

Master of Education (MEduc)

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

4501553 **A Survey of British Literature and Cultural History: The 18th Century, VL**
 Vorlesung SWS: 2; Anz. Teiln.: 200 Glaser, Brigitte Johanna
 Mo 10:00 - 12:00 Raum: ZHG ZHG102 , wöchentlich na
 Mo 10:00 - 12:00 Raum: ZHG ZHG009 , Klausur am: 20.07.2015
 Fr - Andere Prf. form am: 28.08.2015

Kommentar The eighteenth century in England has been referred to as the 'Age of Reason', the 'Enlightenment', the 'Age of Exuberance' or the 'Age of Scandal'. The poetry and essays written in the early parts of the century prompted scholars to speak of the 'Augustan Age', while the development of new prose genres became encapsulated in the phrase 'the rise of the novel'. Against the background of these variations in terminology, this lecture series will offer an introduction to important historical events as well as literary and cultural developments of the eighteenth century.

Required Readings: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000); a selection of essays and poems, including Alexander Pope, "The Rape of the Lock"; the plays *She Stoops to Conquer* by Oliver Goldsmith and *The School for Scandal* by Richard Sheridan as well as the following the novels: Daniel Defoe, *Moll Flanders*; Henry Fielding, *Joseph Andrews*; Oliver Goldsmith, *The Vicar of Wakefield*; and Frances Burney, *Evelina*.

Recommended background reading: James Sambrook, *The Eighteenth Century: The Intellectual and Cultural Context of English Literature 1700-1789*. London and New York, 1986.

Registration: via StudIP (until April 17)

4501559 **Entertainment and Consumer Cultures in the 18th Century**
 Hauptseminar SWS: 2; Anz. Teiln.: 25 Glaser, Brigitte Johanna
 Fr - Abgabe Präsentation Ausarbeitung am: 28.08.2015 na
 Di 16:00 - 18:00 Raum: Verfügungs VG 2.105 , wöchentlich
 Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar The rise of the middle class, the increase of leisure time, and the availability of new products from faraway places promoted both consumption in the 18th century and the growth of entertainment culture. Not only considerations of an economic nature but also the role of gender in these developments, e.g. the feminization of luxury, the new focus on domesticity, and the growing importance of the marriage market will figure prominently in our discussions.

Readings: Aided by commentaries on and analyses of all of these developments by scholars in the fields of history, cultural studies and literature (among them Mark Blackwell, John Brewer, Catherine Ingrassia, Deidre Lynch, and Roy Porter), we consider essays by Joseph Addison and Richard Steele, poetry by Christopher Anstey, Anne Finch, Mary Leapor and Alexander Pope, a play by John Gay (*The Beggar's Opera*), and engravings by William Hogarth, as well as the following novels: Daniel Defoe, *Moll Flanders*; Frances Burney, *Evelina*; and Jane Austen, *Persuasion*.

Recommended Background Reading: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000).

Registration: in StudIP (until April 10)

4501560

Multicultural Britain

Hauptseminar SWS: 2; Anz. Teiln.: 25

Glaser, Brigitte Johanna

Fr - Abgabe Präsentation Ausarbeitung am: 28.08.2015

na

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

Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar

This seminar will explore contributions to what Homi Bhabha referred to as the “nation as it is written”, i.e. stories which highlight racial, cultural and ethnic differences, thereby constructing new images of what ‘being British’ means and challenging traditional versions of nationhood and identity. Among the concepts discussed will be those of the Black Atlantic, the Windrush generation, diaspora communities and spaces, globalization, multiculturalism, and post-ethnicity.

Readings: Samuel Selvon, *The Lonely Londoners*; Diran Adebayo, *Some Kind of Black*; Zadie Smith, *White Teeth*; as well as poems, short stories and a play by selected writers of Black and Asian British as well as other ethnic backgrounds. Except for the novels, the texts will be made available to students in the form of a Reader or in StudIP.

Registration: in StudIP (until April 10)

4501581

Representations of History in Contemporary Canadian Fiction

Hauptseminar SWS: 2; Anz. Teiln.: 25

Glaser, Brigitte Johanna

Fr - Abgabe Präsentation Ausarbeitung am: 28.08.2015

na

Fr - Abgabe Essay am: 28.08.2015

Di 10:00 - 12:00 Raum: Verfügungs VG 2.104 , wöchentlich

Di - Prüfungsvorleistung am: 14.07.2015

Di - mündliche Prüfung am: 14.07.2015

Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar

When the Canadian scholar and writer Robert Kroetsch stated that “identity [...] emerges as the ability to speak in one’s own voice [...] in a sense [Canadians] haven’t got an identity until somebody tells [their] story”, he implicitly referred the ongoing and multi-faceted attempts to establish a specific national identity, i.e. one that is based on the Canadian notion of multiculturalism, by writing about the country’s past. Over the last decades history has figured prominently in Canadian literature, to the extent that Linda Hutcheon, analyzing novels written in Canada, categorized a subtype of the contemporary novel as “historiographic metafiction”. Having recourse to this concept as well as other approaches to writing about history and exploring the intersection of identity, migration and ‘culture’, we will read and discuss a selection of contemporary Canadian novels.

Readings: Rudy Wiebe, *A Discovery of Strangers*; Guy Vanderhaeghe, *The Englishman’s Boy*; Michael Ondaatje, *In the Skin of a Lion*; Jane Urquhart, *The Underpainter*, and Padma Viswanathan, *The Ever After of Ashwin Rao*.

Registration: in StudIP (until April 10)

4501703

Cultural and Media Theory. A Survey. VL

Vorlesung SWS: 2; Anz. Teiln.: 150

Schlegel, Johannes

Mi 14:00 - 16:00 Raum: ZHG ZHG001 , wöchentlich
Do 10:00 - 12:00 Klausur am: 23.07.2015
Fr - Andere Prf. form am: 28.08.2015

Kommentar In the past decades, Cultural Studies has been established as an important field in English Studies. As opposed to the traditional *Landeskunde*, which concentrates on the social and cultural history of Britain, the field of Cultural Studies is concerned with the theoretical bases of our understanding of cultural, social and political practices. These theories are concerned with the relation of cultural practices to power, and they focus on aspects such as ethnicity, class and gender. Furthermore, the field of Cultural Studies has been increasingly influenced by Media Studies, which is why this lecture will take an extensive look at the theoretical development in this field as well.

We will begin by looking at the concept of culture as well as its historical development. Furthermore, this series of lectures will provide an overview of several theoretical fields such as British Cultural Studies, Structuralism and Poststructuralism, Postcolonialism, Gender Studies, Theories of the Body, Discourse Theory, and finally Media Studies.

Further Reading: Aleida Assmann, *Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen*, Berlin: Erich Schmidt, ²2008; Chris Barker, *Cultural Studies. Theory and Practice*, Los Angeles: SAGE, ³2008; Simon During, *Cultural Studies. A Critical Introduction*, London: Routledge, 2005; Jeff Lewis, *Cultural Studies. The Basics*, Los Angeles: SAGE, ²2008.

Registration in StudIP until May 1.

4501705

TBA

Hauptseminar SWS: 2; Anz. Teiln.: 25

Helbig, Tina

Fr - Abgabe Präsentation Ausarbeitung am: 28.08.2015

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

Fr - Abgabe Hausarbeit am: 28.08.2015

4501780

British 18th-Century Fantasies of the Orient

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

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

Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar After Antoine Galland had published his translation of the *Arabian Nights* in 1704, Oriental tales. i.e. fictional works set in Eastern countries, quickly became popular all over Europe. In Britain, the representation of the 'Orient' was more often based on the imagination than on real knowledge, and it served a number of sometimes conflicting purposes: it could be tied in with the rise of colonialism and notions of European superiority, it could express illicit desires and utopian fantasies, and it could also be a vehicle to critique British politics and the exploitation of the East. This course will introduce you to some famous and diverse examples of the 18th century British literary engagement with the 'Orient' set against Edward Said's theoretical concept of 'Orientalism'.

Reading: Eliza Haywood, *Eovaai*; Frances Sheridan, *History of Nourjahad*; Samuel Johnson *Rasselas*; Samuel Foote, *The Nabob* and William Beckford, *Vathek*.

Registration: via StudIP until 13 April

4501859 **Laurence Sterne's "Tristram Shandy" as World Literature**
Seminar SWS: 2; Anz. Teiln.: 12 *Speltz, Andrea*
Do 16:00 - 18:00 Raum: Verfügungs VG 2.107 , wöchentlich
Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar David Damrosch describes the future of World Literature as “one film, one novel, one poem framed globally.” Taking the lead from Damrosch’s description, this course explores the global reception of Laurence Sterne’s classic novel *The Life and Opinions of Tristram Shandy, Gentleman* (1759). The first part of the course will be dedicated to the novel itself and the second part to its influence on the development of world literature. Students will find ample room to pursue their own individual interests, illuminating Sterne’s impact on the time period, cultural milieu, and genre of their choice. From the eighteenth-century French novel over nineteenth-century German philosophy to twentieth-century British film, *Tristram Shandy* has left its mark all over the world’s cultural landscape.

Registration: via StudIP (until 24 April)

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

458933 **A Cultural History of American Literature IV: From 1945 to the Present**
Vorlesung SWS: 2; Anz. Teiln.: 200 *N.N.*
Di 12:00 - 14:00 Raum: ZHG ZHG104 , wöchentlich
Di 12:00 - 14:00 Klausur am: 14.07.2015
So - Klausurähnliche Hausarbeit am: 09.08.2015

Kommentar This lecture course is intended to familiarize students with some of the dominant trends in American poetry and fiction from the end of World War II to the present. We will begin by discussing Cold War attempts to distinguish literature from propaganda, and then explore the growing significance of Jewish American literature in the context of Holocaust commemoration. Next we will discuss how other literatures of identity—such as African American literature, feminist literature, and the literatures of various ethnic and social groups—gained prominence during a period known as the “culture wars.” We will also study the Beats and the emergence of postmodernism, paying particular attention to its relation to modernist innovations on the one hand and to activist movements on the other. One frame for these explorations will be the development of what scholars have begun to call “the program era,” a historical period (extending from 1945 to the present) marked by the affiliation of writers with creative writing programs in universities. We will conclude by studying some of the literature written after 9/11 and also discuss the emergence of the digital humanities.

Registration: Attendance for this class is limited to 150 students. Binding (!) registration on Stud.IP between 01 March and 30 April is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

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

452398 **Introducing Critical Theory I: Approaches in Literary and Cultural Studies**
Vorlesung SWS: 2; Anz. Teiln.: 25 *Tischleder, Bärbel*
Mo 14:00 - 16:00 Raum: Verfügungs VG 3.101 , wöchentlich
Mo 14:00 - 16:00 Klausur am: 20.07.2015

- 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 2015/16, 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: Attendance for this class is limited to 40 students. Binding (!) registration on Stud.IP between 01 March and 03 April is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

4500758**Clash of Civilizations in the Early Republic**

Hauptseminar SWS: 2; Anz. Teiln.: 35

N.N.,

Fr - Abgabe Essay am: 28.08.2015

Do 12:00 - 14:00 Raum: Theologicu T0.133 , wöchentlich

Do - Prüfungsvorleistung am: 16.07.2015

Do - mündliche Prüfung am: 23.07.2015

Fr - Abgabe Hausarbeit am: 28.08.2015

- Kommentar** This course will explore some of the numerous accounts of Barbary piracy and white slavery, fictional and non-fictional, written after the Revolutionary War. Barbary captivity narratives were a popular and diverse genre first appearing in the seventeenth century, simultaneously with Indian captivity narratives, and reaching the peak of their popularity in the middle of the nineteenth century, when slave narratives were also widely circulated and read. All three genres survived in popular forms well into the twentieth century, and they are linked not only chronologically, but in style and concerns. Benjamin Franklin, Samuel Sewall (*The Selling of Joseph*, 1700), and Charles Sumner (*White Slavery in the Barbary States*, 1853), were among the most prominent figures to explore the abolitionist potential of Barbary captivity narratives. They sought to imprecate the American (or British) enslavement of Africans by depicting the horrors of the North African enslavement of Americans.

The narratives that we will discuss develop this cross cultural analogy, but they go beyond moral condemnation and domestic critique to pursue an ethnographic or anthropological line of inquiry they have in common with other travel narratives of the time. This step beyond domestic analogy has to do with the fact that American Barbary captives were sai-

lors and adventurers, in contrast to slaves in the Americas who were born in captivity or kidnapped from their native lands. These adventurers encountered other cultures and religions from a position of absolute but temporary subordination; they were among the returnees, or fictionally embellished the testimonials of returnees for an audience of their compatriots. These compatriots had views of Islam and North Africa that were colored by what we have come to call "orientalism," a set of preconceptions about cultural, religious, and political difference, in which arguments about barbarism (probably implicit in the etymology of Barbary) and civilization reinforce but are not identical to arguments about race. The Barbary captivity narratives, fictional and non-fictional, thus offer an early example of what many today call the "clash of civilizations." To the cultural and symbolic issues involved in this clash must be added early concerns about foreign and domestic politics. The Algerian captive dilemma was perhaps the most severe diplomatic crisis faced by the new republic—one that eventually resulted in the founding of the U.S. Navy and the first post-revolutionary victory in the Tripoli War (1801-05). The Barbary captivity narratives reveal the weakness, moral hypocrisy, and inexperience of the new nation (often deliberately), but they are also a vehicle through which the United States emerges as an international force.

Required reading:

Royall Tyler, *The Algerine Captive* (novel)

Charles Burr Todd, *Life and Letters of Joel Barlow: Poet, Statesman, Philosopher*, Ch. VI, 115-150, (biography, copies will be provided); and Barlow's "Advice to a Raven in Russia" (poem, copies to be provided)

Peter Markoe, *The Algerine Spy in Pennsylvania* (novel)

Susanna Rowson, *Slaves in Algiers* (drama)

Paul Baepler, *White Slaves, African Masters* (anthology)

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between 01 March and 03 April is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

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

458837

Chicago: Urban Life, Literature, and the Arts

Hauptseminar SWS: 2; Anz. Teiln.: 35

Tischleder, Bärbel

Fr - Abgabe Essay am: 28.08.2015

Di 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Di 16:00 - 18:00 wöchentlich

Mi - Prüfungsvorleistung am: 15.07.2015

Mi - mündliche Prüfung am: 22.07.2015

Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar

Chicago grew from a prairie trading post into a major metropolis during the nineteenth century. In this course, we will consider the ways in which urban life and the built environment of the city are represented and imagined in literary texts, visual and graphic art, music, and architecture. The seminar approaches Chicago's cultural history by inquiring about the geographical conditions, historical events, and social and economic influences that have contributed to its development. We consider it as a center of agriculture and tra-

de, an industrial city, a metropolis known for its art and architecture—renowned buildings, museums, and public art installations—and a city with a rich African American tradition, particularly Chicago Blues and poetry.

Reading excerpts from William Cronon's historical account of Chicago as a city of the West, we will contemplate its geographical setting within the larger region of the Midwest and its role as a central hub for the exchange and transportation of goods, capital, and people. We explore how writers and artists tried to express the experience of modern urban life in words and images: Chicago as a city of workers, labor movements, and reform efforts (Upton Sinclair's *The Jungle* and Jane Addams' *Hull House* reform project), the significance of urban spaces, leisure activities, and consumer culture at the turn of the twentieth century (Dreiser's *Sister Carrie*). The course also addresses historical events that played a major role for the sociocultural development of Chicago's neighborhoods, among them the Great Chicago Fire of 1871, the World's Columbian Exposition on the shore of Lake Michigan in 1893, the Great Migration of African Americans in the twentieth century, and the cultural impact of diverse immigrant groups. Finally, we will look into current efforts of local artists and communities to rebuild poor and depleted neighborhoods on Chicago's South Side (Theaster Gates, Dan Peterman).

Readings for the course include excerpts from William Cronon's *Nature Metropolis* (1991), Lauren Rabinovitz's *For the Love of Pleasure* (1998) and Thomas Dyja's *The Third Coast* (2013). We will discuss fiction, nonfiction, and poetry by Jane Addams, Gwendolyn Brooks, Willa Cather, Theodore Dreiser, Stewart Dybek, James T. Farrell, Carl Sandberg, Upton Sinclair, Margaret Walker, Chris Ware, Richard Wright and other writers.

Requirements:

1. Regular attendance and active participation in class. It is expected that all texts assigned for the course are read thoroughly in advance of the respective course meetings.
2. Students will prepare study questions and lead part of the class discussion in one seminar session; you can sign up for an individual session in the first meeting on April 14.
3. Term paper / research report (or oral exam): more detailed information will be provided during the course of the semester.

Please acquire a copy and **read the following texts in advance:**

Richard Wright's novel *Native Son* (1940). Vintage Classics, ISBN 978-0099282938. Please buy this affordable paper back edition so that we all have the same page numbers.

Chris Ware, *Building Stories* (2012). This graphic novel has an unconventional form: it comes in a large box set that contains thirteen different items of colorfully printed materials – books, broadsheets, flip books, and newspapers. In order to properly "read" these different parts you should get your own copy or share one with another student. Considering what you get, the price for this work of art is quite reasonable.

Registration: Binding (!) registration on Stud.IP between 01 March and 03 April is required. All news concerning this class will be posted on Stud.IP as well. The class will start

in the first week of the semester. For final registration, participants need to attend the first session of class.

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

4500967

Reading Group Lecture Class American Literary History IV

Lektürekurs SWS: 1; Anz. Teiln.: 20

N.N.,

Mi 15:00 - 16:00 Raum: KWZ 0.601 , wöchentlich

Kommentar

This class is conceptualized as a supplement to the American Literary History lecture (Tuesday 12-14; course number 458933) but open to *all* students who like to read and discuss literary texts as both an art form and as response to and expression of particular historical, political, social, and cultural constellations. To better understand the significance of cultural expressions at a given time we will engage in close readings of short stories, chapters from novels, and poems, using a variety of interpretive angles to gain a deeper understanding of 20th and 21st century literary history.

Texts will be made available on Stud.IP at the beginning of the semester.

You can obtain **credits for professional skills ('Schlüsselkompetenzen')** in this reading group if you give a presentation or write a short position paper/comment. Details will be specified in the first class session

Registration: Binding (!) registration on Stud.IP between 01 March and 30 April is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

Please note that the **first session of the reading group will be on 22 April.**

Important: Please note that this is an optional reading group which may be taken in accompaniment to the lecture class (Tuesday 12-14). Please register separately for the lecture class.

This reading group is NOT the Directed Reading Course.

4500444

Tutorial to Critical Theory

Tutorium SWS: 2; Anz. Teiln.: 25

N.N.,

Mi 16:00 - 18:00 Raum: KWZ 2.739 , wöchentlich

Kommentar

This – voluntary but highly recommended – tutorial is taught in conjunction with the class "Introducing Critical Theory I: Approaches in Literary and Cultural Studies" (modules: B.AS.04; B.AS.301; M.EP.01b; M.EP01b-L). "Critical Theory I" introduces major concepts, key thinkers, and critical approaches in the fields of literary and cultural studies. The tutorial provides an opportunity to discuss the texts covered in the course, to address questions and to support the comprehension of the theories and critical concepts in question by means of close readings and in-depth discussion. Difficulties and questions regarding the theoretical texts can be addressed and revisited according to students' needs. Hence participating in the tutorial will also be helpful as a preparation for the final exam in the Critical Theory class.

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

Further material will be provided on Stud.IP.

4501581

Representations of History in Contemporary Canadian Fiction

Hauptseminar SWS: 2; Anz. Teiln.: 25

Glaser, Brigitte Johanna

Fr - Abgabe Präsentation Ausarbeitung am: 28.08.2015

na

Fr - Abgabe Essay am: 28.08.2015

Di 10:00 - 12:00 Raum: Verfügungs VG 2.104 , wöchentlich

Di - Prüfungsvorleistung am: 14.07.2015

Di - mündliche Prüfung am: 14.07.2015

Fr - Abgabe Hausarbeit am: 28.08.2015

Kommentar

When the Canadian scholar and writer Robert Kroetsch stated that “identity [...] emerges as the ability to speak in one’s own voice [...] in a sense [Canadians] haven’t got an identity until somebody tells [their] story”, he implicitly referred the ongoing and multi-faceted attempts to establish a specific national identity, i.e. one that is based on the Canadian notion of multiculturalism, by writing about the country’s past. Over the last decades history has figured prominently in Canadian literature, to the extent that Linda Hutcheon, analyzing novels written in Canada, categorized a subtype of the contemporary novel as “historiographic metafiction”. Having recourse to this concept as well as other approaches to writing about history and exploring the intersection of identity, migration and ‘culture’, we will read and discuss a selection of contemporary Canadian novels.

Readings: Rudy Wiebe, *A Discovery of Strangers*; Guy Vanderhaeghe, *The Englishman’s Boy*; Michael Ondaatje, *In the Skin of a Lion*; Jane Urquhart, *The Underpainter*; and Padma Viswanathan, *The Ever After of Ashwin Rao*.

Registration: in StudIP (until April 10)

456664

Consultation: Introducing Critical Theory I

Zusatzübung SWS: 2; Anz. Teiln.: 20

Tischleder, Bärbel

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

Kommentar

This course offers students the opportunity to discuss the theoretical texts and thinkers that are addressed in the lecture course "Introducing Critical Theory I" with the instructor and a smaller group of participants. Students of the lecture course can sign up for single consultation sessions that will consider the theories discussed in the previous two lectures. It is recommended that students read the assigned course texts again and use the consultation course to address specific questions and problems they have with the theoretical approaches, critical terms and concepts covered by the lectures. Unlike the lecture course, which gives an overview over relevant theoretical approaches, critical thinkers and traditions, the consultation course is designed to cater to the individual needs and questions of students. We will engage closely with the texts in order to tackle problems and difficult concepts in greater depth than the lecture course allows.

Students must sign up two days in advance for the consultation sessions they want to attend: they can do so on Mondays after the lecture course or via email for the same week's session. The number of participants is open, but students are expected to be well prepared, ask questions, and actively contribute to the class discussion.

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

459810	Ongoing Research in Grammar and/or Cognition
	Hauptseminar SWS: 2; Anz. Teiln.: 20 <i>Zeijlstra, Hedzer Hugo</i> Fr - Präsentation am: 17.07.2015 Mi - Abgabe Präsentation Ausarbeitung am: 30.09.2015 Di 14:15 - 15:45 Raum: ZHG 1.140 , wöchentlich
Organisatorisches	Registration in Stud.IP : 1 March - 6 April 2015
Bemerkung	Erwerb von Schlüsselkompetenzen nach Absprache in der ersten Sitzung.
459797	As free as possible! (Un-)triggered Syntax ?
	Hauptseminar SWS: 2; Anz. Teiln.: 15 <i>Bode, Stefanie</i> Fr - Präsentation am: 17.07.2015 Mi - Abgabe Präsentation Ausarbeitung am: 30.09.2015 Mi 10:15 - 11:45 Raum: Verfügungs VG 3.107 , wöchentlich Mi - Abgabe Hausarbeit am: 30.09.2015 Mi - mündliche Prüfung am: 30.09.2015
Organisatorisches	Registration in Stud.IP: 1 March - 6 April 2015
Kommentar	<p>Where do we locate asymmetric relations? A verb such as <i>love</i> requires a nominal expression as its complement. So, <i>love [this song]</i> yields a convergent expression.</p> <p>Do we have to account for this dependency in syntax proper or is it rather a question of how to interpret a derivation at the interfaces?</p> <p>If structure-building is triggered by features, it would be the task of syntax to prevent a derivation from crashing, If structure-building is free, derivations will be ruled in or out in terms of interpretation at the interfaces only.</p> <p>The latter possibility is a rather interesting one being under recent debate. The issue of (un-)triggered syntax or (non)-crashing derivations raises fairly basic questions about our conception of grammar.</p> <p>We have to figure out what is the best way to think about language theoretically and also concerning empirical coverage. That's what we're going to discuss in this course together.</p> <p>To everyone interested in syntax and language in general: You are welcome!</p> <p>A reference list will be made available at the beginning of the term.</p>
4501886	Plurals, pluralities and plural predication (Vertretungsprof.)
	Hauptseminar SWS: 2; Anz. Teiln.: 20 <i>KollegeEnglisch, Neuer</i> Mi - Abgabe Präsentation Ausarbeitung am: 30.09.2015 Mi 14:15 - 15:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich Mi - Abgabe Hausarbeit am: 30.09.2015 Mi - mündliche Prüfung am: 30.09.2015
Organisatorisches	Registration via Stud.IP: 1 March - 6 April 2015

- Kommentar** The denotations of morphologically plural DPs (i.e. phrases such as "the cats") seem to have a number of properties that set them apart from other DP-denotations. We start by discussing these properties, considering the interpretation of plural predication (where a plural DP occurs as an argument of a predicate) and the role of context in this predication. On the basis of this discussion, we then investigate the scope of the phenomenon: Is it tied exclusively to definite plural DPs or do we also find it with indefinites, definite singular DPs and quantificational DPs? Is it restricted to DPs or does it extend to other categories, i.e. do we find "plural" -like behavior of phrases that are not DPs? And finally, how does it interact with other aspects of meaning, in particular, quantification?
- Aim:** In this course, students will acquire a basic understanding of the semantics of plurals and plural predication. Furthermore, students will be equipped with the tools needed to grasp the many open questions tied to this topic; they will therefore be put into a position that will allow them to carry out small research projects relating to the discussion in class.
- Exam(s):** presentation, Hausarbeit

459798 **Writing Colloquium**
Kolloquium SWS: 2; Anz. Teiln.: 15 *Farke, Hildegard*
Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Organisatorisches Registration in Stud.IP

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

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

452212 **Hauptseminar: Kulturbeziehungen im frühen Mittelalter: angelsächsische und altsächsische Texte im Vergleich**
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Rudolf, Winfried;*
Mi 10:00 - 12:00 Raum: KWZ 0.601 , wöchentlich *Sahm, Heike*
Mi 10:00 - 12:00 Klausur am: 15.07.2015
Fr - Abgabe Hausarbeit am: 28.08.2015

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 Im Jahre 1875 äußerte der bekannte deutsche Philologe Eduard Sievers erstmals die Vermutung, das altenglische Genesisgedicht (*Genesis B*) stamme von einer altsächsischen Vorlage ab. Die Bestätigung dieser Annahme durch Karl Zagenmeisters Fund der altsächsischen Genesis in einer vatikanischen Handschrift (Pal. lat. 1447) im Jahre 1894 gilt heute als ein Meilenstein der philologischen Wissenschaft. Mit ‚Genesis‘, ‚Heliand‘ und ‚Beowulf‘ sind „sächsische“ Texte des frühen Mittelalters benannt, die eine Reihe von unverkennbaren Gemeinsamkeiten aufweisen: Die Texte sind in Stabreimversen für den mündlichen Vortrag verfasst, sie enthalten gemeinsame Formeln (*uuid fīundo nīd* gegen den Hass der Feinde, *hlud an hallu* laut in der Halle, *suueltan an sēu* auf dem Meer sterben) und stereotype Situationsbeschreibungen (Seesturm, Trinkgelage, Held in Rage), und sie sind in Sprachen verfasst (Angelsächsisch und Altsächsisch), die offensichtlich im frühen Mittelalter noch wechselseitig verständlich waren. Im Seminar werden nach einer ver-

gleichenden Einführung in Phonetik, Formenlehre und Graphematik dieser volkssprachlichen Texte Fragen nach der Überlieferung, der Deutung und der Rezeption vor allem der ‚Genesis A/B‘ (eines in Kombination von angelsächsischen und aus dem Altsächsischen übersetzten Textteilen überlieferten Textes), zum weiterführenden Vergleich sollen auch die beiden Epen ‚Heliand‘ und ‚Beowulf‘ herangezogen werden. Das Seminar findet in Kooperation zwischen dem SDP und dem SEP statt, und wird vorwiegend auf Deutsch unterrichtet.

Old Testament Narratives, ed. & transl. by Daniel Anlezark, Dumbarton Oaks Medieval Library (Cambridge: Harvard UP, 2011).

J. R. Clark Hall, *A concise Anglo-Saxon dictionary*, suppl. by H. D Merritt (Toronto: UP, 1996).

The Saxon Genesis. An Edition of the West Saxon Genesis B and the Old Saxon Vatican Genesis, ed. Doane, Alger N. (1991). Wisconsin/London.

Heliand und Genesis, hg.v. Otto Behaghel, 10., überarbeitete Aufl. von Burkhard Taeger, Tübingen 1996 (ATB4).

G. Jack, *Beowulf: A Student Edition* (Oxford: Calrendon Press, 1994).

Sehrt, Edward, *Vollständiges Wörterbuch zum Heliand und zur altsächsischen Genesis*, 2. Aufl. Göttingen 1966 (Hesperia).

Heliand und die Bruchstücke der Genesis, hg.v. Bernhard Sowinski, Stuttgart 1989 (Reclam 3324).

Der Heliand, übertragen von Wilhelm Stapel, München 1953.

Héliand. Text and Commentary. Edited by James E. Cathey, West Virginia University Press, Morgantown 2002 (Medieval European Studies 2).

Beowulf. Ein altenglisches Heldenepos, übersetzt und hg.v. Martin Lehnert, Stuttgart 2004; Ausgabe und Übersetzung des ‚Waldere‘ nach: *Waltharius*. Lateinisch/Deutsch, übersetzt und hg.v. Gregor Vogt-Spira. Mit einem Anhang: *Waldere*. Englisch/Deutsch, übersetzt von Ursula Schaefer.

Beowulf und die kleineren Denkmäler der altenglischen Heldensage Waldere und Finnsburg. Mit Text, Übersetzung, Einleitung und Kommentar sowie einem Konkordanz-Glossar, in drei Teilen hg.v. Gerhard Nickel. Heidelberg 1976 (Germanische Bibliothek, vierte Reihe: Texte).

452473

Hauptseminar: The Cosmic Conflict in Old English Literature

Hauptseminar SWS: 2; Anz. Teiln.: 30

Langeslag, Paul

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

Do 10:00 - 12:00 Raum: KWZ 0.602 , Klausur am: 23.07.2015

Fr - Abgabe Hausarbeit am: 28.08.2015

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

Apocalyptic narratives were not invented on a Hollywood soundstage. In medieval Catholic theology, the world was created with its destruction in mind, as the final cause of human existence lay beyond the visible universe. Life on earth was like the disheartening second-last round in the perfectly choreographed boxing match of salvation history, and

human history could only properly be understood through that teleological lens. Accordingly, Old English writings are full of references to the world's creation, destruction, and other divine interventions in the epic drama that gave meaning to the human condition. Lucifer's rebellion, Christ's intercession, Judgement Day, heaven, and hell were given ample airtime in poetry, homilies, scribbles, visions, and dialogues. In this seminar, we will study the theological framework of medieval cosmology and salvation history as well as the main divine interventions it entails. To this end, we will consult patristic sources on the divine master plan, but above all we will read Old English accounts of the first days and the last, and the divine vision that lay behind it all. Texts will include *Ælfric's De sex aetatibus mundi* and *De creatore et creatura*; *Genesis B*; *The Descent Into Hell*; *The Apocalypse of Thomas*; and *Judgement Day I and II*.

453681

Vorlesung: The Bible and Medieval English Literature

Vorlesung SWS: 2; Anz. Teiln.: 160

Rudolf, Winfried

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

Organisatorisches

The lecture forms part of modules B.EP.204/301/401 and M.EP.02. Enrolling for exams may have to be done through the other course of the module.

Kommentar

The history of the European Middle Ages as well as the general cultural self-understanding of Western Christendom are unthinkable without the intellectual foundation of the Bible. This series of lectures will serve as an introduction to the major canonized parts of the Bible through the lens of English literature composed during the Middle Ages. Students will therefore encounter specific vernacular responses in the retellings, renderings and fictionalizations of canonized as well as apocryphal material in Old and Middle English texts. The lecture will also raise specific questions concerning the selection, translation, authorization, theological commentary and spiritual devotion in English biblical literature and seek to answer these with the help of the historical context. Students are recommended to purchase a copy of *The New Oxford Annotated Bible: New Revised Standard version with Apocrypha*, ed. by M. Coogan, 3rd ed. (Oxford: OUP, 2000).

453758

Chaucer/Boccaccio

Masterseminar SWS: 2; Anz. Teiln.: 10

Meier, Franziska

Mi 10:15 - 11:45 Raum: Universität HDW 2.116 , wöchentlich

Mi 10:15 - 11:45 Klausur am: 22.07.2015

Di - Abgabe Hausarbeit am: 15.09.2015

Bemerkung

Staatsexamen und Magister: Hauptstudium

Kommentar

Das Seminar ist zwei herausragenden Erzählern des 14. Jahrhunderts gewidmet, deren Werke bis heute gelesen werden. Das Seminar möchte weniger die Geschichte eines Einflusses der italienischen Literatur auf die englische nachzeichnen, als die beiden Autoren – ihre jeweilige Formation und Bedeutung für die Vulgärsprache innerhalb der literarischen Kultur ihrer Zeit – sowie ihre beiden Erzählwerke, einerseits der *Decameron* andererseits die *Canterbury Tales*, miteinander vergleichen. Ziel ist es, die Unterschiede und Gemeinsamkeiten für ihren jeweiligen kulturellen und historischen Entstehungszusammenhang hin transparent zu machen.

Das Seminar wird sich zunächst mit den Wandlungen des Griselda-Stoffes von Boccaccio über dessen Übersetzung ins Lateinische durch Petrarca bis hin zur Anverwandlung durch Chaucer beschäftigen. Danach gilt das Augenmerk besonders der Konstitution der Rahmenerzählung und den Interaktionen zwischen Rahmen und eingelegten Geschichten. Am Ende des Seminars soll es dann noch um grundsätzliche methodische Fragen der Einflußgeschichte gehen.

Der Thematik gemäß wendet es sich gleichermaßen an Italianisten und Anglisten sowie an Komparatisten.

Je nach Disziplin sollten die Texte im Original gelesen werden. In diesem Seminar werden freilich auch die jeweiligen Übersetzungen zugelassen.

Boccaccio: Decameron. (Hg. von Amedeo Quondam)

Deutsche Übersetzung ist dazu im Reclam-Verlag erschienen.

Chaucer: das Original ist im Riverside Chaucer zugänglich

Bei Penguin gibt es eine „Übersetzung“ ins Englische und eine zweisprachige Ausgabe Mittelenglisch-Deutsch, bei Goldmann erschienen, drei Bände...

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

Vorlesung oder Übung zur Fachdidaktik Englisch

4501815	Global Simulation	
	Übung SWS: 2; Anz. Teiln.: 12	<i>Elis, Franziska;</i>
	Mi 14:00 - 16:00 wöchentlich Von: 15.04.2015 Bis: 15.07.2015	<i>Haack, Adrian</i>
	Mi - mündliche Prüfung am: 15.07.2015	

Organisatorisches **Registration** via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 12 students.

Bemerkung The course takes place at the YLAB (Friedländer Weg 2).

Kommentar A global simulation is a task-based teaching method which gives learners the opportunity to experience and use the foreign language in a fictitious but real-life scenario. By making use of different creative methods, material and media an authentic space is created – this can for example be an island, a different country, a village, a zoo, a circus, a house, a company, etc. – in which the participants take over different roles and master various communicative situations and tasks.

In this course you will learn about the potential a global simulation has to offer for the context of foreign language learning. You will also learn how to plan and develop a global simulation and get the chance to put your ideas into practice. In cooperation with a secondary school we will design and carry out a simulation project at the YLAB and invite students to join us in this creative adventure. There, pupils will enter a foreign language context we designed for them, including a specific time and place and take over new identities. Following different rules and instructions they will interact with each other, read documents they may find, write notes to each other, solve problems, create and explore. The aim is that you, of course also in role, motivate and encourage the students to actively use the foreign language and support them in doing so.

The simulation project will be carried out on a Tuesday or Wednesday morning (8.00-12.30) during the term as part of the course.

Reading: Texts will be provided at the beginning of the semester.

Requirements: Regular attendance, active participation, preparation and organization of a global simulation, short oral exam (all in English).

- 4501816 Teaching Critical Cultural Awareness (hand-on) in the Classroom**
 Übung SWS: 2; Anz. Teiln.: 20 *Yearwood, Tanyasha*
 Sa 09:30 - 16:30 Raum: ZHG 1.140 , Einzeltermin am: 18.04.2015
 So 09:30 - 16:30 Raum: ZHG 1.140 , Einzeltermin am: 19.04.2015
 Sa 09:30 - 16:30 Raum: ZHG 1.140 , Einzeltermin am: 25.04.2015
- Organisatorisches **Registration** via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.
- The number of participants is restricted to 20 students.
- 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).
- 4501817 Using new media in the foreign language classroom**
 Übung SWS: 2; Anz. Teiln.: 20 *Yearwood, Tanyasha*
 Do 14:00 - 16:00 Raum: Verfügungs VG 3.104 , wöchentlich Von: 16.04.2015 Bis: 16.07.2015
- Organisatorisches **Registration** via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.
- The number of participants is restricted to 20 students.
- Kommentar Students have the opportunity to briefly explore the research conducted on the use of new media in foreign language teaching, before exploring hands-on uses of selected media like the Interactive Whiteboard. The goal of this seminar is to support students in creating tasks/material which they can use later on in the school setting.
- Requirements:** Regular attendance, active participation, short oral exam (all in English).
- 4502116 Canada in the EFL (English Foreign Language) Classroom/Le Canada en classe de FLE (Français langue étrangère)**
 Seminar SWS: 2; Anz. Teiln.: 20 *Surkamp, Carola*
- Kommentar Dieser Kurs richtet sich in erster Linie an MEd- Studierende bzw. Studierende für das Lehramt an Gymnasien der Fächer Englisch und Französisch. Kenntnisse beider Sprachen wären wünschenswert, sind aber nicht zwingend Voraussetzung für die Teilnahme am Kurs.
- Je nach Kenntnisstand der Studierenden werden zunächst - auf Grundlage der aktuellen bildungspolitischen Forderungen - Aufbau und Inhalte (u.a. Kompetenzen, Aufgaben- u. Handlungsorientierung, Grammatikarbeit, Wortschatzarbeit, Landeskunde und interkulturelles Lernen) eines modernen Fremdsprachenunterrichts erarbeitet bzw. vertieft.
- In einem nächsten Schritt wollen wir uns mit Kanada im Fremdsprachenunterricht beschäftigen: Es wird der Frage nachgegangen, wo und wie kanadistische Themen bisher in den Englisch- und Französischlehrwerken am Gymnasium Eingang gefunden haben. Aufbauend darauf entwickeln die Studierenden selbst eine Unterrichtssequenz zu bisher nicht didaktisiertem, authentischem Material.
- Kursbeginn: 13. April 2015 (Anmeldeschluss: 7. April 2015 [see also below])**

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

Course requirements:

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

Entry requirements:

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

Begleitseminar zum Praktikum

4501818

Begleitseminar zum Fachpraktikum

Seminar SWS: 4; Anz. Teiln.: 20

Rohrbach, Jan Marc

Mo 16:15 - 17:45 Raum: Oec OEC 0.168 , wöchentlich Von: 13.04.2015 Bis: 13.07.2015

Mo 16:15 - 17:45 Raum: Oec OEC 1.165 , Einzeltermin am: 08.06.2015

Mo - Praktikumsbericht am: 13.07.2015

Mo 16:15 - 17:45 Raum: Oec OEC 0.168 , wöchentlich Von: 21.09.2015 Bis: 23.10.2015

Sa - Einzeltermin am: 17.10.2015

So - Einzeltermin am: 18.10.2015

Organisatorisches

Anmeldungen: über StudIP (Beginn: Mo, 16.03.2015, 10.00; Ende: Mo, 08.04.2015, 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.

Kommentar

Maximale TeilnehmerInnenzahl: 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.

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

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

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

Vorlesung oder Übung zur Fachdidaktik Englisch

4501815

Global Simulation

Übung SWS: 2; Anz. Teiln.: 12

Mi 14:00 - 16:00 wöchentlich Von: 15.04.2015 Bis: 15.07.2015

Mi - mündliche Prüfung am: 15.07.2015

*Elis, Franziska;
Haack, Adrian*

Organisatorisches

Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 12 students.

Bemerkung

The course takes place at the YLAB (Friedländer Weg 2).

Kommentar

A global simulation is a task-based teaching method which gives learners the opportunity to experience and use the foreign language in a fictitious but real-life scenario. By making use of different creative methods, material and media an authentic space is created – this can for example be an island, a different country, a village, a zoo, a circus, a house, a company, etc. – in which the participants take over different roles and master various communicative situations and tasks.

In this course you will learn about the potential a global simulation has to offer for the context of foreign language learning. You will also learn how to plan and develop a global simulation and get the chance to put your ideas into practice. In cooperation with a secondary school we will design and carry out a simulation project at the YLAB and invite students to join us in this creative adventure. There, pupils will enter a foreign language context we designed for them, including a specific time and place and take over new identities. Following different rules and instructions they will interact with each other, read documents they may find, write notes to each other, solve problems, create and explore. The aim is that you, of course also in role, motivate and encourage the students to actively use the foreign language and support them in doing so.

The simulation project will be carried out on a Tuesday or Wednesday morning (8.00-12.30) during the term as part of the course.

Reading: Texts will be provided at the beginning of the semester.

Requirements: Regular attendance, active participation, preparation and organization of a global simulation, short oral exam (all in English).

4501816

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

Übung SWS: 2; Anz. Teiln.: 20

Sa 09:30 - 16:30 Raum: ZHG 1.140 , Einzeltermin am: 18.04.2015

So 09:30 - 16:30 Raum: ZHG 1.140 , Einzeltermin am: 19.04.2015

Sa 09:30 - 16:30 Raum: ZHG 1.140 , Einzeltermin am: 25.04.2015

Yearwood, Tanyasha

Organisatorisches

Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 20 students.

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).

4501817

Using new media in the foreign language classroom

Übung SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Do 14:00 - 16:00 Raum: Verfügungs VG 3.104 , wöchentlich Von:

16.04.2015 Bis: 16.07.2015

Organisatorisches

Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 20 students.

Kommentar

Students have the opportunity to briefly explore the research conducted on the use of new media in foreign language teaching, before exploring hands-on uses of selected media like the Interactive Whiteboard. The goal of this seminar is to support students in creating tasks/material which they can use later on in the school setting.

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

4502116

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

Seminar SWS: 2; Anz. Teiln.: 20

Surkamp, Carola

Kommentar

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

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

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

Kursbeginn: 13. April 2015 (Anmeldeschluss: 7. April 2015 [see also below])

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

Course requirements:

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

Entry requirements:

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

Begleitseminar zum Praktikum

4501822

Theatre Projects in Foreign Language Learning

Seminar SWS: 2; Anz. Teiln.: 10

Elis, Franziska;

Di 16:00 - 18:00wöchentlich Von: 14.04.2015 Bis: 14.07.2015

Surkamp, Carola

Di - Praktikumsbericht am: 14.07.2015

Organisatorisches

Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 10 students.

Bemerkung
Kommentar

The course takes place at the YLAB (Friedländer Weg 2).

Drama techniques can be used in the foreign language classroom to design a communicative, creative, learner-centred, holistic and active learning environment. They train the students' communicative skills including the use of non-verbal language within a meaningful context, they foster cooperative learning and thus also help students to develop their social skills. They can be used in phases of intercultural learning, while working with literary texts and also in grammar or vocabulary exercises. Moreover, the use of drama and theatre in foreign language classrooms enables teachers to motivate, encourage and empower students to self-confidently use the foreign language. A great way to have students fully experience the potential of drama and theatre is the integration of theatre projects into foreign language teaching.

In this course we will experience and reflect on the use of drama techniques in different areas of foreign language learning. You will not only learn about theatre- and drama-pedagogical methods, games and principles, but also how to plan, organize and realize a theatre project with teenagers. Moreover you will learn how to do your own research project during your internship including methods and instruments which will help you to answer your research question.

For your *Forschungspraktikum* there are different options:

- 1) There will be a school-cooperation which offers you the chance to put the project that we planned during the course into practice. You will be working with pupils in a weekly drama group (2 hours per week) that will take place at the YLAB during the winter term 2015/2016.
- 2) You can also do your *Forschungspraktikum* at a school and thus try out dramapedagogical approaches in a school setting. You can either organize a theater project or develop a dramapedagogical teaching unit.

Reading: Texts will be provided at the beginning of the semester.

Requirements: Regular attendance, active participation, report of 4000 words (about 12-15 pages).

4501825	<p>Begleitseminar zum (im Ausland absolvierten) Forschungspraktikum (4-wöchig): Expectations and Experience of Teaching Assistants (Blockveranstaltung)</p> <p>Seminar SWS: 2; Anz. Teiln.: 30 <i>Sara, Kira</i></p> <p>Fr 10:00 - 17:00 Raum: KWZ 1.601 , Einzeltermin am: 19.06.2015 Fr 10:00 - 17:00 Raum: Universität HDW 2.124 , Einzeltermin am: 26.06.2015 Sa 10:00 - 17:00 Raum: Universität HDW 2.124 , Einzeltermin am: 27.06.2015</p>
Kommentar	<p>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 <i>Forschungspraktikum</i> requirement.</p> <p>Friday, June 19th 2015, 10.00h-17.00h: preparation meeting only for the TAs leaving in Autumn 2015</p> <p>Friday, June 26th 2015, 10.00h-17.00h: review and reflection only with the TAs returning in Spring 2015</p> <p>Saturday, June 27th 2015, 10.00h-17.00h: exchange of experience and expectations of in-coming and out-going TAs</p> <p>During these days we will be dealing with three main areas of interest:</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>The reports of the incoming group are due September 15th 2015</p> <p>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.</p>
4501829	<p>Reading Beyond Comprehension</p> <p>Seminar SWS: 2; Anz. Teiln.: 20 <i>Yearwood, Tanyasha</i></p> <p>Fr 10:00 - 12:00wöchentlich Von: 17.04.2015 Bis: 17.07.2015 Fr - Präsentation am: 17.07.2015 Fr - Praktikumsbericht am: 17.07.2015</p>
Organisatorisches	<p>Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.</p> <p>The number of participants is restricted to 20 students.</p>
Bemerkung	<p>The course takes place at the YLAB (Friedländer Weg 2).</p>

Kommentar Students have the opportunity to reflect on the concept of teaching reading as more than a receptive skill. By engaging with and creating hands-on and production-type activities, tasks and material, they will be challenged to apply a competence-oriented approach to the teaching of reading. The overall aim is to help students consider how they can research settings in which such an approach to reading is implemented to determine how the learning experience can be characterized as well as to help students create a teaching unit which they can use as a basis for their future practice.

For the *Forschungspraktikum*:

Students will design micro-teaching units which will be the basis of weekly reading workshop sessions (2 hours per week) with pupils to be held in the YLAB during the winter term. Students can also do their *Forschungspraktikum* at a school and thus try out different approaches to reading in a school setting. Methods of empirical learning and teaching research will also be covered in the course to enable students to evaluate their own teaching in the *Forschungspraktikum*.

Requirements:

Forschungspraktikum: Regular attendance, active participation, report of 4000 words (about 12-15 pages).

Vertiefung: Regular attendance, active participation, presentation of a teaching unit, short reflection in written form (all in English).

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.

4501765

Literature in the Foreign Language Class

Seminar SWS: 2; Anz. Teiln.: 20

Surkamp, Carola

Di - Präsentation am: 14.07.2015

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

Organisatorisches

Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 20 students.

Kommentar

How can we motivate students to read literature in the foreign language? How can we develop their reading and aesthetic competence? And what is the value of literature in the foreign language class? This seminar will explore the use of literature in foreign language teaching via different analytical and creative approaches to the teaching of poems, narrative texts and plays. Students will be expected to develop classroom activities and to perform 'mock units' in small groups.

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

Literatur

Reading: Students are expected to read and work with: Nünning, Ansgar & Carola Surkamp, *Englische Literatur unterrichten 1: Grundlagen und Methoden* (Seelze: Kallmeyer, 3 edition 2010).

4501829

Reading Beyond Comprehension

Seminar SWS: 2; Anz. Teiln.: 20

Yearwood, Tanyasha

Fr 10:00 - 12:00 wöchentlich Von: 17.04.2015 Bis: 17.07.2015

Fr - Präsentation am: 17.07.2015

Fr - Praktikumsbericht am: 17.07.2015

Organisatorisches **Registration** via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 20 students.

Bemerkung The course takes place at the YLAB (Friedländer Weg 2).

Kommentar Students have the opportunity to reflect on the concept of teaching reading as more than a receptive skill. By engaging with and creating hands-on and production-type activities, tasks and material, they will be challenged to apply a competence-oriented approach to the teaching of reading. The overall aim is to help students consider how they can research settings in which such an approach to reading is implemented to determine how the learning experience can be characterized as well as to help students create a teaching unit which they can use as a basis for their future practice.

For the *Forschungspraktikum*:

Students will design micro-teaching units which will be the basis of weekly reading workshop sessions (2 hours per week) with pupils to be held in the YLAB during the winter term. Students can also do their *Forschungspraktikum* at a school and thus try out different approaches to reading in a school setting. Methods of empirical learning and teaching research will also be covered in the course to enable students to evaluate their own teaching in the *Forschungspraktikum*.

Requirements:

Forschungspraktikum: Regular attendance, active participation, report of 4000 words (about 12-15 pages).

Vertiefung: Regular attendance, active participation, presentation of a teaching unit, short reflection in written form (all in English).

4501831

Picture Books

Seminar SWS: 2; Anz. Teiln.: 20

Sara, Kira

Mi 10:00 - 12:00 Raum: Oec OEC 1.164 , wöchentlich Von:

15.04.2015 Bis: 15.07.2015

Mi - Präsentation am: 15.07.2015

Organisatorisches **Registration** via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 20 students.

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

However, lofty aims remain a lip service if working with picture books is not based on solid foundations. Therefore the course primarily aims at developing your understanding of

the format and your acquaintance with individual books. We will discuss several examples of picture books that can be used for different age groups and assess the texts' potential to become resources for learning (it could be classics like *We're Going on a Bear Hunt*, favourites like *The Gruffalo*, or unconventional work like Shaun Tan's). Only then can we explore how they can be used in different contexts of teaching and for achieving different aims. You will present an analysis of your chosen book and its didactic potential and develop a teaching unit on that base. At the end of the course you will hopefully come out of the deep dark wood of picture books with many tasty nuts to share with your students!

Reading: Set texts will be uploaded on StudIP.

Requirements: Attendance, active participation, presentation of a teaching unit and a written reflection of 2000 words; all in English.

4502028

(Short) Films in the EFL Classroom

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Delius, Katharina

Fr 09:00 - 16:00 Raum: Universität HDW 0.115 , Einzeltermin am: 24.04.2015

Sa 09:00 - 12:00 Raum: Universität HDW 0.115 , Einzeltermin am: 25.04.2015

Fr 09:00 - 16:00 Raum: Universität HDW 2.110 , Einzeltermin am: 05.06.2015

Sa 09:00 - 12:00 Raum: Universität HDW 2.110 , Einzeltermin am: 06.06.2015

Sa 09:00 - 12:00 Präsentation am: 06.06.2015

Organisatorisches

Registration via Stud.IP starts on Monday, March 16th at 10.00 and ends on Wednesday, April 8th at 10.00.

The number of participants is restricted to 20 students.

Kommentar

Films offer a wide range of possibilities for the EFL classroom. They provide authentic and varied language as well as a visual context. Used in the language learning classroom they can increase students' motivation and help them to develop all four communicative skills. Dealing with films in class can also train students' media literacy which plays an increasingly important role in modern society.

This seminar aims at exploring the question of why and how teachers should use the genre of the short film in the language classroom. We will discuss the viewing and analysis processes of films, the planning of a teaching unit based on a selected short film or an episode of a sit com as well as the potential of film clips for model dialogues with regard to a genre-approach of teaching speaking.

Participants will get the chance to develop micro-teaching units, which will be discussed within the seminar. They will also work with the medium film productively.

Reading: Texts will be provided at the beginning of the semester.

Requirements: Regular attendance, active participation, presentation of a teaching unit and a written reflection of 2000 words (all in English).

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

4501837

Masterabschlussmodul

Kolloquium SWS: 1; Anz. Teiln.: 15

Surkamp, Carola

Organisatorisches

Anmeldung: über StudIP

(Veranstaltung findet in einzelnen Blöcken nach Vereinbarung mit den TeilnehmerInnen statt)

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 Unterrichtseinheiten in der englischen Sprach-, Literatur- und Kulturdidaktik sowie Möglichkeiten empirischer Forschungsarbeit diskutieren. Außerdem erhalten die TeilnehmerInnen die Gelegenheit zur Vorstellung ihrer Masterarbeiten bzw. einzelner Arbeitsschritte (Gliederung, Einleitung, Forschungsbericht).

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