learners of different age groups.

Students who will do their school placement after this semester will learn how to teach a novel or how to develop a concept for young readers and they will prepare materials they will use in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials in the course of this seminar.

Reading: A list and a reader with secondary sources will be provided at the beginning of the semester (copy shop *Klartext*).

Requirements: regular attendance, active participation, presentation of a teaching unit (30 minutes), term paper all in English

presentation (30minutes) + school placement report of 4000 words (about 12-15 pages) (*Forschungspraktikum*)

presentation (30minutes) + term paper (5 pages) (*Vertiefung*)

Registration: via Stud.IP starting on September 19, 10 a. m. The number of participants is restricted to 20.

456667

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

Seminar SWS: 2; Anz. Teiln.: 20

König, Lotta

Di 16:00 - 18:00wöchentlich

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 -- visiting places such as (movie) theatres with English programs, museums, libraries or sites of touristic interests and international encounters. 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.

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Please sign up on StudIP, registration starts on September 19, 10 a. m

457183

Creative Writing

Übung SWS: 2; Anz. Teiln.: 20

Sara, Kira

Do 10:00 - 12:00 Raum: Oec OEC 1.165 , wöchentlich

Fr - prfg am: 02.03.2012

Organisatorisches

Registration via Stud.IP starting on September 19, 10 a. m.

Kommentar

Creative Writing is a frequently used method in English classes. But what results can it actually achieve? When and how can it be used effectively? It is against the backdrop of these questions that you will experience the learning process yourself.

This course will equip you with the tools to write your own stories. We will tackle essentials like character building, plotting, description and dialogue. Other subjects range from syntax to synesthesia. Through weekly writing tasks and feedback from me and your peers you are sure to improve your skills. Words will be your nails and screws - bring lots of them.

457243

Global Simulation im Fremdsprachenunterricht

Masterübung SWS: 2; Anz. Teiln.: 15

Martinas, Corina

Do 11:30 - 13:00 Raum: Mathematik HS 4 , wöchentlich Von:
03.11.2011 Bis:

Kommentar

Die *globale Simulation* ist eine Unterrichtsmethode, die auf Handlungen in realitätsnahen Kontexten basiert. Ähnlich wie bei Rollenspielen wird ein Raum geschaffen, in dem die Teilnehmer nach bestimmten Regeln miteinander interagieren. Im Fremdsprachenunterricht werden als feste Koordinaten die Sprache und die Kultur des jeweiligen Landes festgelegt. So kann zum Beispiel ein Sprachendorf entstehen, in dem die Bewohner - d.h. die Schüler*innen und die Lehrkräfte - die Sprache und die Gepflogenheiten eines bestimmten Sprachraumes annehmen.

In Kooperation mit einer Schule in Göttingen werden wir im Wintersemester ein *Simulationsprojekt* mit den Sprachen Englisch und Französisch entwickeln. Dieser Kurs wird den englischen Teil organisieren. Die Projektplanung erfolgt in enger Zusammenarbeit und zur gleichen Zeit mit einem Kurs aus der französischen Fachdidaktik.

Do., 10.00 - 12.00 Uhr (s.t.), Beginn 3. Nov.

Genauere Angaben für die Zeiten zur Durchführung des Projekts: ab Ende August nach dem Schulanfang

Teilnehmerzahl: max. 15

Prüfungsform: 15-min. mündliche Prüfung

Anmeldung über Stud.IP ab 19. September, 10.00 Uhr

457244

Theatre in the EFL Classroom: Loving Shakespeare

Masterübung SWS: 2; Anz. Teiln.: 15

Martinas, Corina

Fr 15:30 - 17:00 Raum: Universität HDW 0.115 , wöchentlich

Kommentar

Playing theatre in a foreign language is an excellent method of building productive, performative and communication skills. In this course you will learn how to organize and direct a drama workshop in school. In cooperation with The English Drama Group of the Max-Planck-Gymnasium we are going to assist in the production of a theatre play based on different Shakespearean love scenes.

Only the first 2 meetings (October 28 and November 4), and the last one (February 10, 2012) in room HDW 0.115!!!!

Meetings on 11.11., 18.11., 25.11., 02.12., 13.01., 20.01., 27.01., 03.02. in the Max-Planck-Gymnasium !!!

The play will be performed on 14th and 15th March 2012 (with a general rehearsal on 11th March 2012). These dates are not part of our course, but it is strongly recommended to watch the performance as the final product of a creative teaching approach.

Requirements: 15min. oral examination

Registration: via Stud.IP starting 19th Sept., 10.00 a.m. The number of participants is restricted to 15 students.

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

456353

Literature into Film: Texts and Tasks for the Foreign Language Class

Mastervertiefungsseminar SWS: 2; Anz. Teiln.: 25

Surkamp, Carola

Mo 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , 14-taglich Von:
24.10.2011 Bis: 19.12.2011

Mo 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
09.01.2012

Mo 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
06.02.2012

Kommentar

This seminar will deal with literature made into films and focus on how text and motion picture are best used in the foreign language classroom. We will discuss various didactical and methodical approaches to films in literature classes and examine how to train reading, listening and viewing skills and how to develop literary and film competence. Students will be asked to do analytical and interpretative but also creative work with selected texts and film productions. Their main task will be to develop and present a teaching unit.

Requirements: Regular attendance, active participation, presentation of a lesson planning, short written reflection.

Reading: Henseler, Roswitha/Moller, Stefan/Surkamp, Carola (2011): *Filme im Englischunterricht: Grundlagen, Methoden, Genres*. Seelze-Velber: Kallmeyer-Klett. // Nunning, Ansgar/Surkamp, Carola (2008): *Englische Literatur unterrichten: Grundlagen und Methoden*. 2. Aufl. Seelze-Velber: Kallmeyer-Klett.

Registration starts on September 19, 10 a. m.

456666

Begleitseminar zum Forschungspraktikum und Vertiefung: How do children live around the world? From Reading to Reader

Seminar SWS: 2; Anz. Teiln.: 20

Plumer, Monika

Do 17:00 - 20:00 Raum: Verfugungs VG 3.108 , wochentlich Von:
03.11.2011 Bis:

Mi - Abgabe Hausarbeit am: 16.05.2012

Kommentar

With its focus on different cultures, perspectives and languages, the foreign language classroom encourages students to develop their communicative competences with materials and texts that are meaningful and related to a real, globalised world.

Thus the degree to which students can read and understand texts in different formats (e.g. print, pictures, films, Internet) and texts which are related to different contexts is a key indicator to meaningful participation and success in life, society and school. Reading is a foundational skill for learning, personal growth, enjoyment and entertainment. As a lifelong learning skill reading means decoding and comprehension, it also means interpretation and the development of new understandings. In modern societies the mastery of reading might even become a factor in social integration while the different forms of social exclusion are often linked to an inadequate ability in reading.

In this seminar, we will look at texts (fiction and non-fiction) and films (feature films and documentaries) that portray different cultures. We will practise, discuss and evaluate reading strategies, reading methods and certain concepts and games. We will also develop materials, assignments and lesson plans for learners of different age groups.

Students who will do their school placement after this semester will learn how to teach a novel or how to develop a concept for young readers and they will prepare materials they will use in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials in the course of this seminar.

Reading: A list and a reader with secondary sources will be provided at the beginning of the semester (copy shop *Klartext*).

Requirements: regular attendance, active participation, presentation of a teaching unit (30 minutes), term paper all in English

presentation (30minutes) + school placement report of 4000 words (about 12-15 pages) (*Forschungspraktikum*)

presentation (30minutes) + term paper (5 pages) (*Vertiefung*)

Registration: via Stud.IP starting on September 19, 10 a. m. The number of participants is restricted to 20.

456667

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

Seminar SWS: 2; Anz. Teiln.: 20
Di 16:00 - 18:00wöchentlich

König, Lotta

Kommentar

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457245

Learning and Teaching to Read Literature

Mastervertiefungsseminar SWS: 2; Anz. Teiln.: 25

Dakoura, Katerina

Sa 13:00 - 16:00 Raum: Universität HDW 0.115 , Einzeltermin am:
19.11.2011

So 09:00 - 13:00 Raum: Universität HDW 0.115 , Einzeltermin am:
20.11.2011

Sa 13:00 - 16:00 Raum: Universität HDW 0.115 , Einzeltermin am:
03.12.2011

So 09:00 - 13:00 Raum: Universität HDW 0.115 , Einzeltermin am:
04.12.2011

Kommentar

Reading (literary) texts is an important part of what future teachers of English do during the course of their university education; it is also an important part of what they are expected to teach students later in their own EFL-classrooms. But how does reading and understanding literary texts in a foreign language work? How do readers derive meaning from letters on a page? We only get an idea of the many complex processes that are working in our minds during reading and understanding (literary) texts when understanding breaks down, when we don't 'get' the text. When that happens, it is often accompanied by a feeling of frustration and failure.

In this course we want to experience and discuss how we as readers play an active role in the meaning making process and how we can monitor and regulate our understanding on a meta-level and by employing various meaning-making strategies. This is especially important because future teachers need to develop an awareness of the reading process if they want to be able to teach reading literature in their prospective EFL-classrooms. To this end we will use various texts to challenge our own preconceptions and attitudes towards reading and literature as well as practice different meaning-making strategies in the first part of the course. In the second part of the course participants are expected to adopt a teacher's perspective and work out a concept for using a literary text in the EFL-classroom.

Reading: All reading materials will be provided. There might be an additional reading/work assignment between the first and the second weekend of the Blockseminar. Details will be announced in due time.

Requirements: Regular attendance, students must be prepared to participate

actively in discussions and activities.

Exam requirements: Presentation of a concept on how to use a selected literary text in the EFL-classroom, written reflection on the learning process.

Dates: 19./20.11.2011, 03./04.12.2011, Saturdays from 09.00 to 16.00 h and Sundays from 09.00 to 13.00 h

Registration starts on September 19, 10 a. m.