

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM



SEMINARINTERNES VORLESUNGSVERZEICHNIS

MASTER OF ARTS

FÜR DAS WINTERSEMESTER 2016/17

(Bitte beachten: Für den Master of Education gibt es ein eigenes seminarinternes Vorlesungsverzeichnis!)

INHALTSVERZEICHNIS

(M.A.-Phase / Hauptstufe)

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Wichtige Infos für M.A.-Studierende

Anmeldung zu den Lehrveranstaltungen

Alle Lehrveranstaltungen des Englischen Seminars beginnen in der 2. Semesterwoche, d.h. in der Woche ab dem 24. Oktober 2016. Bitte betrachten Sie alle anders lautenden Ankündigungen als überholt. Die erste Semesterwoche ist für die Durchführung und Korrektur von Nachprüfungen sowie für die Studienberatung vorgesehen.

Wie in den letzten Semestern wird auch für das Wintersemester 2016/17 für alle Lehrveranstaltungen ein elektronisches Anmeldeverfahren unizentral über VSPL-Campus durchgeführt. Mit dem Rechenzentrum ist vereinbart, dass wir ein Verteilverfahren nutzen. Das bedeutet, dass die Anmeldung gewissermaßen in 2 Etappen erfolgt: zunächst also die Anmeldung für die gewünschte Veranstaltung, wobei Sie jeweils auch Ihre 2. und 3. Wahl angeben für den Fall, dass die Veranstaltung Ihrer 1. Wahl überbelegt wird. Auf elektronischem Wege erfolgt dann in einem zweiten Schritt die Zuteilung der Plätze auf der Basis Ihrer Priorisierung. Dies gilt für die Veranstaltungen der Basismodule ebenso wie für die Veranstaltungen der Aufbaumodule.

Bei dieser Form des Anmeldeverfahrens geht es nicht darum, Studierende aus Veranstaltungen auszuschließen, sondern im Rahmen des Möglichen für eine gleichmäßigere Verteilung zu sorgen, damit die Studienbedingungen insgesamt verbessert werden. Mit geringfügigen Einschränkungen wird dies schon jetzt erreicht.

Auch für die Vorlesungen sollten Sie sich anmelden. Hier dient die Anmeldung der Erfassung der Teilnehmernamen bzw. -zahlen. Das ist wichtig für die Erstellung von Skripten (wir kennen frühzeitig die Teilnehmerzahl und können die Druckaufträge entsprechend vergeben). Außerdem können wir mit den Teilnehmerdaten Teilnehmerlisten erstellen und insbesondere zum Semesterende die Notenverwaltung leichter handhaben.

Die Anmeldungen für die **Veranstaltungen der Mastermodule** können in der Zeit

vom 19. September 2016, 10.00 Uhr, bis 14. Oktober 2016, 14.00 Uhr

vorgenommen werden. Wegen des Verteilverfahrens kommt es nicht darauf an, gleich am Starttag alle Anmeldungen durchzuführen. Nach Abschluss der Anmeldungen wird das Verteilverfahren generiert, das dann zu den endgültigen Teilnehmerlisten führt. Sollten sich nach dem Abschluss des Verteilverfahrens auf der Basis der von Ihnen vorgegebenen Priorisierung Terminkonflikte mit

Veranstaltungen des 2. Faches oder des Optionalbereichs ergeben, wenden Sie sich bitte an die Dozenten oder Dozentinnen der betroffenen Lehrveranstaltung.

Studienberatung und Service

Die **Studienfachberaterin** Dr. Monika Müller bietet an zwei Tagen in der Woche Sprechstunden an, in denen offene Fragen geklärt, Informationen eingeholt oder Probleme besprochen werden können. Vor der Einschreibung in die M.A.-Phase sind für alle Studierenden der Abschluss des B.A.-Studiums und ein obligatorisches Beratungsgespräch erforderlich. Diese obligatorische Beratung erfolgt durch die Prüfungsberechtigten und die Studienfachberaterin. Über die Beratung wird eine Bescheinigung ausgestellt.

Auch das **Servicezimmer** hat an mindestens zwei Tagen der Woche geöffnet und leistet Hilfestellung bei Fragen zum Studienverlauf und zur Notenabbildung in VSPL. Außerdem werden dort Leistungsbescheinigungen ausgestellt.

Sprechzeiten der Studienfachberaterin PD Dr. Monika Müller im Wintersemester 2016/17:

| | | |
|-----------------------|----------------|----------|
| dienstags | 9.30-12.30 Uhr | GB 5/141 |
| mittwochs | 9.30-12.30 Uhr | GB 5/141 |
| und nach Vereinbarung | | |

Öffnungszeiten des Servicezimmers im Wintersemester 2016/17:

An mindestens zwei Tagen in der Woche. Die genauen Sprechzeiten werden zu gegebener Zeit an der Dienstzimmertür GB 6/134 bekannt gegeben.

Sollten Sie planen, während des M.A.-Studiums einen (weiteren) Auslandsaufenthalt zu absolvieren, kann Ihnen die an das Servicezimmer angegliederte Auslandsberatung Hilfestellung bieten.

Öffnungszeiten der Auslandsberatung im Wintersemester 2016/17:

An mindestens zwei Tagen in der Woche. Die genauen Sprechzeiten werden zu gegebener Zeit an der Dienstzimmertür GB 6/134 bekannt gegeben.

Berater: Herr Simon Klasen, GB 6/134, E-Mail: es-auslandsaufenthalt@rub.de

Forschungs- und Examensmodule

Forschungsmodule bieten besonders leistungsstarken Studierenden die Gelegenheit, innerhalb eines Schwerpunktbereichs eigene Forschungsprojekte zu entwickeln, betreiben und besprechen. Sie sind nicht obligatorisch und können

nur nach vorheriger persönlicher Absprache mit den betreffenden Lehrenden belegt werden. Sie bestehen aus einem Forschungsseminar (5 CP) und – nach Abstimmung mit den SeminarleiterInnen – einer Vorlesung oder Übung, die jeweils fachbezogen oder interdisziplinär sein kann; auch zusammen mit den SeminarleiterInnen konzipierte forschungsorientierte selbständige Studienanteile (im Umfang von 3 CP) können mit einem Leistungsnachweis abgeschlossen und kreditiert werden.

Examensmodule sind obligatorisch. In der Regel belegen Studierende ein Examenskolloquium bei ihrer zukünftigen Prüferin / ihrem zukünftigen Prüfer bzw. einem/r Lehrenden, der/die ein thematisch zur Prüfung passendes Kolloquium anbietet. Dies sollte rechtzeitig geplant und angesprochen werden, da die einzelnen Prüfungsberechtigten nicht jedes Semester ein Kolloquium anbieten. Um Studienzeitverzögerungen zu vermeiden, besteht in Ausnahmefällen auch die Möglichkeit, das regulär angebotene Examensmodul durch ein zusätzliches Seminar beim zukünftigen Prüfer (mit examensorientierter Leistungserbringungsform) zu ersetzen.

M.A.-Prüfungsberechtigte im Wintersemester 2016/17

Prüfungsberechtigt sind zurzeit:

| | | |
|---------------------------|--------------------------------|---------------------------------|
| Dr. habil. Sebastian Berg | Prof. Dr. Kornelia Freitag | Prof. Dr. Luuk Houwen |
| PD Dr. Uwe Klawitter | PD Dr. Bernd Klähn | Prof. Dr. Christiane Meierkord |
| PD Dr. Monika Müller | Prof. Dr. Burkhard Niederhoff | Prof. Dr. Anette Pankratz |
| Prof. Dr. Markus Ritter | Jun.-Prof. Dr. Heike Steinhoff | Jun.-Prof. Dr. Cornelia Wächter |
| Prof. Dr. Roland Weidle | | |

Die Prüfungsprotokolle werden von BeisitzerInnen geführt, die von den jeweiligen PrüferInnen bestellt werden.



ENGLISCHES SEMINAR DER RUHR-UNIVERSITÄT BOCHUM
FERIENS PRECHSTUNDEN
der Dozenten/Dozentinnen des Englischen Seminars in der Zeit
vom 25. Juli bis 21. Oktober 2016

| Name | Tag | Uhrzeit | Raum |
|-----------|---|---|--|
| Berg | Di | 11:00-12:00 | GB 5/139 |
| Böhm | 27.7./3.8./17.8./31.8./ 7.9./28.9./5.10. | 11.00-12.00 | GB 5/135 |
| Dickel | Sprechstundentermine und Anmeldung unter simondickel.blogs.rub.de | | GB 6/143 |
| Fonkeu | n.V. | | GB 6/129 |
| Freitag | 24.8. 2.9. 21.9. 4.10. jeweils nach vorheriger Terminabsprache mit Frau Sicking | 12.00-14.00 8.00-9.00 8.00-10.00 8.00-9.00 | GB 5/132 UV 3/376 GB 5/132 UV 3/376 |
| Goth | nach Vereinbarung | | GB 5/29 |
| Hermann | Mi (außer in der Zeit vom 27.7.-19.8.2016) | 10.00-12.00 | FNO 01/140 |
| Houwen | 24.8./7.9. nach Rücksprache mit Frau Dornieden, FNO 02/83, martina.dornieden@rub.de | 12.00-14.00 | FNO 02/85 |
| Kindinger | 2.8./16.8./30.8./27.9. | 12.00-13.00 | GB 5/134 |
| Klähn | nach vorh. Tel. V. | | GB 5/138 |
| Klawitter | Mo (bitte die Aushänge an meiner Bürotür beachten; in der vorlesungsfreien Zeit ist keine Voranmeldung durch Eintrag in Liste erforderlich) | 11.30-12.30 | GB 5/136 |
| Linne | Di (für Ausnahmen s. Aushang an der Bürotür) | 10.00-11.00 | GB 5/29 |
| Meierkord | Mittwoch 27.7./7.9./21.9. Montag 17.10. Bitte melden Sie sich bei britta.lederbogen@rub.de an. | 11.00-13.00 10.00-11.00 | GB 6/31 |
| Minow | Di | 14.00-15.00 | GB 5/136 |

| | | | |
|------------------|--|--|------------|
| Mraz | 25.7./1.8./8.8./29.8./5.9./ 19.9./26.9./3.10./10.10. (bitte per E-Mail anmelden unter katharina.mraz@rub.de) | 12.00-13.00 | GB 6/38 |
| Müller, M. | Di/Do (außer Urlaubszeit; siehe Homepage des ES und Aushang an der Bürotür) | 9:30-12:30 | GB 5/141 |
| Müller, T. | 26.7./9.8./30.8./6.9./27.9./ 11.10. | 11:00-13:00 | GB 5/135 |
| Niederhoff | 9.8./23.8./6.9./20.9./4.10. | 11.00-13.00 | GB 5/131 |
| Osterried | Do (außer Urlaubszeit, Aushang an meiner Tür) | 13:00-14:00 | GB 6/136 |
| Ottlinger | Di (außer Urlaubszeit; siehe Aushang an meiner Bürotür) | 10.00-11.00 | GB 5/137 |
| Pankratz | 27.7./10.8./31.8./14.9./ 28.9. 12.10. Bitte melden Sie sich bei Ute.Pipke@rub.de an. | 11:00-13:00 10.00-12.00 11.00-13.00 | GB 5/34 |
| Pfeiler | 4.8./11.8./24.8./8.9./ 15.9./6.10./20.10. | 10.00-12.00 | GB 6/139 |
| Poziemski | 6.9./13.9./20.9./4.10. | 12:00-13:00 | GB 5/31 |
| Ritter | 25.8. 6.9. 28.9. und nach Vereinbarung. Bitte melden Sie sich bei Ute.Pipke@rub.de an | 12:00-14:00 11:00-13:00 11:00-13:00 | GB 5/32 |
| Schielke | 9.8. 16.8. 6.9. 14.9. Bitte melden Sie sich bei Ulrike.Schielke@rub.de an. | 11:00-12:00 11:00-12:00 10:00-11:00 11:00-12:00 | GB 5/138 |
| Smith | | | GB 6/139 |
| Ssempuuma | n.V. | | GB 6/29 |
| Steinhoff | | | GB 5/134 |
| Strubel-Burgdorf | Mo (nach vorh. Anmeldung per E-Mail | 10.00-11.00 | FNO 01/131 |

| | | | |
|------------|--|-------------|-----------|
| Thiele | Anmeldung unter http://doodle.com/8z3s439fvxwbvtxh | | GB 5/138 |
| Thomson | Mi (außer 14.8. und 21.8.) | 11.00-12.00 | FNO 02/73 |
| Versteegen | | | GB 5/31 |
| Viol | Mi (außer Urlaubszeit) | 11.00-13.00 | GB 6/140 |
| | | | |
| Wächter | 24.8./7.9./14.9./28.9./ 5.10. (Anmeldung unter cornelia.waechter@rub.de) | 11.00-12.00 | GB 6/136 |
| Walter | Do | 12.00-13.00 | GB 5/136 |
| Weidle | 25.8./8.9./19.9./6.10. Bitte melden Sie sich zwecks Terminvereinbarung bei Frau Pieper, Büro N-Süd 22. Email: Annette.Pieper@rub.de , Tel. 0234/32-28943 | 14.00-16.00 | N-Süd 03 |
| Zucker | Di | 11:00-12:00 | GB 5/137 |



ENGLISCHES SEMINAR DER RUHR-UNIVERSITÄT BOCHUM
S P R E C H S T U N D E N
der Dozenten/Dozentinnen des Englischen Seminars
im Wintersemester 2016/17

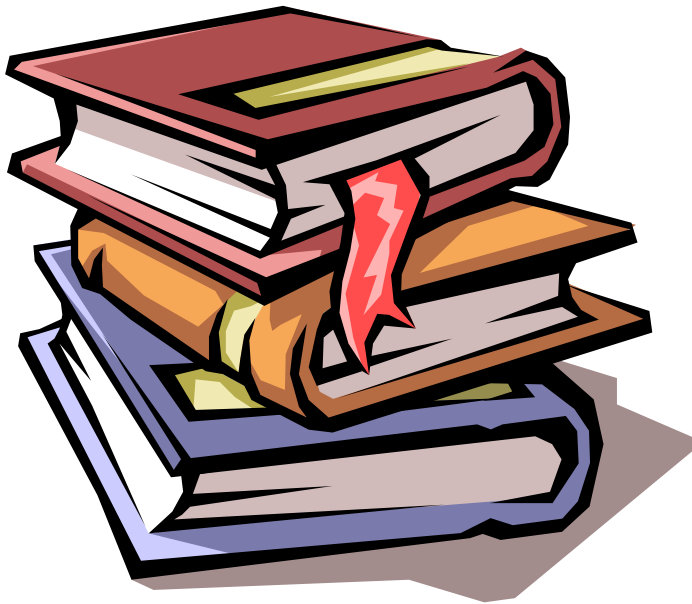
| Name | Tag | Uhrzeit | Raum |
|-------------|---|----------------------------|-------------|
| Banhold | contact via E-Mail (lars.banhold@rub.de) | | |
| Berg | | | GB 5/139 |
| Böhm | | | GB 5/135 |
| Briest | | | GB 6/142 |
| Fonkeu | | | GB 6/129 |
| Freitag | Mo (nach vorheriger Terminvereinbarung bei Frau Sicking: Hildegard.Sicking@rub.de) | 12.00-13.30 | GB 5/133 |
| Hermann | Mi | 14.00-15.00 | FNO 01/140 |
| Houwen | Bitte melden Sie sich bei martina.dornieden.@rub.de an | | FNO 02/85 |
| Kindinger | | | GB 5/134 |
| Klawitter | Do (bitte in die Lisite an der Bürotür eintragen) | 13.00-14.00 | GB 5/136 |
| Linne | Do | 9.00-10.00 | GB 5/29 |
| Meierkord | Mi (nach vorheriger Terminvereinbarung bei Frau Lederbogen: britta.lederbogen@rub.de) | 11.00-13.00 | GB 6/31 |
| Mertes | | | GB 6/38 |
| Minow | | | GB 5/136 |
| Mraz | Di (bitte per E-Mail anmelden unter katharina.mraz@rub.de) | 10.00-11.00 | GB 6/144 |
| Müller, M. | Di und Mi | 9.30-12.30 | GB 5/141 |
| Müller, T. | Di Do | 16.00-17.00 14.00-15.00 | GB 5/135 |
| Niederhoff | Di oder n.V. | 14.30-16.00 | GB 5/131 |
| Ottlinger | Di | 10.00-11.00 | GB 5/137 |
| Pankratz | Mi Bitte melden Sie sich bei Ute.Pipke@rub.de an | 11:00-13:00 | GB 5/34 |
| Pfeiler | Do | 12.30-13.30 | GB 6/139 |
| Poziemski | Di | 12.00-13.00 | GB 5/31 |
| Ritter | Mi Bitte melden Sie sich bei Ute.Pipke@rub.de an | 11:00-13:00 | GB 5/32 |

| | | | |
|------------------|--|-------------|-------------------|
| Smith | | | GB 6/139 |
| Ssempuuma | | | GB 6/29 |
| Steinhoff | | | GB 5/134 |
| Strubel-Burgdorf | Mi (mit vorheriger E-Mail-Absprache) | 9.00-10.00 | FNO 01//131 |
| Thiele | Anmeldung unter https://uaruhr.doodle.com/8z3s439fvxbvtxh | | GB 5/138 |
| Thomson | | | FNO 02/73 |
| Versteegen | | | GB 5/31 |
| Viol | Mi | 11.00-13.00 | GB 6/140 |
| Wächter | Mi | 11.00-12.00 | TZR 4-SW/406 |
| Walter, M. | Do | 12.00-13.00 | GB 5/139 |
| Weidle | nach Rücksprache mit Frau Pieper, N-Süd, Büro 22 Annette.Pieper@rub.de | | N-Süd, Büro 03 |
| Wenzel | | | GB 6/136 |
| Zucker | | | GB 5/137 |



ÖFFNUNGSZEITEN DER SEKRETARIATE DES ENGLISCHEN SEMINARS

| <i>Sekretariat</i> | <i>Öffnungszeit</i> |
|--|--|
| Geschäftszimmer des Englischen Seminars Frau Michaela Prskawetz GB 6/133 | montags-freitags 08:30-12:30 Uhr sowie nach Vereinbarung |
| Lehrstuhl Anglistik I – Prof. Dr. Roland Weidle Frau Annette Pieper GB 6/142 | montags-donnerstags 8:00-12:30 Uhr |
| Lehrstuhl Anglistik II – Prof. Dr. Christiane Meierkord Frau Britta Lederbogen GB 6/32 | montags 9:00-14:00 Uhr dienstags 8:00-13:00 Uhr mittwochs 9:00-14:00 Uhr donnerstags 8:00-13:00 Uhr |
| Lehrstuhl Anglistik III – Prof. Dr. Burkhard Niederhoff Frau Hildegard Sicking GB 5/129 | montags-mittwochs 8:30-12:30 Uhr |
| Lehrstuhl Anglistik IV - Prof. Dr. Kornelia Freitag Frau Hildegard Sicking GB 5/129 | montags-freitags 8:30-12:30 Uhr |
| Lehrstuhl Anglistik V - Prof. Dr. Luuk Houwen Martina Dornieden GB 6/32 | montags 10:00-13:00 Uhr dienstags und mittwochs 10:00-16:30 Uhr donnerstags 10:00-15:30 Uhr |
| Lehrstuhl Anglistik VI – Prof. Dr. Anette Pankratz Frau Ute Pipke GB 5/33 | montags-donnerstags 8:00-12:30 Uhr |
| Prof. Dr. Markus Ritter Frau Ute Pipke GB 5/33 | montags-donnerstags 8:00-12:30 Uhr |



BIBLIOTHEK

| | | | |
|------------------------|---|---------|------------------|
| <u>Öffnungszeiten:</u> | Vorlesungszeit: | Mo - Fr | 8.30 - 18.30 Uhr |
| | | Sa | 10-14 Uhr |
| | vorlesungsfreie Zeit: | Mo - Fr | 9.30 – 17 Uhr |
| | | Sa | 10-14 Uhr |
| | (August und September samstags geschlossen) | | |

Detaillierte Informationen einschließlich einer Übersicht über den Aufbau der Signaturen finden Sie unter: <http://www.bibphil.ruhr-uni-bochum.de/Ang.htm>.

Das Englische Seminar verfügt über eine umfangreiche Sammlung an **Videoaufzeichnungen**, die in der Bibliothek zur Ausleihe zur Verfügung stehen (Arbeitsraum im Südkern, Öffnungszeiten: s. Aushang an der Bibliothekstür). Die Sammlung umfasst ca. 1.200 Bänder und wird laufend ergänzt. Ein Katalog liegt neben dem Kopierer (in der Nähe des Bibliothekstreppenhauses im Nordkern) aus. Die Videobänder können zu den angeschlagenen Zeiten auch von Ihnen entliehen werden (Leihfrist: 1 Woche, Verlängerung um 1 Woche ist möglich).

Auf die umfangreiche Sammlung von Standardtexten der englischsprachigen Literatur in der **Ausleihbibliothek** (Etage 5, rote Signaturschilder) wird verwiesen. Diese Titel können für einen längeren Zeitraum entliehen werden.

M.A.-STUDIUM

LINGUISTIK

Vorlesung

050 610

Meierkord

Variation in the History of the English Language, 3 CP

2 st. mo 12-14

HGB 10

Ever since its beginnings, the English language has been characterised by regional, social, and functional variation. Whilst this was already the case when English was confined to the British Isles, the global spread of English has resulted in a much higher variability. This series of lectures discusses the different forms of English, starting from Old English until today. We will explore the history of English and the dialects that existed in previous times, explain how standard varieties developed, describe the various forms of Englishes that exist today, and take a look at new forms of English that are emerging from language contact in multilingual communities.

The theoretical parts will be supplemented by discussions of data excerpts. Despite the lecture character of this course, students will be expected to actively participate in the data analysis parts, which will take place during the last third of each lecture.

Obligatory reading:

Fennell, Barbara (2000). *A History of English: A Sociolinguistic Approach*. Oxford: Wiley Blackwell.

Assessment/requirements: final written test and an additional reading of appr. 30 pages.

Seminare

050 702

Houwen

The Art of Narrative, Narrative and Narratology in Medieval Literature, 5 CP

2 st. di 12-14

FNO 02/073

When you look down on all the people in a railway station you do not (yet) have a narrative. If you single out a particular individual from the crowd and follow this person (with words or a camera) you have the beginnings of a narrative. Narrative is independent of the media that give it form (a book, a painting, a film). It involves action, characters, narrational activities, place, space, and focalisation. Above all, it is a very structured way of looking at a story.

In this course we shall first of all look at some of the more influential and recent approaches to narrative and narratology (Gérard Genette, Mieke Bal, Rick Altman to mention but three) and then apply these approaches to a small corpus of medieval texts made up of different genres (from saints' lives to romances) in order to assess what light this approach can shed on them.

Participants will need to have some knowledge of Middle English.

Primary and secondary material will be made available via Blackboard.

Assessment/requirements: Active participation is one of the basic requirements, and this is only possible if the set texts have been prepared thoroughly for each week. The course is rounded off with an essay of between eight and ten pages.

050 703

Meierkord

Contrastive Linguistics and Learner English, 5 CP

2 st. do 12-14

GB 5/37 Nord

This seminar looks at English from a contrastive perspective, comparing it with German but also other languages. We will discuss similarities and differences, such as the marking of grammatical relations, tense and aspect, relative clauses, infinitival constructions, word order, word formation, and contrastive phonology. On this basis, we will investigate how such differences affect the acquisition of English as a second language and how learner language is shaped by developmental sequences, the influence of previously learned languages, over- and underuse, communication strategies, identity construction, and noticing.

The theoretical parts of the sessions will be complemented with practical work with authentic language data.

Obligatory reading:

König, Ekkehard and Volker Gast (2007). *Understanding English-German Contrasts*. Berlin: Erich Schmidt.

Assessment/requirements: *Übung*: active participation (in class or online), short presentation and a brief final test; *Seminar*: active participation (in class or online), short presentation, and an empirical term paper.

Übungen

050 620

Meierkord

English Linguistics – Current Models and Methods, 3 CP

2 st. do 8.30-10

GABF 04/614 Süd

Following its spread throughout the world, English is now typically used in interactions of speakers who have different first languages and who are multilingual. This course serves to introduce students to the various models that aim to capture this development and to the empirical methods (data collection, data representation, and data analysis) used to describe and research these modern uses of English. Students will be required to collect data and must be willing to analyze these regularly. They should also be willing to report on their own projects and to actively discuss each other's work, in class or online.

Assessment/requirements: students need to complete three written assignments (data analysis and annotation), which will be graded for their final grade.

050 621

Meierkord

Sprachmiteinander um Afro-Mülheim, 3 CP

Blockveranstaltung: Raum und Zeit nach
Absprache

GB 6/31 Süd

This course is the third in a series of project workshops, all of which aim to capture and describe language use in the African diaspora communities in the Ruhr area. This semester, the results of the previous workshops will be edited to be exhibited on posters, at the Volkshochschule Mülheim and the Universitätsbibliothek Bochum. Students will practice their skills in communicating scientific results to non-scientists, i.e. rather than writing exam papers they will design popular scientific posters for the exhibition. Furthermore, students can design independent studies projects or BA theses based on the project.

Due to the special character of this workshop, attendance in *all* of the following is compulsory:

Preparatory meeting: July 22, 2016 at 6:00 pm

Workshop: Sept. 6 - 8, 10am ~ 3pm

Preparation of the exhibition at VHS Mülheim: Nov. 4, 2016, afternoon

Exhibition opening VHS Mülheim: Nov. 12, 2016, 2pm ~ 6pm

Preparation of the exhibition at Universitätsbibliothek: Jan. 14, 2017

Exhibition opening Universitätsbibliothek: Jan. 16, 2017, 4pm

Assessment/requirements: regular active participation, editing of six posters.

ENGLISCHE LITERATUR BIS 1700

Vorlesung

050 623

Klawitter

English Renaissance Tragedies, 3 CP

2 st. di 10-12

HGB 50

The dramatic genre of tragedy flourished in Elizabethan and Early Stuart times. The course of lectures will be concerned with the genesis and development of the genre and show, in particular, how tragedies reflect early modern concerns and participate in the ideological struggles of their time. While well-known tragedies by Marlowe, Kyd, Shakespeare, Middleton/Rowley and Webster will serve as constant reference texts, the lectures themselves do not focus on single plays but on certain aspects of tragedy which have been productively explored in recent Renaissance studies.

Materials will be made available via Moodle.

Assessment/requirements: test.

Seminare

050 629

Houwen

Chaucer's Dream Visions, 5 CP

2 st. di 14-16

GABF 04/413 Süd

In addition to his *magnum opus*, the *Canterbury Tales*, Chaucer wrote several other works which proved to be of seminal importance to his successors and imitators. This course will concentrate on the dream-visions; these dream-visions are inspired largely by the work of French poets and the *Roman de la Rose* in particular. They allow Chaucer to ride several of his favourite hobbyhorses: the battle between the sexes; poetry, rhetoric and the self-conscious writer; the obtuse narrator; irony.

The following works will be studied in class: *The Book of the Duchess*, *The House of Fame*, *The Parliament of Fowls*, and *The Legend of Good Women*.

Set text:

L.D. Benson, ed., *The Riverside Chaucer* (Oxford, 1988) (paperback) [this is the only acceptable edition]. Secondary texts will be made available via Blackboard.

Assessment/requirements: The course will be rounded off with an essay. *Übung*: 6-8 pages (excl. title page and bibliography; no table of contents please); *Seminar*: 10-12 pages. All references should conform to MLA stylesheet!

050 630

Houwen

Women's Songs, Women's Language: Middle English Prose by Women 5 CP

2 st. mi 12-14

GABF 04/413 Süd

This course consists of two approaches. In the first we shall study texts directed against women by such authors as Ovid, Isidore, Tertullian, St Jerome, and the sort of responses they initiated by medieval writers like Abelard, Gower and Christine de Pizan. The second approach will consider the writings by medieval women themselves: these range from medical treatises (how to simulate virginity) and autobiography to religious and moral-didactic treatises. These two approaches run almost simultaneously throughout the courses. In the process the following topics will be dealt with: the classical and medieval misogynist tradition; women's education and culture in the Middle Ages, the question of authority and authorship (authority of experience, submission and silence, appropriation and assimilation), and the tradition of women's writing.

This course will be task oriented and will therefore not involve the usual frontal teaching. All texts have tasks associated with them which will be tackled by the students themselves in class. A thorough preparation of the set texts is therefore essential.

Since all the texts are either in modern English translation or (very) late Middle English, they are relatively easy to read, so no thorough knowledge of Middle English is necessary.

Set text:

Barratt, Alexandra, ed. *Women's Writing in Middle English*. 2nd ed. Longman Annotated Texts. Harlow: Longman, 2010.

Blamires, Alcuin, ed. *Woman Defamed, Woman Defended. An Anthology of Medieval Texts*. Oxford: OUP, 1992 [expensive; see if you can get it 2nd hand].

Kempe, M. *The Book of Margery Kempe*. Trans. B. A. Windeatt. Harmondsworth: Penguin, 1985 [modernised text, unlike the Lynn Staley text].

You MUST have a copy of the first two texts when classes start. The last is also available for download (edited by Lynn Staley) at

<http://www.lib.rochester.edu/camelot/teams/tmsmenu.htm>.

Assessment/requirements: The final exam will consist of an essay written under exam conditions. In view of the wide variety of texts you are free to choose your own topic. Active participation in class and approval of the essay topic are a pre-requisite for the exam!

050 702

Houwen

The Art of Narrative, Narrative and Narratology in Medieval Literature, 5 CP

2 st. di 12-14

FNO 02/073

When you look down on all the people in a railway station you do not (yet) have a narrative. If you single out a particular individual from the crowd and follow this person (with words or a camera) you have the beginnings of a narrative. Narrative is independent of the media that give it form (a book, a painting, a film). It involves action, characters, narrational activities, place, space, and focalisation. Above all, it is a very structured way of looking at a story.

In this course we shall first of all look at some of the more influential and recent approaches to narrative and narratology (Gérard Genette, Mieke Bal, Rick Altman to mention but three) and then apply these approaches to a small corpus of medieval texts made up of different genres (from saints' lives to romances) in order to assess what light this approach can shed on them.

Participants will need to have some knowledge of Middle English.

Primary and secondary material will be made available via Blackboard.

Assessment/requirements: Active participation is one of the basic requirements, and this is only possible if the set texts have been prepared thoroughly for each week. The course is rounded off with an essay of between eight and ten pages.

050 663

Houwen

'Howling Wolves': Lycanthropy in Medieval Texts, 5 CP

2 st. do 12-14

FNO 02/073

Accounts of werewolves or lycanthropes appear throughout western literature, appearing first in the work of the Roman writer Petronius (of *Satyricon* fame) and later in the Middle Ages in both Latin and the vernacular. In this course a selection of texts

from the whole early tradition will be studied. They include Ovid and Petronius, Geraldus Cambrensis, Marie de France (*Bisclavret*), and the Middle English romance *William of Palerne*. If time permits we may even include some material from the Renaissance.

Set text: All primary and secondary texts will be made available on Blackboard.

Assessment/requirements: The course will be rounded off with an essay. *Übung*: 6-8 pages (excl. title page and bibliography; no table of contents please); *Seminar*: 10-12 pages. All references should conform to MLA stylesheet!

050 710

Wächter

Shakespeare Adaptations and Appropriations, 5 CP

2 st. fr 14-16

GABF 04/614 Süd

Focussing on *The Tempest*, this seminar will study the cultural politics of adaptations and appropriations of Shakespeare's plays. Firstly, we are going to approach *The Tempest* from different theoretical perspectives – most notably psychoanalysis, gender, and postcolonial theory. On the additional basis of a theoretical framework of adaptation and appropriation, we are then going to discuss several adaptations of the play. Simultaneously, students are going to work on adaptation/appropriation projects of their own in groups of about five. The idea is to pick a theoretical angle and a scene and to draft an adaptation in a medium of your choice. The adaptation projects are going to be presented in the final session of the seminar, accompanied by a short theoretical reflection.

Please purchase and read an annotated critical (!) edition of *The Tempest* (e.g. New Cambridge or Arden Shakespeare) in preparation for the seminar.

Übung

050 632

Thomson

Poets, Heroes, and Kings: Anglo-Saxon Court Culture, 3 CP

2 st. mo 14-16

FNO 02/073

Anglo-Saxon literature is preoccupied with questions about power and authority, and much of that naturally revolves around the courts established by kings and other high status individuals. The court becomes a richly symbolic site for the construction of social identity, often expressed through the achievements of heroic individuals, at which the roles of poets in shaping narratives for entertainment, record, and propaganda is key.

This course focuses on Old English literature and court culture, considering works which were produced in connection with a particular court and works whose contents include representation of a court or courts. It starts with the early Germanic tribes as reported in the *Germania* of the Roman historian Tacitus, then considers myths of Anglo-Saxon migration, in relation to Bede, the royal genealogies, and the poem *Exodus*. Moving on to early factual and fictionalised courts, we will look at Bede and then at *Beowulf* in some detail. Jumping to the end of the ninth century, we will discuss King Alfred the Great's programme of literary revival, before concluding at the international court of the Danish King Cnut the Great and his Norman queen Emma in the 1020s and '30s. No prior knowledge of Old English or Latin is required, though either will help you engage more closely with issues of language and style. All required texts will be provided as extracts with translations.

Assessment / requirements: active participation; students will sit an examination in the final session of the semester.

ENGLISCHE LITERATUR VON 1700 BIS ZUR GEGENWART

Vorlesung

050 638

Niederhoff

Narrative Theory, 3 CP

2 st. do 8.30-10

HGB 30

This lecture will provide a systematic introduction to narrative, the emphasis being on fictional narrative in prose, i.e. on novels and short stories. It will discuss such topics as plot, setting, free indirect thought (erlebte Rede), flashback, point of view, unreliable narrator, etc. While it is my aim to give a rigorous and systematic description of the various components of narrative, I will attempt not to indulge in terminological nitpicking. Instead, I will try to show that the terms offered by narrative theory can be used in the analysis and interpretation of texts; in other words, I will point out the meanings or effects created by particular narrative choices. The lecture will be based on David Lodge's comic novel, *The British Museum Is Falling Down*, and a selection of shorter narratives. Students who wish to prepare for the lecture may read Franz Stanzel, *Typische Formen des Romans*, 10th ed. (Göttingen: Vandenhoeck und Ruprecht, 1981) or chs. one and six in Wayne Booth, *The Rhetoric of Fiction*, 2nd ed. (Chicago: Chicago UP, 1983); for more advanced students, I recommend Gérard Genette, *Die Erzählung*, 2nd ed. (Stuttgart: UTB, 1998).

Required text:

David Lodge, *The British Museum Is Falling Down* (Penguin pb.); all other texts will be provided by way of Blackboard.

Assessment/requirements: written test.

Seminare

050 718

Klawitter

Virginia Woolf: *To the Lighthouse* and Selected Essays, 5 CP

2 st. di 14-16

GBCF 05/703

To the Lighthouse (1927) is one of Virginia Woolf's most admired novels. In class we will investigate such dominant features of the novel as the rendering of consciousness and perception, the significance of painting, the obsession with time, the role of memory, the pervasive symbolism and the use of intertextuality. To assist our understanding of Woolf's modernist poetics we will read her essays "Modern Fiction" and "Mr Bennett and Mrs Brown". Much attention will be given to Woolf's critical exposure of gender and class restrictions on the individual.

Participants should obtain the Penguin Modern Classics edition of the novel.

Assessment/requirements: *Übung*: test; *Seminar*: 12-page term paper (*wissenschaftliche Hausarbeit*).

050 719

Niederhoff

Tom Stoppard, 5 CP

2 st. mo 10-12

GBCF 05/703

Tom Stoppard is known for his wit and for his versatility, i.e. for his ability to write very different kinds of plays. In this seminar we will discuss three plays that show Stoppard in what is perhaps his most characteristic mode, the allusive and intertextual. *Travesties* is about James Joyce's attempt to stage Oscar Wilde's *The Importance of Being Earnest* in Zurich in 1917; it weaves in and out of Wilde's dialogue and also features Lenin as a character. *Arcadia* revolves around the romantic poet Lord Byron, who is within earshot of the characters on stage but never enters the scene. *The Invention of Love* dramatizes the mind and the memories of the poet and scholar A.E. Houseman, who is lying on his deathbed and reviewing his unhappy life. The aim of the seminar is to familiarise students with the typical techniques and ideas of a major dramatist and with a particular branch of postmodernism, of which he is one of the main representatives.

Required texts:

Arcadia, Faber and Faber, 1993; *The Invention of Love*, Faber and Faber, 1997; *Travesties*, Faber and Faber, 1975.

Assessment/requirements: *Übung*: presentation or expert group plus short paper (3 CP); *Seminar*: presentation or expert group plus research paper (5 CP).

Übungen

050 642

Niederhoff

Editing Stevenson, 3 CP

2 st. di 16-18

GABF 04/614 Süd

I am preparing a volume of short stories for *The New Edinburgh Edition of the Works of Robert Louis Stevenson*, the first critical edition of this writer. The course is directly related to this project. We will familiarise ourselves with the principles of textual criticism, establish a critical text, compile a textual apparatus, discuss emendations etc. We will also compose annotations that explain difficult passages or trace allusions.

Required texts: these will be provided by way of Blackboard or a reader.

Assessment/requirements: presentation or participation in expert group; a critical edition of a text passage and/or annotations.

050 722

Niederhoff

British and Irish Short Stories, 3 CP

2 st. do 10-12

GB 5/37 Nord

If you want to brush up your skills in the analysis of narrative texts, focusing on such aspects as setting, narrator, point of view, theme etc., then this is the course for you. We will read and analyse one short story per week. Writers to be discussed will include R. L. Stevenson, Rudyard Kipling, E.M. Forster, Virginia Woolf, James Joyce, Somerset Maugham and Julian Barnes. Students who take this course may think about attending the related lecture "Narrative Theory", but of course this is not a must.

Required texts: the short stories will be provided by way of Blackboard or a reader.

Assessment/requirements: short paper.

AMERIKANISCHE LITERATUR

Vorlesung

050 649

Freitag

American Literature and Culture: Beginnings to Civil War, 3 CP

2 st. mo 14-16

HGB 10

This is the first part of a three-part lecture series that introduces students to important developments of US-American literature as part and expression of the shaping of US-American culture. Students learn to understand US culture and its representations as result of complex national, transnational, and global historical developments. They learn to identify and evaluate particular historical periods and their modes of literary, rhetorical, and/or artistic representation within the overall history of US culture. The periods and their characteristic modes of representation are demonstrated on the basis of especially suitable literary texts made available on Blackboard.

The lecture aims at supplying a foundation for the study of US culture and at helping to make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the three-part lecture series can be attended separately.

Texts: will be provided via Blackboard. M.A/M.Ed. students will also have to read: Nathaniel Hawthorne *The Scarlet Letter*.

Assessment/requirements: regular reading and final test.

Seminare

050 745

Müller, M.

The Harlem Renaissance, 5 CP

2 st. do 12-14

GB 03/42

The Harlem Renaissance is usually defined as a cultural, literary, artistic, and intellectual flowering that constituted a new African American cultural identity in the 1920s and 1930s. Writer Alain Locke described it as a "spiritual coming of age," in the course of which the black community in Harlem explored their "chances for group expression and self-determination." In this course, we will first investigate the intellectual antecedents and written manifestos of the Harlem Renaissance – which, as a cultural movement, soon spread throughout the entire nation – and then have a closer look at the various cultural expressions of the movement, such as music, poetry, prose and fiction writing.

Please buy and read the following books: Rudolph Fisher, *The Conjure Man Dies*; Nella Larsen, *Passing*; Jean Toomer, *Cane*. Additional materials will be uploaded on Moodle.

Assessment/requirements: active participation, presentation, mid-term exam, term paper.

050 725

Pfeiler

The Great White Whale in American Literature and Culture, 5 CP

2 st. do 14-16

GABF 04/252 Nord

Contemporary representations of the iconic white whale in the U.S. and global imagination are, from today's perspective, most famously connected to Herman Melville's *Moby-Dick; Or the Whale* (1851). Taking a rather different angle to this Romantic novel than frequently taught at universities, this course sets out to trace the various cultural functions of the white whale in U.S. literature and culture. We will focus on a range of literary sources from earliest reports of the white whale in maritime folklore *prior* to the publication of *Moby-Dick* to Hollywood's first adaptations as well as more recent postmodern approaches, including performances and installation art.

In our weekly discussions we will try to situate the white whale as intricately intertwined with masculinity and sexuality, economic rivalry, (post-) colonial fantasies, (proto-)ecocritical interventions, (proto-)feminist agendas and revenge.

A reader will be available at the beginning of the semester.

Assessment/requirements: *Übung*: short test on *Moby-Dick*; critical engagement with all assigned texts; short presentation/response; *Seminar*: short test on *Moby-Dick*; critical engagement with all assigned texts; term paper or final exam.

CULTURAL STUDIES (GB)

Vorlesung

050 660

Pankratz

British Monarchies, 3 CP

2 st. di 14-16

HGB 40

Nowadays, British monarchs and the British monarchy are mainly cherished for their entertainment value, their yellow-press appeal and their enhancement of British heritage. Yet, despite these tinges of uselessness and anachronism, the monarch still serves as Head of State with a range of prerogatives. The lecture course aims at explaining this friction between pomp and power by looking at the history of the monarchy since the Renaissance. It will deal with religious and ideological conflicts of the 16th and 17th centuries, the intricacies and contingencies of ruling dynasties and the spectacular 'inventions of traditions' since the 19th century. Apart from elaborate family trees, complex theories about hegemony and a gallop through British history, the lecture offers to inform participants about royal mistresses and bastards, gory executions and the difference between corgies and dorgies.

Assessment/requirements: participation in Blackboard, written test at the end of the semester.

Seminare

050 663

Houwen

Howling Wolves: Lycanthropy in Medieval Texts, 5 CP

2 st. do 12-14

FNO 02/073

Accounts of werewolves or lycanthropes appear throughout western literature, appearing first in the work of the Roman writer Petronius (of *Satyricon* fame) and later in the Middle Ages in both Latin and the vernacular. In this course a selection of texts from the whole early tradition will be studied. They include Ovid and Petronius, Geraldus Cambrensis, Marie de France (*Bisclavret*), and the Middle English romance

William of Palerne. If time permits we may even include some material from the Renaissance.

Set text: All primary and secondary texts will be made available on Blackboard.

Assessment/requirements: The course will be rounded off with an essay. *Übung*: 6-8 pages (excl. title page and bibliography; no table of contents please); *Seminar*: 10-12 pages. All references should conform to MLA stylesheet!

050 738

Pankratz

Handbags: Fashion, Politics, Performance, 5 CP

2 st. mo 12-14

GABF 04/613 Süd

A handbag? As object of serious scholarly studies? Why not? Due to their supposed lack of functionality, handbags highlight the workings of the system of fashion, its changing trends and strategies of marketing. Moreover, since Margaret Thatcher, the accessory has entered the political discourse. The former Prime Minister ostentatiously wore a handbag and tended to bully friends and foes alike, which journalists described as "handbagging". What unites the fashionable accessory and the Prime Ministerial weapon are the connotations of class and gender. Connotations that are also appropriated in comical, satirical or subversive performances by Monty Python or Dame Edna and in plays such as Mark Ravenhill's *Handbag* or Moira Buffini's *Handbagged*.

The aim of the seminar is to reconstruct the history of the handbag and its position in (contemporary) British culture. Students will delve into handbags and find discarded meanings, used tissues, intriguing questions and a broad range of texts.

Texts will be made available on Blackboard or by the Mediathek.

Assessment/requirements: *Übung*: expert group; *Seminar*: expert group and seminar paper (*wissenschaftliche Hausarbeit*).

050 739

Pankratz

“A Terrible Beauty”: Representations of the Easter Rising and the Irish Civil War, 5 CP

2 st. di 10-12

GABF 04/613 Süd

In 1916, members of the Irish Republican Brotherhood and the Citizen Army tried to implement an Irish Republic. They were beaten by British troops and its leaders were punished severely, usually with the death sentence. In retrospect, this futile and bloody uprising of a small group has become one of the founding myths of the Irish Republic and a central part of (Irish? British? European?) cultural memory. The executed men became national martyrs and "a terrible beauty was born", as W.B. Yeats puts it in his poem "Easter 1916".

The aim of the seminar is to reconstruct and deconstruct the Easter Rising and the Irish Civil War. Students will analyse a broad range of texts from the more or less contemporaneous "Easter 1916" and Sean O'Casey's *The Plough and the Stars* to movies like *The Wind that Shakes the Barley* and *Michael Collins*. They will also encounter and analyse the discourses triggered by the centenary of the Easter Rising in 2016.

Texts will be made available on Blackboard or by the.

Assessment/requirements: *Übung*: expert group; *Seminar*: expert group and seminar paper (*wissenschaftliche Hausarbeit*).

050 710

Wächter

Shakespeare Adaptations and Appropriations, 5 CP

2 st. fr 14-16

GAB 04/614 Süd

Focussing on *The Tempest*, this seminar will study the cultural politics of adaptations and appropriations of Shakespeare's plays. Firstly, we are going to approach *The Tempest* from different theoretical perspectives – most notably psychoanalysis, gender, and postcolonial theory. On the additional basis of a theoretical framework of adaptation and appropriation, we are then going to discuss several adaptations of the play. Simultaneously, students are going to work on adaptation/appropriation projects of their own in groups of about five. The idea is to pick a theoretical angle and a scene and to draft an adaptation in a medium of your choice. The adaptation projects are going to be presented in the final session of the seminar, accompanied by a short theoretical reflection.

Please purchase and read an annotated critical (!) edition of *The Tempest* (e.g. New Cambridge or Arden Shakespeare) in preparation for the seminar.

CULTURAL STUDIES (USA)

Vorlesung

050 649

Freitag

American Literature and Culture: Beginnings to Civil War, 3 CP

2 st. mo 14-16

HGB 50

This is the first part of a three-part lecture series that introduces students to important developments of US-American literature as part and expression of the shaping of US-American culture. Students learn to understand US culture and its representations as result of complex national, transnational, and global historical developments. They learn to identify and evaluate particular historical periods and their modes of literary, rhetorical, and/or artistic representation within the overall history of US culture. The periods and their characteristic modes of representation are demonstrated on the basis of especially suitable literary texts made available on Blackboard.

The lecture aims at supplying a foundation for the study of US culture and at helping to make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the three-part lecture series can be attended separately.

Texts: will be provided via Blackboard. M.A/M.Ed. students will also have to read: Nathaniel Hawthorne *The Scarlet Letter*.

Assessment/requirements: regular reading and final test.

Seminare

050 745

Müller, M.

The Harlem Renaissance, 5 CP

2 st. do 12-14

GB 03/42

The Harlem Renaissance is usually defined as a cultural, literary, artistic, and intellectual flowering that constituted a new African American cultural identity in the 1920s and 1930s. Writer Alain Locke described it as a "spiritual coming of age," in the course of

which the black community in Harlem explored their "chances for group expression and self-determination." In this course, we will first investigate the intellectual antecedents and written manifestos of the Harlem Renaissance – which, as a cultural movement, soon spread throughout the entire nation – and then have a closer look at the various cultural expressions of the movement, such as music, poetry, prose and fiction writing.

Please buy and read the following books: Rudolph Fisher, *The Conjure Man Dies*; Nella Larsen, *Passing*; Jean Toomer, *Cane*. Additional materials will be uploaded on Moodle.

Assessment/requirements: active participation, presentation, mid-term exam, term paper.

050 746

Steinhoff

"Your Body Is a Battleground": Women's Bodies in American Culture, 5 CP

2 st. mi 10-12

GABF 04/413 Süd

Taking as its title the slogan of the famous, untitled montage by feminist artist Barbara Kruger, designed in support of the 1989 March for Women's Lives, i.e. a march for reproductive rights, in Washington, D.C., this class addresses the ways in which female bodies have presented an individual, collective, cultural and political battleground in American culture. Even before the second wave of feminism in the 1970s famously claimed that "the personal is political" and initiated various ways of (re-)claiming "the female body", female bodies had been highly contested sites in culturally and socio-historically contingent relations of power – and female bodies remain to be sites of struggle to this very day. The goal of this seminar is twofold: First of all, students will be introduced to body and gender theories that have conceptualized and dealt with the female body. In this context, students will be familiarized with a number of different approaches of cultural, literary and film theory, including various forms of feminism, post-structuralism, queer studies, critical race theory, disability studies, fat studies, and others. In a second step, this seminar will explore discourses of the female body from the 19th to the 21st century by analyzing a variety of cultural representations, ranging from art, poetry, literature, and film to advertisements, television shows and medical texts. As we study the construction, 'normalization' and 'contestation' of specific (discourses of) female bodies, we will pay particular attention to the intersection of social categories like gender, class, race, ethnicity, sexuality, able-bodiedness/disability and age. Specific topics to be addressed in this context will include: beauty and monstrosity, medicalization and sexualization of the female body, transgenderism and transsexuality, pregnancy and reproduction, and various forms of body modification.

Assessment/requirements: *Übung*: active participation and two short written assignments; *Seminar*: the above, plus term paper.

050 725

Pfeiler

The Great White Whale in American Literature and Culture, 5 CP

2 st. do 14-16

GABF 04/252 Nord

Contemporary representations of the iconic white whale in the U.S. and global imagination are, from today's perspective, most famously connected to Herman Melville's *Moby-Dick; Or the Whale* (1851). Taking a rather different angle to this Romantic novel than frequently taught at universities, this course sets out to trace the various cultural functions of the white whale in U.S. literature and culture. We will focus on a range of literary sources from earliest reports of the white whale in maritime folklore *prior* to the publication of *Moby-Dick* to Hollywood's first adaptations as well as more recent postmodern approaches, including performances and installation art.

In our weekly discussions we will try to situate the white whale as intricately intertwined with masculinity and sexuality, economic rivalry, (post-) colonial fantasies, (proto-)ecocritical interventions, (proto-)feminist agendas and revenge.

A reader will be available at the beginning of the semester.

Assessment/requirements: *Übung*: short test on *Moby-Dick*; critical engagement with all assigned texts; short presentation/response; *Seminar*: short test on *Moby-Dick*; critical engagement with all assigned texts; term paper or final exam.

Übung

050 750

Steinhoff

America's First Ladies in Political and Popular Culture, 3 CP

2 st. do 10-12

GABF 04/253 Nord

At a moment of time when America might be headed for its first female president, a former first lady, and thus might also soon have its "first gentleman/husband/man" or as Hillary Clinton has jokingly put it, "first dude", it seems particularly appropriate to look back and explore the history and role of the first lady in American culture. As persons with great access to power, and yet, at the same time, little official or legal power, America's first ladies have played an important role in American political and especially cultural life. This *Übung* will explore the first ladies' politics, ranging from Abigail Adams's letters of advice to her husband to Michelle Obama's health campaigns, as well as the (self-)representations of America's (real and fictitious) first ladies in a number of cultural texts, including (auto)biographies, television shows and Hollywood

films. As we trace the political and cultural role of America's first ladies from the 18th to the 21st century, this class will also familiarize students with American history, as well as with key concepts of and approaches to American Studies. In particular, we will discuss the role and representations of America's first ladies in the context of larger cultural and historical discourses of gender, race, ethnicity, and nationality.

The goal of this *Übung* is to design a small public exhibition about the history of America's first ladies and their political and cultural role. Students, who enroll in this class, should be motivated to participate in such a project that will thus include not only the analysis and discussion of representations of the first ladies and their political and social campaigns in class, but also the creative task of presenting the results of these analyses in an accessible form to the public. Students, who participate in this *Übung*, will be asked to work together in groups and conduct their own research either on a specific first lady of their choice or on a specific form of representation of the first lady (e.g. in movies). The results of this research should then be presented on a poster or in another creative format to be publicly exhibited.

Assessment/requirements: a short written assignment, preparation of the exhibition (in groups).

FREMDSPRACHENAUSBILDUNG

Übungen

050 754

Müller, T.

Grammar MM, 4 CP

Gruppe A: 2 st. mo 14-16

GB 02/60

This course will give you an opportunity to revise some problem areas of English grammar. It will also address the difficult issues of prescriptive rule vs. actual usage and of regional variation.

Assessment/requirements: active participation, homework, final test.

050 754

Osterried

Grammar MM, 4 CP

Gruppe B: 2 st. do 14-16

GB 5/37 Nord

This course will give advanced students the opportunity to repeat and amplify their knowledge of English grammar. In addition to practical training and usage, we shall also discuss quite a number of further questions: e.g. the cognitive aspect of syntax (how does grammar influence our way of thinking? How does our mind influence grammar), the question of how to teach grammar, and, last but not least, how important grammar is for the understanding of texts (text linguistics). In this connexion we shall also consider quite a number of literary texts from different epochs and see the relevance of grammar as an element of style underscoring the texts' content and its reception.

Assessment/requirements: final written text.

050 755

Poziemski

Translation MM (Schwerpunkt: Fachsprachen), 4 CP

Gruppe A: 2 st. do 10-12

GABF 04/413 Süd

This class will focus on a variety of texts from business & commerce. An interest in English for Specific Purposes and a general grasp of business issues is desirable. Texts will be distributed via Moodle and in class throughout the semester.

Assessment/requirements: final translation assignment.

050 755

Smith

Translation MM, 4 CP

Gruppe B: 2 st. fr 12-14

GABF 04/614 Süd

The course will look at a wide variety of complex ESP texts and the intricate challenges they present to translators.

Assessment/requirements: uploading of translation attempts and translations edited in class and written end-of-term test.

050 756

Thiele

Communication MM (Schwerpunkt: Classroom Communication), 4 CP

Gruppe A: 2 st. do 12-14

GABF 04/614 Süd

The main aim of this course is to explore ways of increasing student talking time in school language lessons. In order to achieve this, we will first focus on rhetorical skills as a way of overcoming natural inhibitions to communicating in a foreign language. A second focus will be on cooperative learning systems.

Material will be provided via Moodle.

Assessment/requirements: grading will be based on performance in seminar-based assignments.

050 756

Zucker

Communication MM, 4 CP

Gruppe B: 2 st. mo 16-18

GABF 04/613 Süd

Gruppe C: 2 st. do 14-16

GABF 04/253 Nord

This class builds on the BA-level courses Academic Skills and Communication AM. We will focus on oral presentation skills, specifically in the format of the academic talk (not to be confused with the classic *Referat*). As a particular convention of presenting the results of one's original research, this is the main form of communication found at academic conferences.

Whether you will actually pursue a career in the academy or teach students in a classroom environment, public speaking skills are essential in many professions nowadays. The principles we discuss and apply in this very interactive class (regarding structure, language and, of course, keeping it concise) will thus serve you well in your professional future.

To attain credit, you will write and present a 15-minute academic talk as well as provide written and verbal feedback to your co-students' presentations. Active participation is thus of central importance for the final grade. Be advised that you will have to talk a lot in this class and be open to criticism, both the dispensing and the receiving thereof. If you like to keep quiet, this class is not for you.

Assessment/requirements: oral talk, feedback, active participation.

EXAMENSMODUL

050 761

Freitag

Examenskolloquium, 5 CP

2 st. mo 16-18

GB 5/38 Nord

Im ersten Teil des Kolloquiums wird anhand von literatur- und kulturtheoretischen sowie literaturhistorischen Texten, die von Woche zu Woche zu lesen sind, auf die mündliche und ggf. die schriftliche Prüfung vorbereitet. Es werden Prüfungssituationen besprochen und auf Wunsch kann auch die schriftliche Prüfung simuliert werden.

In individuellen Gesprächen werden Teilgebiete für die mündliche und ggf. die schriftliche Prüfung sowie Themen für die Masterarbeit abgesprochen.

Im zweiten Teil des Kolloquiums stellt jeder Teilnehmer ein Teilgebiet, das er bis dahin gründlich vorbereitet hat, vor. An dieser Stelle erfolgt die Simulation mündlicher Prüfungsgespräche.

Leistungsanforderungen: aktive Teilnahme und Präsentationen

050 762

Pankratz

Examenskolloquium, 5 CP

2 st. mo 14-16

GB 5/37 Nord

Das Kolloquium dient zur Vorbereitung auf das mündliche und schriftliche Examen. Je nach Interessenlage der TeilnehmerInnen können

1. Techniken zum Anfertigen schriftlicher Abschlussarbeiten
 2. Strategien der Prüfungsvorbereitung
 3. Strategien des Prüfungsgesprächs
- besprochen und geübt werden.

Leistungsanforderungen: aktive Teilnahme und regelmäßige Hausaufgaben.

FORSCHUNGSMODUL AMERIKANISTIK

Campus Essen

Raab

Forschungsseminar im Promotionsstudiengang American Studies:
Mexican American Literature, 5 CP

2 st. do 10-12

UDE, Campus Essen,
R12 R04 H11

The Mexican presence in the United States goes back to at least the end of the war between the U.S. and Mexico in 1848, when the U.S.A. acquired from Mexico the territories that now constitute the Southwest of the United States. Oral and written literary traditions by individuals of Mexican descent were generally excluded from the canon of American literature for at least a century. Only with José Antonio Villarreal's *Pocho* (1959) and with the Chicano Movement that started in the late 1960s did Mexican American literature gain wider recognition. It developed from a literature centered on oppression and resistance to an expression of ethnic pride and, since the 1980s, into an exploration of diverse arenas from feminism to border consciousness and from the situation of farmworkers to gang culture. Students are asked to purchase the following books:

Rudolfo Anaya, *Bless Me, Ultima* (1972), Warner Books, 978-0446675369,
Rolando Hinojosa, *The Valley/Estampas del valle* /(1983/1973), Arte
Público Press, 978-1558857872,
Ana Castillo, *The Guardians* (2007), Random House, 978-0812975710.

This offer is part of the joint doctoral program of the universities Bochum, Dortmund and Duisburg-Essen.

Registration: please contact Prof. Dr. Freitag (kornelia.freitag@rub.de); electronic registration is not available for this course.


Texts: as specified above, reader available from the copy shop at Reckhammerweg 4, 45141 Essen.

Assessment/requirements: regular reading and further performances to be specified at the beginning of the seminar.

Englisches Seminar, 6. Etage

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|---|---|--|---|--|----------------------|--|--|--|---|---|---------------------------|--|
| 6/31 Anglistik II Prof. Meierkord ① 22590 | 6/32 Lederbogen Dornieden (FNO 02/83) ① 28518 ① 28590 | 6/33 Anglistik V Prof. Houwen (FNO 02/85) ① 22518 | 6/34 Hilfskräfte Angl. V (FNO 02/79) ① 22599 | Schw. Brett I ↓ | | 6/36 Computerraum Lincke/Schneider Wießner ① 26769 | 6/37 Thomson (FNO 02/79) ① 22598 | 6/38 Mertes/Mraz van Ackern (Ganzln) ① 22597 | 6/39 Medienraum ① | 6/40 Perk ① 22595 | Bibl. Aufsicht ① 25054 | Video- Ausl. → |
| Schw. Brett II ↓ | | | | | | → Eingang Bibliothek | | | | | | |
| 6/29 Ssempuuma, Wilson ① 23013 | | | WC | | Aufzüge | | Aufzüge | | | | | |
| 6/129 Hilfskräfte Anglistik II Fonken ① 22519 | | | | | Aufzüge | | Treppe | | Durchgang zu Etage 5 ↙ | | | |
| | | | | | | | | | | | | |
| Geschäftsführender Direktor: Prof. Niederhoff Geschäftsführer: Dr. Viol 6/131 ① 28589 | 6/133 Geschäftsführ. Sekretärin: Prskawetz ① 22589 | 6/134 Servicezimmer/ Auslandsberatung ① 22591 | 6/135 Fachschaft Anglistik ① 25053 | 6/136 Dr. Osterried Lehrbeauftragte ① 22588 | Seminarraum 6/137 | | 6/139 Dr. Pfeiler Dr. Smith ① 22593 | 6/140 Dr. Viol ① 28591 | 6/141 Anglistik I Prof. Weidle (N-Süd 03) ① 27943 | 6/142 Briest/Pieper Hilfskräfte Angl. I (N-Süd 24/22) ① 28943 | 6/143 N.N. ① 22522 | 6/144 Hermann (FNO 1/140) ① 22521 |

Englisches Seminar, 5. Etage

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| 5/31 | 5/32 | 5/33 | 5/34 | 5/37 | 5/38 | 5/39 | 5/40 | Bibliothek (Eingang auf Etage 6) | | | | |
| ① 22600 Poziemski Dr. Versteegen | ① 22601 Prof. Ritter | ① 28602 Hilfskräfte Ritter Pipke | ① 22602 Anglistik VI Prof. Pankratz | Seminarraum | Seminarraum | Hilfskräfte Bibliothek | Hilfskräfte Bibliothek | | | | | |
| 5/29 Linne ① 25056 | 5/129 Sicking Hilfskräfte Anglistik III ① 28051 | | W/C | | Aufzüge | | Aufzüge | | Treppe | | Durchgang gzu Etage 6  | |
| 5/131 | 5/132 | 5/133 | 5/134 | 5/135 | 5/136 | 5/137 | 5/138 | 5/139 | 5/140 | 5/141 | | |
| ① 25051 Anglistik III Prof. Niederhoff | ① 28052 Hilfskräfte Angl. IV | ① 25052 Anglistik IV Prof. Freitag | ① 25058 Angl. IV Dr. Kindinger Dr. Steinhoff | ① 25059 Böhm (InStudies) Dr. T. Müller | ① 25060 PD Dr. Klawitter Dr. Minow | ① 25069 Dr. Ottlinger Zucker | ① 25062 Schielke Dr. Thiele Strubel-Burgdorf (FNO 01/131) | ① 25063 Dr. habil. Berg Walter | ① 25064 Hilfskräfte Anglistik VI | 25066① PD Dr. M. Müller Studienberatung | | |