

Master of Education (MEduc)

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

4500075 **Narratives of Diaspora and Home** *Georgi, Claudia*
Hauptseminar SWS: 2; Anz. Teiln.: 20
Mi 10:00 - 12:00 Raum: Verfügungs VG 2.105 , wöchentlich
Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar The course focuses on novels and short stories that present experiences of migrancy and rootlessness and that express transcultural or transnational encounters not only via characters and plot but often also in their respective form and style. We will investigate the search of roots, identity and traditions by drawing on basic concepts of postcolonial theory such as "imaginary homelands", "living in-between" and cultural hybridisation. Moreover we will discuss possible problems of national paradigms and the "post-colonial" label with regard to the selected texts.

Readings: Salman Rushdie, *East, West* (1994); Abdulrazak Gurnah, *Paradise* (1994); Monica Ali, *Brick Lane* (2002); Kiran Desai, *The Inheritance of Loss* (2006).

Registration: via StudIP (until April 21st 2014)

4500174 **From Paper to Screen: Graphic Novels & their Film Adaptations** *Helbig, Tina*
Hauptseminar SWS: 2; Anz. Teiln.: 25
Mi 12:00 - 14:00 Raum: Universität HDW 0.115 , wöchentlich
Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar In this seminar, we will analyse graphic novels of different genres and styles, along with their contemporary film adaptations. We will investigate the travelling of characters, story and discourse from one medium to the other, while taking into account the specific conventions, possibilities and limitations of the different media, which we will practice to analyse with the appropriate tools (e.g. close reading of visual texts, analysis of film technique).

Alan Moore & Kevin O'Neill: *The League of Extraordinary Gentlemen* (Vol. I). Stephen Norrington (dir.), *The League of Extraordinary Gentlemen*, 2003. Posy Simmonds, *Tamara Drewe*. Stephen Frears (dir.), *Tamara Drewe*, 2010. Bryan Lee O'Malley, *Scott Pilgrim* (Vol. I + II). Edgar Wright (dir.), *Scott Pilgrim vs. The World*, 2010. Alan Moore & David Lloyd: *V for Vendetta*. James McTeigue (dir.), *V for Vendetta*, 2006.

Registration: in StudIP until 14. April 2014.

4500379 **Cityscapes in Contemporary Fiction** *Radu, Anca-Raluca*
Hauptseminar SWS: 2; Anz. Teiln.: 20
Fr - Abgabe Präsentation Ausarbeitung am: 29.08.2014
Fr 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Fr - Abgabe Hausarbeit am: 29.08.2014
Fr - Andere Prf. form am: 29.08.2014

Kommentar Urban spaces fascinated modernist writers who inscribed their disenchantment with the alienation and fragmentariness of modern life at the beginning of the 20th century in such texts as Virginia Woolf's *Mrs Dalloway*, James Joyce's *Dubliners*, or T.S. Eliot's *The Waste Land*, to recall just a few famous examples from different genres. Contemporary ci-

ty-based literature, on the other hand, has to cope with a new set of changes and challenges which confront the urban dweller, such as multiculturalism, gentrification, the crisis of the middle-class, a new understanding of community, etc., which characterize what might be called "new urbanity." This raises a set of ethical questions and dilemmas on the level of the story, but it also affects discourse, the story-telling itself, influencing the form of the novels in major respects. This class investigates four selected novels, two based in London, two in Toronto, both individually and comparatively, in order to outline some aspects of an "ethic of urbanity" in 21st century fiction. All reading is obligatory and must be completed before class (see syllabus on Stud.IP for exact dates).

Reading: Zadie Smith, *NW* (2012), Ian McEwan, *Saturday* (2005), Carol Shields, *Unless* (2002), and Dionne Brand, *What We All Long For* (2005). Further reading (theory, secondary literature) will be available on Stud.IP before the beginning of the term and is also obligatory.

Registration: closes 25 April, 2014

4500530

Twentieth-Century British Poetry

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

Mi 10:00 - 12:00 Raum: Verfügungs VG 4.105 , wöchentlich

Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar

This course will provide students with a survey of the main schools and movements in British poetry of the twentieth century with special attention paid to some key poetic figures, such as W.B. Yeats, T.S. Eliot, W.H. Auden, Dylan M. Thomas, Philip Larkin, Ted Hughes, Seamus Heaney, Grace Nichols, Medbh McGuckian, Jackie Kay and David Dabydeen. Students will learn how to approach difficult texts with apposite analytical tools, how to relate form to meaning, and how to contextualise poems in a wider cultural and socio-political context. One particular focus will be on the question how British poets embraced or rejected modernism, a second one will be on the choices editors make when anthologising poetry - aesthetic, ideological and commercial ones.

Reading: Texts will be mostly taken from Keith Tuma's *Anthology of Twentieth-Century British & Irish Verse*, Oxford: OUP 2001. A reader with primary and secondary texts will be made available on StudIP by the beginning of April.

Registration in StudIP until 22.4.14.

457733

A Survey of British Literature and Cultural History: The 20th Century, VL

Vorlesung SWS: 2; Anz. Teiln.: 200

Glaser, Brigitte

Mo 10:00 - 12:00 Raum: ZHG ZHG104 , wöchentlich

Mo 10:00 - 12:00 Raum: ZHG ZHG104 , Klausur am: 28.07.2014

Fr - Andere Prf. form am: 29.08.2014

Kommentar

This series of lectures is intended to familiarize students with the various forms and techniques of narrating 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 postmodern and the postcolonial novel. There will, however, 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, the introduction and later the dismantling of the Welfare State, as well as the impact of immigration on Britain.

Required Reading: novels: E.M. Forster, *Howards End*; Virginia Woolf, *Mrs Dalloway*; George Orwell, *Coming Up For Air*; Jeanette Winterson, *Oranges Are Not the Only Fruit*; Andrea Levy, *A Small Island*; plays: John Osborne, *Look Back in Anger*; Harold Pinter, *The Homecoming*; selected short fiction and poetry. There will furthermore be a Reader containing short fiction and poetry as well as relevant theoretical texts.

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).

Registration: in StudIP (until April 30).

457735

World War I in Contemporary Anglophone Literature

Hauptseminar SWS: 2; Anz. Teiln.: 25

Glaser, Brigitte

Fr - Abgabe Präsentation Ausarbeitung am: 29.08.2014

Do 14:00 - 16:00 Raum: Verfügungs VG 4.102 , wöchentlich

Fr - Andere Prf. form am: 29.08.2014

Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar

The year 2014 marks the 100th anniversary of the beginning of what came to be known as the "Great War." Although set predominately on European soil, it involved individuals from around the globe, many of whom were drawn into the war because of their countries' affiliation with the British Empire. This war, which wiped out, mutilated and traumatised a generation of young men and women, continues to capture the imagination of writers. Drawing on the concept of "postcolonial nostalgia" (Baym, Walder), we will discuss a selection of British, Canadian and Australian novels, with a special focus on the following topics: the fictional representation of historical characters, settings and events; the historical events as seen from a postcolonial perspective; and the re-appropriation of voice through revisiting imaginatively the past.

Readings: Pat Barker, *Regeneration*; Frances Itani, *Deafening*; Thomas Keneally, *The Daughters of Mars*; Joseph Boyden; *Three Day Road*; and Jane Urquhart, *The Stone Carvers*.

Registration: in StudIP (until April 15)

458089

Literature and Materiality

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

Fr - Portfolio am: 29.08.2014

Di 14:00 - 16:00 Raum: Universität HDW 0.115 , wöchentlich

Fr - Abgabe Hausarbeit am: 29.08.2014

Fr - Andere Prf. form am: 29.08.2014

Kommentar

When we read poetry, plays or novels, we usually concentrate on the contents and don't often think about how the materiality of texts (manuscripts and printed books) also creates meaning. This course will look at the medium book and ask how its material condition influences our perception and modes of consumption. A particular focus will be laid on the materiality of texts in the context of the literature museum: what effects do "original" manuscripts have on visitors, is the concept of the aura still relevant? What relation does

the material testimony have with the biographical author ? And lastly, how can new digital technologies enhance our understanding of the materiality of literature?

As a tribute to Shakespeare's 450th anniversary, the course also aims at providing students with a good understanding of the various publication formats of Shakespeare's plays, addressing the question of authorship and authenticity in regard to the process of publication.

Readings: A reader will be prepared and put on StudIP. Advance reading is not required.

Registration in StudIP until 21.4.14.

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

458933 **From the Early Republic to the Late Nineteenth Century (A Cultural History of American Literature II)**
Vorlesung SWS: 2; Anz. Teiln.: 100 *Spengler, Birgit*
Di 12:00 - 14:00 Raum: ZHG ZHG004 , wöchentlich
Fr - Abgabe Hausarbeit am: 28.03.2014
Di 12:00 - 14:00 Klausur am: 22.07.2014

Kommentar This lecture course will provide an overview of major developments in American literature from the 1820s to the late 19th century. We will discuss genres such as the historical novel, domestic fiction, and the slave narrative; calls for cultural independence from Europe in the context of American transcendentalism, the American Renaissance, and twentieth-century literary scholarship; the poetry of William Cullen Bryant, Emily Dickinson, and Walt Whitman; and the development of local color fiction and literary realism in the later 19th century. Among the authors included will be Catharine Maria Sedgwick, James Fenimore Cooper, Edgar Allen Poe, Henry Thoreau, Ralph Waldo Emerson, Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, Frederick Douglass, Harriet Beecher Stowe, Louisa May Alcott, Emily Dickinson, Walt Whitman, Harriet Prescott Spofford, Mary Wilkins Freeman, Mark Twain, Edith Wharton, Kate Chopin, and Henry James. Literary developments will be situated within larger cultural contexts, including visual cultures, westward expansion, slavery, the literary marketplace, and nineteenth-century discourses about gender, race, and class.

Texts: Many of our texts are collected in Nina Baym et al., ed. *The Norton Anthology of American Literature* (7th edition, vol. B). Additional texts will be made available in a reader at the copyshop "Klartext."

Registration: Binding (!) registration on Stud.IP between 1 March and 15 April is required. Classes start in the first week of the semester. For final registration, participants need to attend the first session.

452398 **Introducing Critical Theory I: Approaches in Literary and Cultural Studies**
Vorlesung SWS: 2; Anz. Teiln.: 80 *Tischleder, Bärbel*
Mo 14:00 - 16:00 Raum: ZHG ZHG004 , wöchentlich
Mo 14:00 - 16:00 Raum: ZHG ZHG004 , Klausur am: 28.07.2014

Kommentar The first part of the lecture series introduces relevant theoretical approaches, critical thinkers and traditions in the field of literary and cultural studies: Structuralism & Semiotics, Deconstruction, Poststructuralism, Postmodernism, Marx and (Post-)Marxism, Psychoanalysis, New Historicism, Postcolonial Theory and Diaspora Studies, Gender and Queer Studies, Theories of Race and Ethnicity, and Theories of Affect and Everyday Life.

Individual theorists discussed in the lecture are Louis Althusser, Benedict Anderson, Mikhail Bakhtin, Roland Barthes, Simone de Beauvoir, Homi Bhabha, Pierre Bourdieu, Judith Butler, Michel de Certeau, Hélène Cixous, Jacques Derrida, W.E.B. Du Bois, Sigmund Freud, Michel Foucault, Henri Louis Gates, Sandra Gilbert, Susan Gubar, Judith Halberstam, Linda Hutcheon, Frederic Jameson, Julia Kristeva, Jacques Lacan, Teresa de Lauretis, Jean-François Lyotard, Claude Lévi-Strauss, Toni Morrison, Edward Said, Ferdinand de Saussure, Eve Kosofsky Sedgwick, Victor Shklovsky, Gayatri Spivak, Cornel West, and Hayden White. Single lectures will focus on either a particular theoretical approach or school, or on major thinkers that have had considerable influence on the development of critical thought in literary and cultural studies.

The second part of the lecture series, "Approaches and Methods in Media Studies," to be offered in the winter term 2014/15, will focus on media theory and Cultural Studies, including theories of single media such as film, television, the computer and other digital technologies, material culture studies and actor-network theory.

The two-semester lecture series aims at introducing students to major approaches, traditions and key figures as well as critical methods in the field of literary, cultural and media theory.

Registration: Binding (!) registration on Stud.IP between 1 March and 15 April is required. Classes start in the first week of the semester. For final registration, participants need to attend the first session.

4500756

Representational Burdens: Case Studies in African-American Authorship

Hauptseminar SWS: 2; Anz. Teiln.: 35

N.N.,

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

Mo 14:00 - 16:00 mündliche Prüfung am: 14.07.2014

Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar

When the writer Ralph Ellison sat down in the early 1960s to consider critical responses to writing by African-Americans he came up with three questions: "Why is it so often true that when critics confront the American as Negro they suddenly drop their advanced critical armament and revert with an air of confident superiority to quite primitive modes of analysis? Why is it that sociology-oriented critics seem to rate literature far below politics and ideology that they would rather kill a novel than modify their presumptions concerning a given reality which it seeks in its own terms to project? ... [W]hy is it that so many of those who would tell us the meaning of Negro life never bother to learn how varied it really is?" These questions boil down to the following accusations. Writing by African Americans is not understood as literature, but rather as an expression of identity and social circumstances. Moreover, if the text does not fit the white reader's expectations of blues singing, jazz rhythm, or ghetto suffering, then the work is not deemed authentic. In this seminar we are going to explore how Ellison and his colleague Richard Wright negotiated these expectations in their novels, essays, and career courses during the twentieth-century. We will also, however, be following these issues into the twenty-first century by looking at Percival Everett's *Erasure*. This novel of 2001 takes recourse to Wright's *Native Son* (1940) and Ellison's *Invisible Man* (1952). *Erasure* also takes a critical perspective on Sapphire's highly popular novel *Push* (1996), later adapted into the film *Precious* (2009).

Required Reading: Please purchase *Native Son*, *Invisible Man*, and *Erasure* (any edition). There are two versions of *Native Son* in circulation, one more strongly censored for sexual content than the other. Rather than seeing this as a problem, I think that this situation gives us opportunity to consider the novel's representational politics and reception in different historical frames. Shorter texts will be made available via StudIP over the course of the semester.

Recommended Reading: The good news is that all of the novels that we are going to focus on this semester are fantastic. The less good news is that they are long. Please get a head start on reading *Native Son* before the semester begins.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 1 March and 15 April 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.

453059

Life Writing. Gendered Perspectives on the Art of American Auto/Biography

Hauptseminar SWS: 2; Anz. Teiln.: 35

Künnemann, Vanessa

Di 10:00 - 12:00 Raum: Verfügungs VG 0.110 , wöchentlich

Di 10:00 - 12:00 mündliche Prüfung am: 22.07.2014

Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar

Traditionally composed by white men, written in factual, documentary style and telling 'official' stories of (professional) success, the genre of autobiography has been appropriated, modified, and sometimes even radicalized by women ever since the Enlightenment. There are certain critics who claim that autobiography is a truly American genre, a form of writing which - in the guise of a personal life story - negotiates and communicates 'American values' and national identity while it captivates its readers. Peeking into other people's lives, we, as readers, become virtual sleuths as we (pretend to) read these autobiographies also as historical, anthropological, and/or artistic accounts. Perhaps more contradictory than any other genre, autobiographies oscillate between fact and fiction, collective and individual memory, they are fascinating and vibrant precisely because they are personal *and* political, because they can trigger reader identification or may keep their audience at a bay. They are thus replete with tensions and can take on a diversity that is reminiscent of the many meanings of 'America' as such.

In this class we will look at the various ways in which (ethnic) female autobiographers have discussed, affirmed and/or revised American identity, politics and culture and thereby also transformed the genre. We will analyze how these traditionally marginalized voices in American literature and culture present to us with their own and subjective versions of their lives, often written against the light of larger history. Our analysis and discussion of these autobiographical accounts will evolve around the following questions: In what sense can autobiography as a literary genre provide a forum for addressing the socio-political as well as cultural obstacles that have long impeded the liberation and empowerment of women? What are the major characteristics of this genre? What narrative forms can the genre take? Where do we find continuities, similarities, and differences among these texts? Where exactly are differences between autobiographical writings of women and men, and do they matter at all? What was/is the political impact of these accounts? Are these texts visionary, naïve, provocative, and/or realistic?

Readings: To survey the rich tradition of American women's autobiography, we will read texts (mostly in the form of excerpts) ranging from the slave narrative (Harriet Jacobs) to writers, public personae, and politicians of various ethnic backgrounds of the 19th and 20th century (e.g., Gertrude Stein, Margaret Bourke-White, Jade Snow Wong, Maya Angelou, Leslie Marmon Silko, Hillary Clinton).

The texts will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two autobiographies: Jade Snow Wong's *Fifth Chinese Daughter* (U of Washington P; ISBN: 978-0295968261) and Maya Angelou's *I Know Why the Caged Bird Sings* (Ballantine, ISBN: 978-0345514400).

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 1 March and 15 April 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.

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

457779

Nineteenth-Century American Women Writers

Hauptseminar SWS: 2; Anz. Teiln.: 35

Spengler, Birgit

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

Do 12:00 - 14:00 mündliche Prüfung am: 17.07.2014

Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar

Despite its enlightened ideals, the American Revolution did not establish liberty, equality, and political participation for all Americans. One of the many fields in which social and political realities stopped short of enlightened ideals were gender relations and the situation of women in nineteenth-century America. Women of all ethnicities and classes were barred from equal political participation as well as from many professions. Especially the earlier nineteenth century was characterized by its dichotomous conceptualizations of gender which constructed women as a deviance from the male "norm," and relegated them to the home as a separate sphere in which they could exert their influence. Writing was one of the few occupations that was open to women, although it was also subject to dichotomous constructions of "male" and "female" natures, values, and spheres. These were often accompanied by a depreciation of women's literary output, despite or even because of its popular appeal, which shaped the status of nineteenth-century women's writing and its relative critical neglect until well into the twentieth century. .

In this seminar, we will discuss fictional texts by nineteenth-century American women writers such as Catharine Maria Sedgwick, Harriet Prescott Spofford, Louisa May Alcott, Elizabeth Stoddard, and Edith Wharton and discuss their contributions to nineteenth-century U.S. American literature. We will also pay close attention to the ways in which they engage with, negotiate, and reflect upon women's position in nineteenth-century society, constructions of male and female "nature," and social relations more generally. Participants should be willing to do a lot of reading (3 novels, plus short fiction, plus secondary material), to contribute regularly to online and in-class discussions, and to take over a task in class.

Please obtain the following editions:

Catharine Maria Sedgwick. *Hope Leslie*. 1827. New York: Penguin, 1998. ISBN 0140436766

Elizabeth Stoddard. *The Morgesons*. 1862. New York: Penguin, 1997. ISBN: 0140436510

A third novel will be announced at the beginning of the semester. All other texts will be made available on StudIP or on the reserve shelf.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 1 March and 15 April 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.

458837

Media Culture of the Nineteenth Century: History, Literature, and Visual Art

Hauptseminar SWS: 2; Anz. Teiln.: 35

Tischleder, Bärbel

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

Mi 12:00 - 14:00 wöchentlich

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

Fr - Abgabe Hausarbeit am: 29.08.2014

Kommentar Telegraphy has been termed the *Victorian Internet*; the hand-colored prints of the print-making company Currier & Ives, which were widely distributed in the U.S. by the mid-nineteenth century, can be seen as the first visual mass medium. This course is concerned with the media history of Victorian America and the ways in which new media like telegraphy, lithography, photography and the phonograph impacted the everyday culture, forms of communication and media ecology of the nineteenth century. We will consider both the technological and geographical dimensions and the social and cultural aspects of American media. Next to historical and theoretical texts, we will examine how literature and art reflect the popular responses—fantasies, hopes, and anxieties—that were prompted by the advent of communicative channels enabled by electric currents and codes. Telegraphy, photography and the phonograph were seen as haunted media; telegraphy was associated with spiritualism and mesmerism, but it also prompted visions of national progress and was welcomed as a new opportunity for social connection and for bridging geographical distances.

We will read essays, fiction, and poetry by Emily Dickinson, Ralph Waldo Emerson, Henry James, Nathaniel Hawthorne, Herman Melville, Henry David Thoreau, and lesser known authors in order to explore how electronic and visual media were imagined at the time—how they constituted both the promise of new modes of communication and connecting people as well as an uncanny form of electronic presence. The visual art of the time, both painting and photography, and the distribution of cheap, popular prints enabled by lithography reflect how new media networks changed the North American rural and urban landscape; we will examine how these telecommunication technologies were depicted in Victorian visual culture. The aim of the course is to gain an understanding of the complex ways in which technological innovation, physical infrastructures, visual and intellectual culture and the literary imagination all had their share in the development of the nineteenth-century media landscape.

A syllabus and overview of the course readings will be provided at the beginning of the term.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 1 March and 15 April is required. Classes start in the first week of the semester. For final registration, participants need to attend the first session.

Note: The regular course sessions are on Wednesday; the screening sessions are on Tuesday evening.

458935

Tutorial zur VL Tischleder

Tutorium SWS: 2; Anz. Teiln.: 20

Oehm, Uwe

Di 16:00 - 18:00 Raum: KWZ 1.701 , wöchentlich

Organisatorisches

Ort und Zeit nach Vereinbarung.

Kommentar

This tutorial is directly linked to Prof. Tischleder's lecture "Introducing Critical Theory I: Approaches in Literary and Cultural Studies" (B.AS.04.2; M.EP.01b.Mp; M.EP.01b-L.Mp). The lecture 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 primary texts covered in the lecture 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 lectures and the theoretical texts can be addressed and revisited according to students' needs. Hence participating in the tutorial and discussing the texts covered in the lecture together will also be helpful as a preparation for the final exam.

Details about the organization of this tutorial will be announced in the first session.

The primary material will be provided on Stud.IP.

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

- 459806** **Indirect Speech: English and German in contrast**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Eckardt, Regine*
Mo - Präsentation am: 15.09.2014
Mo - Abgabe Präsentation Ausarbeitung am: 15.09.2014
Mo 16:00 - 18:00 Raum: Universität HDW 0.115 , wöchentlich
Mo - Abgabe Hausarbeit am: 15.09.2014
Mo - mündliche Prüfung am: 15.09.2014
Mo - Klausurähnliche Hausarbeit am: 15.09.2014
- Organisatorisches Registration in Stud.IP: 1 March - 22 April 2014
- Kommentar English and German use intriguingly different patterns of indirect speech. While English grammatical markers for indirect speech are sparse and indirect, German offers the use of Konjunktiv to ensure a stable interpretation of text as report of someone's speech or thought. We will start by comparing translated literary texts in English and German that use indirect speech, and by exploring how English readers, in spite of the poverty of markers, manage effectively to distinguish between plain text and reported speech. We will then take a closer look at the semantics of tense, indexicals and other perspectivizers in English and German, and their function in reported speech contexts.
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- 459194** **Asymmetry in Syntax and Morphology**
Hauptseminar SWS: 2; Anz. Teiln.: 20 *Farke, Hildegard*
Mo - Abgabe Präsentation Ausarbeitung am: 15.09.2014
Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Mo - Abgabe Hausarbeit am: 15.09.2014
Mo - mündliche Prüfung am: 15.09.2014
- Organisatorisches Registration in Stud.IP: 1 March - 22 April, 2014
- Kommentar In this Hauptseminar we will focus on a property of structural relations within words and sentences that has been shown to be a fundamental property of form and interpretation: asymmetry. Asymmetric properties of morphological (derivational and compositional) and syntactic relations seem to be part of the language faculty and can be considered a hard-wired regularity of human grammar. The notions of asymmetry and symmetry are also used in definitions of grammatical operations like Merge and Move. While research has been mainly focused on the properties of syntactic and morphological asymmetries and the relationship between syntax and morphology, we will also discuss works on asymmetry in other domains like conceptualization and language acquisition.
- requirements: active participation, oral presentation, term paper
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- 459797** **Syntactic Islands**
Hauptseminar SWS: 2; Anz. Teiln.: 15 *Bode, Stefanie*
Mo - Abgabe Präsentation Ausarbeitung am: 15.09.2014
Mi 10:15 - 11:45 Raum: Verfügungs VG 3.106 , wöchentlich
Mo - Abgabe Hausarbeit am: 15.09.2014
Mo - mündliche Prüfung am: 15.09.2014

Organisatorisches Registration in Stud.IP: 1 March - 22 April 2014

Kommentar It is a general property of languages that phrases can have multiple functions in a sentence even though they are pronounced in a single position. See (1) where a wh-phrase functions as a question marker but also as the object of the preposition *from*.

(1) [Which island] did Crusoe say that he couldn't escape from ___?

This so-called displacement property is captured by the concept of movement in generative grammar. Another common fact is the recursive strategy allowing for infinite structure building. Given displacement and infinity, constraining syntactic operations is an important and fascinating topic. Just like Crusoe being stuck on his island a phrase can be constrained to occur in a fixed position and moving it would yield an ungrammatical sentence (see (2)).

(2) a. Crusoe constructed a boat which should take him away from [the island].

b. *[Which island] did Crusoe construct a boat which should take him away from___?

What makes up an island? What syntactic operations are sensitive to islands? How can an island be defined in general terms? What do we do with islands in the overall theoretical framework?

Though we might not find any definite answers to questions like these in this course, we will try to understand why it is so necessary to raise them.

A reference list will be made available in the beginning.

4500342

Prosody and Pragmatics: What sounds reveal

Hauptseminar SWS: 2; Anz. Teiln.: 25

Eckardt, Regine

Mo - Präsentation am: 15.09.2014

Mo - Abgabe Präsentation Ausarbeitung am: 15.09.2014

Do 10:00 - 12:00 Raum: Universität HDW 2.124 , wöchentlich

Mo - Klausurähnliche Hausarbeit am: 15.09.2014

Mo - Abgabe Hausarbeit am: 15.09.2014

Mo - mündliche Prüfung am: 15.09.2014

Organisatorisches Registration in Stud.IP: 1 March - 22 April 2014

Kommentar Sentence prosody - the melody of high and low tones, breaks and accenting - contributes considerably to our understanding of language. When reading loudly, speakers sometimes make performance "errors" and sound unnatural, to the extent of blurring the sense of the utterance. When reading a piece of text with different accent patterns, we can change the message(s) in sometimes dramatic ways. This class will explore sentence melody, normal and non-standard accent patterns as well as the meaning of accenting. Many scholars propose that prosody is part of "information packaging", which helps us to disen-

tangle complex information, and we will investigate how the grammar and meaning of accents helps to reduce the cognitive load of sentence processing.

457900 **Tutorium zum Hauptseminar "Talking about possibilities" (Menéndez-Benito)**
Tutorium SWS: 2; Anz. Teiln.: 20 *Dijkzeul, Paul*
- - wöchentlich

Organisatorisches
Registration in Stud.IP

459193 **Talking about possibilities**
Hauptseminar SWS: 2; Anz. Teiln.: 10 *Menéndez Benito, Paula*
Mo - Abgabe Präsentation Ausarbeitung am: 15.09.2014
Mo 16:15 - 17:45 Raum: KWZ 0.604 , wöchentlich
Mo - Abgabe Hausarbeit am: 15.09.2014
Mo - mündliche Prüfung am: 15.09.2014

Organisatorisches
Registration in Stud.IP: 1 March - 22 April 2014

Kommentar
Modal expressions in natural language allow us to talk about unrealized possibilities and uncertain scenarios. For instance, a sentence like *Jones might be the murderer*, with the modal *might*, describes a possible scenario compatible with the speaker's evidence; the sentence *Jones should not leave the city*, with *should*, evokes potential situations in which Jones fulfills his obligations. The ability to construct discourses about the non-actual is a fundamental cognitive skill and has been claimed to be one of the design features of human language. In this course, we will construct a compositional system to analyze the semantics of modal expressions, and use it to investigate what devices languages use to encode non-actuality, and how different languages vary with respect to the expression of modality. Familiarity with the basic tools and concepts of truth-conditional semantics will be presupposed.

459798 **Writing Colloquium**
Kolloquium SWS: 2; Anz. Teiln.: 10 *Farke, Hildegard*
Mo 10:15 - 11:45 Raum: Jacob-Grim SEP 0.250 , wöchentlich

Organisatorisches
Registration in Stud.IP: starting 1 March 2014 (not restricted)

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.

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

452212 **Medieval Drama**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Rudolf, Winfried*
Mi 12:00 - 14:00 Raum: KWZ 0.601 , wöchentlich
Fr - Abgabe Hausarbeit am: 29.08.2014

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). SKs nach Absprache in der ersten Sitzung.

Kommentar The stage of late medieval England was a place of entertainment, display of craftsmanship, political criticism and theological education. In the great cycles of the cities of Chester, Wakefield and York we find salvation history presented to the laity in typologically connected mystery plays which translate important religious types into scenes of everyday life, a rough and real language, highly dramatic excitement as well as sparkling humour. This course will explore an exquisite selection of mystery plays, such as the Chester *Noah Play*, the Wakefield *Second Shepherd's Play*, and the York *Crucifixion*. Students are asked to bring a copy of *Medieval Drama: An Anthology*, ed. by Greg Walker (Oxford: Blackwell, 2000).

452473

The Canterbury Tales

Hauptseminar SWS: 2; Anz. Teiln.: 30

Rudolf, Winfried

Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , Klausur am:
24.07.2014

Fr - Abgabe Hausarbeit am: 29.08.2014

Organisatorisches Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b und M.EP.201 (Klausur), B.EP.11b, M.EP.02b(-L), M.EP.05b (Hausarbeit). SKs nach Absprache in der ersten Sitzung.

Kommentar The timeless pinnacle of Chaucer's oeuvre continues to fascinate throughout the centuries and needs no extra appraisal. Its deep insight into almost every facette of human nature, its form, language, humour and general celebration of life provide endless material for intensive study and criticism. Students are especially invited to explore the manuscript transmission and narrative 'seriality' of the text in this course, as well as discuss issues of authority, hipness, sexuality, exegesis, crime and redemption. The paperback edition required is *The Riverside Chaucer*, ed. L. D. Benson (Oxford: OUP, 2008).

453681

English Literature 1200-1500

Vorlesung SWS: 2; Anz. Teiln.: 160

Rudolf, Winfried

Do 14:15 - 15:45 Raum: ZHG ZHG007 , wöchentlich

Kommentar The lecture course completes last term's set of landmarks of English medieval literature in their social, historical and material contexts. It will focus, among other topics, on the rise of romance, the uses of debate poetry, Langland's monumental *Piers Plowman*, the English lyric, medieval drama, and, of course, the constitutional oeuvre of Chaucer.

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

Vorlesung oder Übung zur Fachdidaktik Englisch

4500259

Graphic Novels in ELT: A Comics Teaching Project in Cooperation with the Hainberg Gymnasium Göttingen

Übung SWS: 2; Anz. Teiln.: 20

Stückrath, Philipp

Fr - Praktikumsbericht am: 26.09.2014

Di 16:00 - 18:00 Raum: KWZ 0.610 , wöchentlich

Di - mündliche Prüfung am: 22.07.2014

Kommentar BANG! BOOM! POW! While already in the focus of attention of literary criticism for several years comics as a medium is still on the fringes of English language teaching and is just

at the moment getting more and more attention. Especially the emergence of the graphic novel since the 1980s developed the medium's huge potential for various areas of language teaching. Many teachers are still hesitant to use comics in their English classes because they might not be regular comics readers or are not used to the medium and its possibilities yet. This course-project aims at changing this state....

In this course we will first approach the graphic novel from a didactic perspective and explore the vast teaching potential of this special form of literature in the comics medium. Then we will plan a comics teaching project on one primary text (e.g. *American Born Chinese* by Gene Luen Yang) in the seminar, which you will then be able to **teach to students of the Hainberg Gymnasium Göttingen** in the context of a **project week from 17th to 19th of June**. This means we will not only be able to plan and discuss possible methods and learning goals with the medium "on paper" but try them out with "real students" of the Hainberg Gymnasium. The project will be conducted in the new YLAB of the University (Friedländer Weg 2), in which it is possible to work with students in a relaxed and out-of-school atmosphere, as well as use the benefits of the facility such as different working arrangements or a small theatre stage.

Please make sure that you are able to be present at the YLAB for at least (!!!) one whole morning (about 8 am to 1 pm) on either the 17th, 18th, or 19th of June. Since we have to have one student-project-team for each project-day please prepare to be flexible when it comes to assigning you to one of these days in the first seminar weeks.

Requirements:

M.EP.03-1a-L.1 / M.EP.03.1b-L.1 (Übung): Regular attendance, active participation, short oral exam.

M.EP.03-1b-L.2 (Begleitseminar): Regular attendance, active participation, school placement report of 4000 words (about 12-15 pages).

Registration via Stud.IP starts on Monday, March 10th at 10.00. The number of participants is restricted to 20 students.

4500260

Reading Beyond Comprehension

Übung SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Do 10:00 - 12:00 Raum: Verfügungs VG 3.107 , wöchentlich

Do - mündliche Prüfung am: 24.07.2014

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, March 10th at 10.00. The number of participants is restricted to 20 students.

4500261

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: 23.05.2014

Sa 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 24.05.2014

So 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 25.05.2014

Fr - mündliche Prüfung am: 27.06.2014

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, March 10th at 10.00. The number of participants is restricted to 20 students.

4500617

Summer School 2014: Storytelling in the Classroom and Beyond

Blockveranstaltung SWS: 2; Anz. Teiln.: 25

Sara, Kira

- - Blockveranstaltung + Sa und So Von: 17.08.2014 Bis: 31.08.2014

Di - mündliche Prüfung am: 30.09.2014

Begleitseminar zum Praktikum

4500266

Begleitseminar zum Fachpraktikum: Vorbereitung und Auswertung des Fachpraktikums Englisch (zweisemestrige Veranstaltung)

Seminar SWS: 4; Anz. Teiln.: 25

Rohrbach, Jan Marc

Mo 16:15 - 17:45 Raum: Wald.26 0.702 , wöchentlich Von: 28.04.2014 Bis: 28.07.2014

Kommentar **Vorbereitungsseminar:** während des Sommersemesters 2014 jeweils montags 16:00-17:00 Uhr; erster Termin: 28.4., letzter Termin: 28.7.

Auswertungsseminar: während der Praktikumsphase (September/Oktober 2014) jeweils montags 16:00-17:00 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase

Maximale Teilnehmerzahl: 20 Personen

Prüfungsart: Praktikumsbericht (ca. 4000 Wörter)

Ziel: Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünföchigen Praktikumsphase im September/Oktober 2014.

Seminarliteratur: Auszüge aus verschiedenen fachdidaktischen Veröffentlichungen, die bei Seminarbeginn zum Download auf StudIP bereitstehen.

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, 10.03.2014, 10.00. Außerdem notwendig: Anmeldung im Praktikumsportal der ZELB!!! (Kontakt: Dr. Jörg Behrendt)

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

4500274

**Begleitseminar zum (im Ausland absolvierten) Forschungspraktikum (4-wöchig):
Expectations and Experience of Teaching Assistants**

Blockveranstaltung SWS: 2; Anz. Teiln.: 50

König, Lotta

Fr 10:00 - 17:00 Raum: Verfügungs VG 0.111 , Einzeltermin am:
20.06.2014

Fr 10:00 - 17:00 Raum: Verfügungs VG 0.111 , Einzeltermin am:
27.06.2014

Sa 10:00 - 17:00 Raum: KWZ 0.607 , Einzeltermin am: 28.06.2014

Mi - Praktikumsbericht am: 15.10.2014

Kommentar

This course consists of three parts: one day for the outgoing students, one for the incoming

students, and one joint session. Attendance is mandatory for those of you who want to meet the *Forschungspraktikum* requirement (the in-coming group can still have it credited as the 5-week *Fachpraktikum*; as of 2014 *FoP* only).

Friday, June 20th 2014, 10.00h-17.00h: preparation meeting only for the TAs leaving in Fall 2013

Friday, June 27th 2014, 10.00h-17.00h: review and reflection only with the TAs returning in Spring 2013

Saturday, June 28th 2014, 10.00h-17.00h: exchange of experience and expectations of in-coming and out-going TAs

During these days we will be dealing with three main areas of interest:

1. Expectations/Experience of teaching abroad, contextualized in research on the benefits of teaching assistances
2. Teaching a foreign language in an intercultural communicative way: Planning/Evaluating classroom activities
3. "Representative of German culture"? - Stereotypes & self-reflection, or How to learn and teach intercultural competence

With the incoming group the question will be how the experience of being TA figures in connection to what you learn in didactic courses at university. The outgoing group will prepare for teaching a foreign language in an intercultural situation. In the third session both groups will get together to exchange experiences, questions and ideas.

The **reports** of the incoming group are due October 15th 2014

Note: If the teaching assistance takes place between the BA and the MA, the preparatory part of the class can (and should!) already be taken when still in the BA.

Registration via Stud.IP starts on Monday, March 10th at 10.00.

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

Vorlesung oder Übung zur Fachdidaktik Englisch

4500259 **Graphic Novels in ELT: A Comics Teaching Project in Cooperation with the Hainberg Gymnasium Göttingen**

Übung SWS: 2; Anz. Teiln.: 20

Stückrath, Philipp

Fr - Praktikumsbericht am: 26.09.2014

Di 16:00 - 18:00 Raum: KWZ 0.610 , wöchentlich

Di - mündliche Prüfung am: 22.07.2014

Kommentar BANG! BOOM! POW! While already in the focus of attention of literary criticism for several years comics as a medium is still on the fringes of English language teaching and is just at the moment getting more and more attention. Especially the emergence of the graphic novel since the 1980s developed the medium's huge potential for various areas of language teaching. Many teachers are still hesitant to use comics in their English classes because they might not be regular comics readers or are not used to the medium and its possibilities yet. This course-project aims at changing this state....

In this course we will first approach the graphic novel from a didactic perspective and explore the vast teaching potential of this special form of literature in the comics medium. Then we will plan a comics teaching project on one primary text (e.g. *American Born Chinese* by Gene Luen Yang) in the seminar, which you will then be able to **teach to students of the Hainberg Gymnasium Göttingen** in the context of a **project week from 17th to 19th of June**. This means we will not only be able to plan and discuss possible methods and learning goals with the medium "on paper" but try them out with "real students" of the Hainberg Gymnasium. The project will be conducted in the new YLAB of the University (Friedländer Weg 2), in which it is possible to work with students in a relaxed and out-of-school atmosphere, as well as use the benefits of the facility such as different working arrangements or a small theatre stage.

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Requirements:

M.EP.03-1a-L.1 / M.EP.03.1b-L.1 (Übung): Regular attendance, active participation, short oral exam.

M.EP.03-1b-L.2 (Begleitseminar): Regular attendance, active participation, school placement report of 4000 words (about 12-15 pages).

Registration via Stud.IP starts on Monday, March 10th at 10.00. The number of participants is restricted to 20 students.

4500260 **Reading Beyond Comprehension**

Übung SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Do 10:00 - 12:00 Raum: Verfügungs VG 3.107 , wöchentlich

Do - mündliche Prüfung am: 24.07.2014

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, March 10th at 10.00. The number of participants is restricted to 20 students.

4500261

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: 23.05.2014

Sa 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 24.05.2014

So 09:30 - 16:30 Raum: ZHG 1.142 , Einzeltermin am: 25.05.2014

Fr - mündliche Prüfung am: 27.06.2014

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, March 10th at 10.00. The number of participants is restricted to 20 students.

4500617

Summer School 2014: Storytelling in the Classroom and Beyond

Blockveranstaltung SWS: 2; Anz. Teiln.: 25

Sara, Kira

- - Blockveranstaltung + Sa und So Von: 17.08.2014 Bis:
31.08.2014

Di - mündliche Prüfung am: 30.09.2014

Begleitseminar zum Praktikum

4500259

Graphic Novels in ELT: A Comics Teaching Project in Cooperation with the Hainberg Gymnasium Göttingen

Übung SWS: 2; Anz. Teiln.: 20

Stückrath, Philipp

Fr - Praktikumsbericht am: 26.09.2014

Di 16:00 - 18:00 Raum: KWZ 0.610 , wöchentlich

Di - mündliche Prüfung am: 22.07.2014

Kommentar

BANG! BOOM! POW! While already in the focus of attention of literary criticism for several years comics as a medium is still on the fringes of English language teaching and is just at the moment getting more and more attention. Especially the emergence of the graphic novel since the 1980s developed the medium's huge potential for various areas of language teaching. Many teachers are still hesitant to use comics in their English classes because they might not be regular comics readers or are not used to the medium and its possibilities yet. This course-project aims at changing this state....

In this course we will first approach the graphic novel from a didactic perspective and explore the vast teaching potential of this special form of literature in the comics medium. Then we will plan a comics teaching project on one primary text (e.g. *American Born Chinese* by Gene Luen Yang) in the seminar, which you will then be able to **teach to students of the Hainberg Gymnasium Göttingen** in the context of a **project week from 17th to 19th of June**. This means we will not only be able to plan and discuss possible me-

thods and learning goals with the medium "on paper" but try them out with "real students" of the Hainberg Gymnasium. The project will be conducted in the new YLAB of the University (Friedländer Weg 2), in which it is possible to work with students in a relaxed and out-of-school atmosphere, as well as use the benefits of the facility such as different working arrangements or a small theatre stage.

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Requirements:

M.EP.03-1a-L.1 / M.EP.03.1b-L.1 (Übung): Regular attendance, active participation, short oral exam.

M.EP.03-1b-L.2 (Begleitseminar): Regular attendance, active participation, school placement report of 4000 words (about 12-15 pages).

Registration via Stud.IP starts on Monday, March 10th at 10.00. The number of participants is restricted to 20 students.

4500274

**Begleitseminar zum (im Ausland absolvierten) Forschungspraktikum (4-wöchig):
Expectations and Experience of Teaching Assistants**

Blockveranstaltung SWS: 2; Anz. Teiln.: 50

König, Lotta

Fr 10:00 - 17:00 Raum: Verfügungs VG 0.111 , Einzeltermin am:
20.06.2014

Fr 10:00 - 17:00 Raum: Verfügungs VG 0.111 , Einzeltermin am:
27.06.2014

Sa 10:00 - 17:00 Raum: KWZ 0.607 , Einzeltermin am: 28.06.2014

Mi - Praktikumsbericht am: 15.10.2014

Kommentar

This course consists of three parts: one day for the outgoing students, one for the incoming

students, and one joint session. Attendance is mandatory for those of you who want to meet the *Forschungspraktikum* requirement (the in-coming group can still have it credited as the 5-week *Fachpraktikum*; as of 2014 *FoP* only).

Friday, June 20th 2014, 10.00h-17.00h: preparation meeting only for the TAs leaving in Fall 2013

Friday, June 27th 2014, 10.00h-17.00h: review and reflection only with the TAs returning in Spring 2013

Saturday, June 28th 2014, 10.00h-17.00h: exchange of experience and expectations of in-coming and out-going TAs

During these days we will be dealing with three main areas of interest:

1. Expectations/Experience of teaching abroad, contextualized in research on the benefits of teaching assistances
2. Teaching a foreign language in an interculturally communicative way: Planning/Evaluating classroom activities

3. "Representative of German culture"? - Stereotypes & self-reflection, or How to learn and teach intercultural competence

With the incoming group the question will be how the experience of being TA figures in connection to what you learn in didactic courses at university. The outgoing group will prepare for teaching a foreign language in an intercultural situation. In the third session both groups will get together to exchange experiences, questions and ideas.

The **reports** of the incoming group are due October 15th 2014

Note: If the teaching assistance takes place between the BA and the MA, the preparatory part of the class can (and should!) already be taken when still in the BA.

Registration via Stud.IP starts on Monday, March 10th at 10.00.

4500277

Teaching English to Young Learners - exploring holistic, action-oriented and playful ways of learning

Seminar SWS: 2; Anz. Teiln.: 20

Elis, Franziska

Fr - Praktikumsbericht am: 26.09.2014

Fr 12:00 - 14:00 Raum: Universität HDW 0.115 , wöchentlich

Organisatorisches

Most of the sessions will take place at the **YLAB, Herzberger Landstr. 2.**

Kommentar

Teachers at secondary schools also have to teach English to young students in fifth or sixth grade. Often this proves to be difficult because teachers don't know how to handle and what to do with learners that young, who on the one hand cannot be treated like older students in higher grades (especially with regard to methods and expectations) and on the other hand, after at least two years of learning English at elementary school, cannot and do not want to be treated like complete beginners of learning English either. They already bring foreign language skills that cannot be ignored and should be recognized and cherished. But how can we do this? Is singing songs and playing games enough? How can we make learning English in secondary schools holistic, action- and learner-oriented as well as motivating and fun and still teach grammar and vocabulary? What about the textbook?

There is a lot we can learn from our colleagues at elementary schools that provides valuable input for our own teaching and helps us to establish continuous ways of learning from one school form to the other. In this course you will learn about characteristics of early foreign language learning and discuss which principles and methods might also be suitable for foreign language learning and teaching at the beginning of secondary schools. You will experience and reflect on different approaches to teaching English to young learners, e.g. the use of picture books and storytelling, the use of drama methods, songs and games as well as projects that were designed especially for the transition phase from fourth to fifth grade. Based on this you will each **plan an English lesson which you will teach in a 4th grade at the Albanischule** - their English lessons also take place on Fridays between 12.00 and 13.00.

Based on the theoretical input and your teaching experience you will then develop a research question for your internship. You will learn how to do your own research project including methods and instruments which will help you to answer your research question.

Note: Please make sure that you will have a chance to either teach in a fifth or sixth grade **before** your internship!

Requirements: Regular attendance, active participation, planning and teaching of a lesson + school placement report of 4000 words (about 12-15 pages).

Reading: Set texts will be uploaded on Stud.IP

Registration via StudIP starts on Monday, March 10th at 10.00. The number of participants is restricted to 20 students.

4500278

Gender and Critical Foreign Language Teaching

Seminar SWS: 2; Anz. Teiln.: 20

Lewin, Sonja

Mi 16:00 - 18:00 Raum: Verfügungs VG 3.106 , Einzeltermin am:
23.04.2014

Mi 16:00 - 20:00 Raum: Wald.26 3.113 , Einzeltermin am:
07.05.2014

Mi 16:00 - 20:00 Raum: Theologicu T0.134 , Einzeltermin am:
21.05.2014

Mi 16:00 - 20:00 Raum: Wald.26 3.113 , Einzeltermin am:
04.06.2014

Mi 16:00 - 20:00 Raum: Theologicu T0.134 , Einzeltermin am:
18.06.2014

Mi 16:00 - 20:00 Raum: Theologicu T0.134 , Einzeltermin am:
02.07.2014

Mi 16:00 - 20:00 Raum: Theologicu T0.134 , Einzeltermin am:
16.07.2014

Mi 16:00 - 18:00 Raum: Oec OEC 0.169 , Einzeltermin am:
23.07.2014

Fr - Praktikumsbericht am: 26.09.2014

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. As this course prepares you for the "Forschungspraktikum", the focus will always be on potential empirical research that can be combined with questions such as 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 / lessons you observe during your internship? 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 is rather flexible insofar as the groups' specific interests and their expectations regarding the internship can be taken into account.

Requirements: Regular

attendance, active participation, school placement report report of 4000 words (about 12-15 pages).

Registration via Stud.IP starts on Monday, March 10th 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.

4500288

Learning Games, Playful Learning and Role Play in the Foreign Language Classroom

Blockveranstaltung SWS: 2; Anz. Teiln.: 15

Haack, Adrian

Fr 16:00 - 20:00 Einzeltermin am: 13.06.2014

Sa 10:00 - 20:00 Einzeltermin am: 14.06.2014

So 10:00 - 20:00 Einzeltermin am: 15.06.2014

Mo - Präsentation am: 21.07.2014

Kommentar

Games can enhance group atmosphere and build trust and cooperation; they can be used to introduce new topics, deepen insight into different perspectives (e.g. in a role play) and foster language learning in all areas of skills. Teachers can use existing games especially designed for the foreign language classroom, they can utilize common game formats (such as *Taboo* or *Charades*) for language learning purposes, include interaction and dialogue games from the field of drama pedagogy - they can even invent their own games, tailored to their learning goals and groups. But how to do that?

In this class, we will be testing, reflecting and refining games for the foreign language classroom on all abovementioned levels. As a theoretical framework, we will be looking e.g. at theories of playful and wholistic (language) learning and work out from theory and experience basic principles for games and playful exercises to function in a foreign language classroom: *How to scaffold the materials and input? How to prevent students from thinking that playing can not be learning? How to ensure "proper" language learning in a vivid and obviously not teacher-fronted learning environment?*

Finally we will also be working towards a product: You will be developing your own game (a whodunit role play) as a group. But don't worry, you will receive help and guidance to make this work! Also, in order to come up with the necessary creativity and group atmosphere, this class will take place outside of Göttingen, probably in a guest and seminar house in the Harz mountains.

Costs: 2/3 of the costs are refunded by the university (bewilligte Studienmittel für Exkursionen). There will be an amount of approximately 30EUR to be paid for by yourselves.

Credits and examination: By the end of the *Blockseminar*, we will only have developed a rough sketch for your own game. Your further job will be to refine and elaborate these ideas into usable teaching material. Your examination (on a date to be agreed on, towards the end of term) will be a presentation (30 minutes), to be held on the teaching material you have developed, the learning goals you are planning to achieve with them and the theoretical principles you have based your ideas on.

Registration via Stud.IP starts on Monday, March 10th at 10.00. The number of participants is restricted to 15 students.

4500290

Drama Approaches in the Foreign Language Class

Seminar SWS: 2; Anz. Teiln.: 20
Di - Präsentation am: 22.07.2014
Di 14:00 - 16:00wöchentlich

Surkamp, Carola

Organisatorisches

The course will take place at the **YLAB, Herzberger Landstr. 2.**

Kommentar

Drama techniques such as warm-up games, stills, mimes, improvisations, simulations and role plays are very useful for the language classroom: they provide a context for meaningful language production, train oral communication skills, enable students to experience the use of verbal and non-verbal language (such as intonation, rhythm, stress, facial expressions and gestures), appeal to the more "physical" learners, encourage creativity, help students to develop social skills and intercultural competence, and contribute to the creation of a supportive and relaxed learning environment. Using drama as a teaching method can also enhance the study of literature as drama activities help analyse the characters, their relationships and the plot of a play or narrative text. Therefore, in this seminar, we will try various drama activities which can be used in language teaching. We will also discuss how to teach literature through drama and how to incorporate larger theatre projects into foreign language lessons.

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, March 10th at 10.00. The number of participants is restricted to 20 students.

4500291

Using Visual Material in the Foreign Language Class

Seminar SWS: 2; Anz. Teiln.: 20
Di - Präsentation am: 22.07.2014
Di 08:00 - 10:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Surkamp, Carola

Kommentar

Is visual material helpful to teach a foreign language? How can we visually support language learning? And how can we use images to teach literature and culture? This advanced seminar will deal with various aspects of imagery and visual art, such as their functions and benefits for language, literary and cultural instruction. By dealing with images foreign language classes can also contribute to the overall aim of developing students' visual literacy.

We will analyse the illustrations of schoolbooks, deal with photographs, graphic narratives and films. We will also try out and reflect on various methodological approaches (analytical and creative) and collect practical ideas for your own future teaching.

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, March 10th at 10.00. The number of participants is restricted to 20 students.

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

4500292

Masterabschlussmodul

Kolloquium SWS: 1; Anz. Teiln.: 15

Surkamp, Carola

Kommentar

Dieses Modul, das in Form eines Kolloquiums abgehalten wird, dient der Vorbereitung und Begleitung von Masterarbeiten in der englischen Fachdidaktik. Wir werden uns mit fremdsprachendidaktischen Forschungsfragen sowie mit dem Aufbau fachdidaktischer Abschlussarbeiten beschäftigen und dabei auch Fragen zur Konzeption und Durchführung von Unterrichtsreihen in der englischen Sprach-, Literatur- und Kulturdidaktik sowie Möglichkeiten empirischer Forschungsarbeit diskutieren. Außerdem erhalten die TeilnehmerInnen die Gelegenheit zur Vorstellung ihrer Masterarbeiten.

Anforderungen: Regelmäßige Teilnahme, aktive Mitarbeit und Vorstellung der Masterarbeit.

Registration via Stud.IP starts on Monday, March 10th at 10.00. The number of participants is restricted to 15 students.