Keine Anmeldung zu den Seminaren über ILIAS. Examenskolloquium nur mit persönlicher Anmeldung bei den Prüfern.

Ausnahme Fachdidaktik: Anmeldung auf Ilias 31.03.-11.04.2014

Das KVV wird fortlaufend aktualisiert. Bitte achten Sie auf Änderungen!

Bezeichnung der Hörsäle: KI (Keplerstr. 11), KII (Keplerstr. 17);
Vorlesung

Text and History II: African American Literature and Culture

This lecture will provide a survey of African American culture from the eighteenth century till today. We shall begin with a few examples of poetry, mainly from Phyllis Wheatley to the Harlem Renaissance, and then move on to 20th-century fiction. The main novelists covered will be Zora Neale Hurston, Richard Wright, Ralph Ellison, Chester Himes, Alice Walker, Toni Morrison, Ishmael Reed and Leon Forrest. Further suggestions are welcome.

Required Texts:
Ralph Ellison, *Invisible Man* (Penguin)
Toni Morrison, *Song of Solomon* or *Tar Baby* (Picador)
Walter Göbel, *Der afroamerikanische Roman im 20. Jahrhundert* (E. Schmidt Verlag)

Module:
Text und Context II (LA)
Text and Context II (BA)

Lecturer: Walter Göbel

Thursday, 11.30 – 13.00, K I, Room 11.42
Vorlesung online über ILIAS

Begleitend für alle Veranstaltungen von Textual Analysis (GymPO), Textual Research (BA 2012), Aufbaumodul Literaturwissenschaft, Technikpädagogik, WiWi BSc Hohenheim

Brosch / Göbel: Cultural Studies – A Framework for the Study of Literature
Introduction to Literature

Grundkurs Literaturwissenschaft (G1)

In this course students will be familiarized with the basic tools, concepts and theoretical approaches for the critical analysis of literature. We will discuss narrative, poetic and dramatic texts under formal and thematic aspects in order to place them in broader theoretical and/or historical contexts. Additionally, this seminar will also focus on more general methods of research which are required for the study of literature.

The seminar will be accompanied by a weekly tutorial.

Prerequisite: Attendance of Essay Writing

Required texts:
Woolf, Virginia/Mrs Dalloway./Penguin edition (recent one).

Degree type/Studiengang:
Introduction to Literary Studies, BA Anglistik (neu) HF+NF
Grundlagen Lehramt (GymPO) HF+BF
Grundlagenmodul Literatur im BSc Wirtschaftspädagogik (Uni Hohenheim)
Grundlagen BSc/MSc Technikpädagogik

Lecturer: Nina Jürgens

Wednesday, 17.00 – 18.30, KII, room 17.73
Proseminar Textual Analysis (G2/G3/CS)

In Zusammenhang mit Online-Vorlesung “Cultural Studies – A Framework for the Study of Literature”

The History of the Sonnet in English

Although the sonnet is one of the few poetic forms of a predetermined length and a specific pattern of sound, it is a form that remains open and unpredictable. Modernist poet Edna St. Vincent Millay testifies to the power of the sonnet: “I will put Chaos into fourteen lines / And keep him there.” In this course, we will not only investigate poems that bully Chaos into fourteen lines. We will also consider sonnets which unleash the power of Chaos through this most chameleon of poetic forms. While we will begin with some of the earliest sonnets in English, we will devote much of our time to 19th and 20th-century variants of the sonnet.

Prerequisites:

Required Texts:
The Penguin Book of the Sonnet: 500 Years of a Classic Tradition in English, edited by Phillis Levin

Type of degree / Studiengänge:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Jessica Bundschuh

Tuesday, 09.45 – 11.15, KII, Room 17.98
20th Century Irish Drama

The remarkable difference between Ireland in 1899 and 1999 makes modern and contemporary Irish drama an ideal subject for the study of cultural change. Modern Irish drama—shaped by the forces of nationality in the early 20th century—emerges out of difference, especially the difference between Ireland and the predominating culture of the English empire. In founding the Abbey Theatre at the turn of the century with W.B. Yeats, Lady Gregory argues that they “will show that Ireland is not the home of buffoonery and easy sentiment…but of ancient idealism.”

In this course, we will focus on those playwrights who shaped the landscape of Irish drama since the early days of the Irish National Theatre, up to the last decade of the 20th century: W.B. Yeats, Lady Gregory, J.M. Synge, Bernard Shaw, Samuel Beckett, Brian Friel, Conor McPherson, and Marina Carr.

Prerequisites:

Required Texts:
Modern and Contemporary Irish Drama, edited by John P. Harrington

Type of degree / Studiengänge:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Jessica Bundschuh

Friday, 9.45 – 11.15, KII, room 17.22
Key Texts and Terms in US Cultural History

This course will take you on a journey through time to provide you with a basic understanding of US cultural history by introducing you to a selection of key texts from the 16th century through the 21st century. Materials will cover written and visual texts like John Winthrop’s “A Model of Christian Charity” of 1630, Dorothea Lange’s photograph “Migrant Mother” (1936), and key terms like “Manifest Destiny” or “Borderlands.” We will trace early encounters with the “New World,” follow the establishment and shaping of the new nation, consider societal changes, discuss the challenges of domestic and foreign policy, listen to dissenting voices, and debate contemporary perspectives and interpretations of the United States.

Required Texts:
Materials will be provided on ILIAS.

Modules:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Veronika Hofstätter

Wednesday, 09:45-11.15, KI, room 17.16
American Short Stories

The American short story is also called a “national art form.” A. Walton Litz states that this “does not mean the greatest short stories have been written by Americans, although our literature can claim more than its fair share, but that the history of the American short story is a faithful record of our literary and social development.” Our seminar provides an interpretation and analysis of American short stories from the early 19th century to the present day. The list of authors included reflects canonical authors as well as the ever-growing interest in women writers, black writers, and contemporary writers.


Modules:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Wolfgang Holtkamp

Wednesday, 11.30 – 13.00, K II, Room 17.02
Twentieth Century American Drama

This seminar wants to present an introduction to twentieth-century American drama. To show the closeness and interdependence of American drama, theatre, and criticism we will study and evaluate various trends and representatives of this genre. Depending on funding, an excursion to the USA will be offered for a limited number of students.

Required Texts:
Thornton Wilder, *Our Town*
Tennessee Williams, *A Streetcar Named Desire*
Edward Albee, *Who Is Afraid of Virginia Woolf?*
Arthur Miller, *The Crucible*
David Mamet, *American Buffalo*

Modules:
BA (2002)  
Lehramt alt (WPO)  
“Textual Research” im BA (2012) HF + NF  
“Textwissenschaft” im Lehramt (GymPo) HF + BF  
“Textwissenschaft” im BSc/MSc Technikpädagogik  
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Wolfgang Holtkamp

Friday, 11.30  13.00, K II, Room  17.16
In Conversation with Globalization: USA, India, South Africa, Germany (Online Course and Excursion)

After World War II international conditions, such as the decolonialization of the British and French empires, promoted the expansion of America’s cultural and ideological power. This seminar wants to explore several of the aspects of this expansion with regard to the USA, Asia (with focus on India), Africa (focus on South Africa), and Europe (in particular Germany). Participants will study the emergence, shaping, and modification of cultural spaces and identities. Course topics include globalization theory, politics, economy, culture, and literature.

This online course will be offered in the winter term 2014/15 in cooperation with our partner institutions St. Xavier’s College, University of Mumbai, India, and Saint Louis University, Saint Louis, Missouri, USA, and Stellenbosch University, South Africa. Students will study together in a virtual classroom.

This course includes a **project week** in Mumbai (January 2015).

**Modules:**
- BA (2002)
- Lehramt alt (WPO)
- “Textual Research” im BA (2012) HF + NF
- “Textwissenschaft” im Lehramt (GymPo) HF + BF
- “Textwissenschaft” im BSc/MSc Technikpädagogik
- Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

**Lecturer:** Wolfgang Holtkamp

For more details about the online course and the excursion, please attend the orientation seminar on Wednesday, April 23, 15.45 – 17.15, KII, room 17.11
A Digital Companion to Robert Coover’s The Public Burning

This seminar approaches Robert Coover’s seminal 1977 postmodernist novel *The Public Burning* from at least three different angles: 1) a historico-cultural one from which the book appears as an encyclopedia of the United States in 1953 (which makes this course a cultural studies introduction to the early Cold War); 2) an (inter-)textual one in which the book is studied for its rich network of references to literary and other texts, which makes this course a literary studies introduction to (inter-)textual analysis; and 3) a digital philology one aiming at making the insights of the other two approaches available in electronic form (which makes this a digital humanities course). Thus, our in-depth discussion of the book will be followed by an effort to collectively produce an annotated edition of (a part of) Coover’s novel. No prior knowledge of digital tools is required.

**Modules:**

Proseminar Textual Analysis (G2/G3/CS)
- BA (2002)
- Lehramt alt (WPO)
- “Textual Research” im BA (2012) HF + NF
- “Textwissenschaft” im Lehramt (GymPo) HF + BF
- “Textwissenschaft” im BSc/MSc Technikpädagogik
- Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Hauptseminare / G4
- G4 im BA Anglistik (2002) HF+NF
- HS im BA Anglistik (2002) HF
- HS im Lehramt (WPO) HF+BF
- Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence”, Wahlmodul 5 “Intermediality” im Lehramt (GymPO)
- Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
- Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik
- Kernmodul 1 “Cultural Studies” MSc Wirtschaftspädagogik

** Lecturer: Guido Isekenmeier**

**Friday, 11.30-13.00, K II, Room 17.15**
American Utopian Novels

Literally meaning ‘a place that does not exist’, utopia envisions a desirable and perfect world, designed as a radical critique of an imperfect society from which the utopian traveller departs – of its social, ecological or its postcolonial condition. This course will concentrate on American utopian novels and examine fictional constructs of utopia by Edward Bellamy, Charlotte Perkins Gilman, B. F. Skinner, Joanna Russ and Ernest Callenbach, as well as one of their pessimistic or dystopian counterparts, Leslie Marmon Silko’s *Gardens in the Dunes*. At the same time, the aim of this course is to familiarize students with applying key critical perspectives deployed in the online-lecture “Cultural Studies – A Framework for the Study of Literature”.

**Required Texts:**
B. F. Skinner. *Walden Two*. (Hackett)
Ernest Callenbach. *Ecotopia*. (Bantam Books)
Joanna Russ. *The Female Man*. (Beacon Press)
Lesie Marmon Silko. *Gardens in the Dunes, A Novel*. (Scribner Paperback)
Charlotte Perkins Gilman’s *Herland* will be made available on ILIAS

**Modules:**
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

**Lecturer: Sabine Metzger**

Monday, 09.45-11.15, K II, Room 17.15

Globalization is often read as a purely contemporary phenomenon. With regard to cultural mobility however, the 19th century was just as “global” as the world we live in today (Osterhammel). Especially in the United States questions concerning immigration, cultural diversity, cosmopolitanism and globalization have always been important issues. As a ‘nation of immigrants’, “frontier society” and major international agent, the U.S. has had much influence on global issues. But neither has the U.S. ever been a place of universal hospitality nor has its cultural reach been truly global. This course will approach 19th century American Literature from the perspective of globalization and the question of planetarity. We will specifically look at texts by Herman Melville, E.A. Poe, Nathaniel Hawthorne and Mark Twain. Prospective participants should start to read Moby Dick by Herman Melville during the semester break.

Required reading:
Herman Melville, Moby Dick.
Nathaniel Hawthorne, The Marble Faun.
Selected Short Stories and Secondary Literature (ILIAS)

Modules:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Dennis Mischke

Thursday, 09.45-11.15, K II, Room 17.24
South African Indian marginalised narratives

This course will study South African Indian marginalised narratives in post-apartheid South Africa. The way in which the writers of Indian ethnicity have tried to come to terms with post-apartheid South Africa is particularly striking in that it is dominated by a sense of humour that, in reality, betrays the feelings of uncertainty and shame inherited by the institution of apartheid. In the face of white supremacy and institutionalised discrimination, feelings of shame and inadequacy became part and parcel of everyday life. On the other hand, the black majority of the population were conceived as an ineffable threat. The Indian population of South Africa, then, embarked on a journey of “forced purification” of those of their characteristics that seemed to threaten their position of relative privilege. The question remains in how far this group of marginalised peoples could actively create their senses of identity in a situation of fear against both the white and the black “other” on the one hand, and their own feelings of inadequacy on the other. We will try to tackle these questions in looking at Aziz Hassim’s Revenge of Kali (2011), Ronnie Govender’s At the Edge: And other Cato Manor Stories (1996), and Imraan Coovadia’s Green-Eyed Thieves (2011). Participants will have to read three novels, the first of which, Revenge of Kali, they are required to have read before the course begins. Additional texts will be provided in class.

Required Texts:
Aziz Hassim: Revenge of Kali (2011)
Ronnie Govender: At the Edge: And other Cato Manor Stories (1996)
Imraan Coovadia: Green-Eyed Thieves (2011)

Lecturer: Alexandra Negri

Tuesday, 14.00 – 15.30, K II, Room 17.22
Contemporary American Short Fiction

Through a rich selection of short fiction from the 1950’s on, we will explore works by notable authors who represent influential voices in contemporary North American fiction. We will begin with a review of the historical development of influences on short fiction in America. Our literary survey will include texts by Joyce Carol Oates, Raymond Carver, Ray Bradbury, Eudora Welty, Louise Erdrich, Kurt Vonnegut, John Updike, Alice Munro, John Cheever, and Andre Dubus.

Required Texts: Course materials will be provided on ILIAS.

Modules:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Michelle Pfanz

Tuesday, 11.30-13.00, K II, Room 17.24
Survey of Contemporary American Short Fiction

Through a rich selection of short fiction from the 1950’s on, we will explore works by notable authors who represent influential voices in contemporary North American fiction. We will begin with a review of the historical development of influences on short fiction in America. Our literary survey will include texts by Joyce Carol Oates, Raymond Carver, Ray Bradbury, Eudora Welty, Louise Erdrich, Kurt Vonnegut, John Updike, Alice Munro, John Cheever, and Andre Dubus.

Required Texts: Course materials will be provided on ILIAS.

Modules:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Michelle Pfanz

Thursday, 14.00 – 15.30, K II, Room 17.73
Survey of American Poetry

“Survey of American Poetry” focuses on one-two major poem/poet per week over the entire semester, moving historically from Puritan New England to the contemporary period. Perfect for advanced students of poetry as well as students wanting to learn more about interpreting and writing about poetry, the class offers students the chance to analyze American poetry in broad strokes, then focus specifically on a poem/poet of their choice.

Depending on their particular degree program, students are required to submit weekly one-page reactions to the poems, present a topic to the class, submit a course paper and take a final, in-class examination (passage identification and short essay).

Run in a seminar format, the course will involve short lecture followed by dynamic, though-provoking open class discussion in an academic environment that cherishes original critical thinking. Don’t miss this class!


Specific poems and class dates will appear in the course syllabus.

Required Texts: all poems can be found online. Recommended print sources are either The Heath Anthology of American Literature or The Norton Anthology of American Literature.

Modules:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Richard Powers, Associate Professor, University of Maryland

Wednesday, 14:00-15:30, K II, Room 17.91
Australian Frontier Narratives

This is a course focusing on contemporary Australian literature, in particular on historical novels set on the colonial frontier. Frontiers, those borderland regions where expanding white settlement came into contact with Aboriginal inhabitants in eighteenth and nineteenth century Australia, were highly contested spaces. In some places, at some times, they were zones of exchange, negotiation and accommodation between the British newcomers and indigenous Australians. But more often, frontiers were places of extreme violence as white invaders sought to take over Aboriginal land for their exclusive use. However, it’s only since the 1980s that white Australia has begun to acknowledge the extent of frontier violence and to thematise frontier warfare in its history writing and in its fiction. We will examine some of this fiction writing in class. The program will include works by both Aboriginal and non-Aboriginal authors, who, despite setting their fiction in the past, are very much engaged in addressing contemporary debates in Australian society about land, history, nationhood and black-white relations. Participants will need to read three novels for this course, the first of which, Remembering Babylon, they will have to start reading before the course begins. Other reading material will be provided in class.

Required reading:
Remembering Babylon (1993) by David Malouf
The Secret River (2005) by Kate Grenville
That Deadman Dance (2011) by Kim Scott

Type of degree / Studiengänge:
BA (2002)
Lehramt alt (WPO)
“Textual Research” im BA (2012) HF + NF
“Textwissenschaft” im Lehramt (GymPo) HF + BF
“Textwissenschaft” im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

Lecturer: Geoff Rodoreda

Wednesday, 11.30 – 13.00, KII, Room 17.81
Novel and Empire

The course surveys literary configurations of British imperialism from its early stages to the 1920s. Focusing on representations of imperial landscapes, (post)colonial identities, and tropes of the Empire we will shed light on the relationship of narration and nation at different times and settings of imperial presence. Through close readings, we will investigate how fictional accounts of the Empire have helped to shape and facilitate, but also to counteract and deconstruct imperial ideologies. In particular we will look at the developments and traditions of the realist novel, from Aphra Behn’s *Oronooko* (1688) to E.M. Forster’s *A Passage to India* (1924), and its productive role in the forming of the Empire.

Please read the required texts before the beginning of the semester. Additional texts will be provided through Ilias.

**Required Texts:**
- Aphra Behn. *Oronooko; or, the Royal Slave: A True History*
- Daniel Defoe. *The Life and Strange Surprizing Adventures of Robinson Crusoe*
- Charlotte Brontë. *Jane Eyre*
- Rudyard Kipling. “The White Man’s Burden”
- Joseph Conrad. *Heart of Darkness*
- Bram Stoker. *Dracula*
- E.M. Forster. *A Passage to India*

**Modules:**
- BA (2002)
- Lehramt alt (WPO)
- “Textual Research” im BA (2012) HF + NF
- “Textwissenschaft” im Lehramt (GymPo) HF + BF
- “Textwissenschaft” im BSc/MSc Technikpädagogik
- Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim

**Lecturer:** Stephanie Siewert

**Tuesday, 11.30-13.00, K II, Room 17.72**
Case Study of Key Texts II
(zusammen mit VL Text and History II, siehe VL Göbel)

African American Literature and Culture (1 x 45 Min.)

This course accompanies the lecture on African American literature and culture. We will study exemplary African American texts in depth. Most of the texts will be provided as photocopies, but two novels must be read in full: Ralph Ellison’s *Invisible Man* and Toni Morrison’s *Song of Solomon*.

**Required Texts:**
Ralph Ellison, *Invisible Man* (Penguin)
Toni Morrison, *Song of Solomon* (Vintage)

**Module:**
“Text and Context II”, BA (2012)
„Text und Kontext“ Nebenfach, BA (2012)
“Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
Nf Modul „Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
Seminarmodul, WiWi BSc Hohenheim

**Lecturer: Walter Göbel**

**Thursday, 14.00 – 14.45, K II, Room 17.98**
African American Literature and Culture (2 x 45 Min.)

This course is designed to complement the lecture „African American Literature and Culture“. It will offer an in-depth discussion of the topics and texts covered in the lecture.

**Required Texts:** Texts will be made available on ILIAS

**Modules:**
- “Text and Context II”, BA (2012)
- “Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
- Nf Modul „Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
- Seminarmodul, WiWi BSc Hohenheim

**Lecturer: Sabine Metzger**

Monday, 14.00 - 14.45 und 14.45 – 15.30, K II, Room 17.92
African American Literature and Culture (2 x 45 Min.)

This course accompanies the lecture “African American Literature and Culture”. Our main focus will be on Toni Morrison’s *Beloved* and *A Mercy*, respectively, as well as Ralph Ellison’s *Invisible Man*. Students are expected to have read *Beloved* before the course begins. Furthermore, *A Mercy* and *Invisible Man* will be read in full in the course of the lecture. Additional excerpts of relevant key texts such as Toni Morrison’s *Song of Solomon*, Richard Wright’s *Native Son* and Zora Neale Hurston’s *Their Eyes were watching God* will be provided in class.

**Required Texts:**
Toni Morrison: *Beloved*
Ibid.: *A Mercy*
Ralph Ellison: *Invisible Man*

**Module:**
“Text and Context II”, BA (2012)
„Text and Context“ Nebenfach, BA (2012)
“Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
Nf Modul „Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
Seminarmodul, WiWi BSc Hohenheim

**Lecturer: Alexandra Negri**

Tuesday, 11.30 – 13.00, K I, Room 11.91
African American Literature and Culture (2 x 45 Min.)

Key texts from the 19th century will be analyzed to establish the generic grounds of the novel and the romance. This course is designed to complement the lecture “African American Literature and Culture”. Hence the course will mainly follow the syllabus of the lecture and provide the grounds for in-depth discussion of the texts, topics and critical idioms. Against this backdrop two interpretations in form of two essays will have to be delivered.

Please read the following text prior to our first session: Ralph Ellison “The Invisible Man”

In the course of the semester students will be familiarized with a wide variety of works:

Richard Wright “Native Son”
Ralph Ellison “The Invisible Man”
Zora Neal Hurston “Their Eyes Were Watching God”
Toni Morrison “Song of Solomon” and “Tar Baby”
Ishmael Reed “Flight to Canada” and “Mumbo Jumbo”
Chester Himes “Cotton Comes to Harlem”

**Required Texts:** Ellison, Ralph “The Invisible Man”
Morrison, Toni “Song of Solomon”
Göbel, Walter “Der afroamerikanische Roman”

**Modules:**

“Text and Context II”, BA (2012)
„Text and Context“ Nebenfach, BA (2012)
“Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
Nf Modul „Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
Seminarmodul, WiWi BSc Hohenheim

**Lecturer:** Helene Rädler

**Tuesday, 15.45 – 16.30 und 16.30 - 17.15, K I, Room 11.62**
African American Literature and Culture (2 x 45 Min.)

This seminar accompanies the lecture course “African American Literature and Culture”. In weekly 45-minute sessions we will further analyze the literary works and cultural issues discussed in the main lecture course, helping students to develop their close reading and research skills.
A selection of short extracts for thorough analysis will be available in a course reader. We will deal at greater length with Ralph Ellison’s fascinating *Invisible Man* and also look into Tony Morrison’s *Tar Baby*.
In addition, this seminar offers future teachers a selection of specific exercises geared to the teaching of African American Literature and Culture in the EFL classroom. The aim is to enhance their **transfer competence**, enabling cross-referencing (FD I) and consideration of literary and cultural studies in light of didactic concerns.

**Modules:**
- “Text and Context II”, BA (2012)
- “Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik
- Nf Modul „Text und Kontext II“, Lehramt (GymPo) + Technikpädagogik

**Seminarmodul, WiWi BSc Hohenheim**

**Lecturer:** Saskia Schabio

**Tuesday, 14.00 -14.45 und 14.45 – 15.30, K II, Room 17.11**
Hauptseminare / G4

Modernist Fiction

This class will focus on British and American modernist fiction and also provide a purview of the modernist epoch. The first session will attempt to define modernism and will begin with a few examples of poetry. We shall then move to the first modernist novel in English, Joseph Conrad’s *Heart of Darkness* and discuss basic modernist narrative techniques and the relation between modernism and postcolonialism. With Virginia Woolf’s *Mrs. Dalloway* we come to an expert of the stream-of-consciousness technique. Then we will turn to the US with a few excerpts from Jean Toomer’s *Cane* and finally analyse William Faulkner’s *Light in August* in depth.

**Required Texts:**
Virginia Woolf, *Mrs. Dalloway* (Penguin Modern Classics)
William Faulkner, *Light in August* (Vintage Classics)

**Modules:**
G4 im BA Anglistik (2002) HF+NF
HS im BA Anglistik (2002) HF
HS im Lehramt (WPO) HF+BF
Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence”, “Interculturality”, “Intermediality” im Lehramt (GymPO)
Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik
HS Intercultural Communication im Kernmodul 1 “Cultural Studies” des Hohenheimer MSc Wirtschaftspädagogik

**Lecturer: Walter Goebel**

Tuesday, 09.45 – 11.15, K II, Room 17.23
Los Angeles in Film and Fiction

Los Angeles, the city which has been mediatised around the world, has for quite some time epitomized the future of the American city. In this seminar we will investigate some of the historical, cultural, economic and political trends that have shaped the many faces of Los Angeles. We will look at some of the salient phenomena that have characterized the Pacific Rim megalopolis (suburbanization, conurbation, New Urbanism, “balkanization”), read and discuss theoretical approaches by Fredric Jameson, Edward Soja, and Mike Davis, and, of course, will watch and analyze two iconic films. In the second half of the semester we will focus on fictional representations of LA by Nathanael West, John Rechy, and Bret Easton Ellis.

**Required Texts:**
- Nathanael West, *Day of the Locust* (1939)

**Modules:**
- G4 im BA Anglistik (2002) HF+NF
- HS im BA Anglistik (2002) HF
- HS im Lehramt (WPO) HF+BF
- Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence”, “Interculturality”, “Intermediality” im Lehramt (GymPO)
- Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
- Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik
- HS Intercultural Communication im Kernmodul 1 “Cultural Studies” des Hohenheimer MSc Wirtschaftspädagogik

**Lecturer: Marc Priewe**

**Tuesday, 14.00 – 15.30, KII, Room 17.92**
Native American Literature

Building on the foundation of the oral tradition—stories, songs, and poems of traditional Native Americans—this course is an examination of contemporary authors and issues in American Indian literature. Our primary focus will be on contemporary Native American literature written in English, which draws on stories and traditions that have been passed down for generations. Over the course of the semester, we will analyze literary texts from a range of genres, read books by some amazing writers, and learn about different tribal cultures, languages, and histories. One purpose of this course will be to help students understand some of the problems involved in the field of Native American Studies, especially with regard to the different communities included in the definition of “Native America.”

Required Texts:
John Neihardt and Nicholas Black Elk, Black Elk Speaks (1932)
N. Scott Momaday, House Made of Dawn (1967)
Leslie M. Silko, Ceremony (1977)
Sherman Alexie, Reservation Blues (1995)

Modules:
G4 im BA Anglistik (2002) HF+NF
HS im BA Anglistik (2002) HF
HS im Lehramt (WPO) HF + BF
Pflichtmodul 8 “Textformen,” Wahlmodul 3 “Textual Competence” und Wahlmodul 5 “Intermediality” im Lehramt (GymPO)
Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik
HS Intercultural Communication im Kernmodul 1 “Cultural Studies” des Hohenheimer MSc Wirtschaftspädagogik

Lecturer: Marc Priewe

Wednesday, 09.45 – 11.15, K II, Room 17.72
Early American Literature

This seminar will discuss different literary genres from the era of contact and settlement in what is now the United States of America. Beginning with Native American mythology and discovery writings, this course then explores a variety of textual representations of colonial North America from the seventeenth and early eighteenth centuries. At that time, writers not only imitated English literary models but also adapted them and thereby laid the foundations for an early "American" style of writing. In the course of the semester, students will acquire an in-depth knowledge of American Puritan literature and beyond, especially providential histories, sermons, spiritual autobiographies, polemical tracts, and poetry. The main authors to be discussed include, among others, John Winthrop, William Bradford, Thomas Morton, Anne Bradstreet, Roger Williams, Mary Rowlandson and Jonathan Edwards.


Additional material will be provided in a reader.

Modules:
HS im BA Anglistik (2002) HF
Ergänzungsmodul “Textual Forms” und “Textual Competence” im BA Anglistik (2012)
HS im Lehramt (WPO) HF+BF
Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence” im Lehramt (GymPO)
Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik

Lecturer: Marc Priewe

Thursday, 09.45 – 11.15, K II, Room 17.11
Poetry & Democracy: Founding the Nation

In *Democratic Vistas* (1871), Walt Whitman argues that founding a nation requires a poet’s passionate voice, more persuasive than a politician’s:

I say that democracy can never prove itself…until it founds and luxuriantly grows its own forms of art, poems…. Our fundamental want today in the United States…is of native authors…fit to cope with our occasions, [and] affecting politics far more than the popular superficial suffrage, with results inside and underneath the elections of Presidents or Congresses.

In this course, will we reflect on the role of poetry in the founding of three independent nations: America, Ireland and Australia. Our examination of key poetic texts from each nation will allow us to consider how a poem—as an intense concentration of individual consciousness—can balance the needs of the social and the individual, the goal of democracy.

**Required Texts:**
A reader will be available on ILIAS.

**Degree type/ Studiengang:**
G4 im BA Anglistik (2002) HF+N
HS im BA Anglistik (2002) HF
Ergänzungsmodule “Textual Forms” und “Textual Competence” im BA Anglistik (2012)
HS im Lehramt (WPO) HF+BF
Pflichtmodul 8 “Textformen”, Wahlmodul 1 “Interculturality” und Wahlmodul 3 “Textual Competence” im Lehramt (GymPO) und Wahlmodul 5 “Intermediality” im Lehramt (GymPO)
Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
Vertiefungsmodul 1a “Interculturality” und 1b “Textformen” im M.Sc. Technikpädagogik
Kernmodul 1 “Cultural Studies” MSc Wirtschaftspädagogik

**Lecturer: Jessica Bundschuh**

**Tuesday, 11.30 - 13.00, K II, room 17.98**
Anglo-American Modernisms

This seminar gives an overview of the varieties of Anglo-Irish and American modernism. We will explore its early avant-gardist beginnings in vorticism and imagism and the writings of Gertrude Stein, whose 27 rue de Fleurus salon in Paris went on to become a major place of encounter between continental (visual) artists and Anglo-American writers. The latter group can be further subdivided into, on the one hand, the representatives of what might be called ‘high’ modernism (among them James Joyce, whose *Ulysses* was published in 1922, the *annus mirabilis* of modernism which also the publication of T.S. Eliot’s *The Waste Land*) and the American expatriates (among them F. Scott Fitzgerald, Ernest Hemingway, and Djuna Barnes). Finally, we will also look at texts by that group of writers representing the ‘homemade’ version of American modernism (e.g. Marianne Moore and William Carlos Williams). The texts we read will be as various as their authors, ranging from manifestoes and essays to poems, novels and short stories. One major focus of the course will be on the role and significance of the city in and for modernist literature.

Prerequisites:

**Required Texts:**
Course Reader  
Dos Passos, John. *Manhattan Transfer* (1925)  
Barnes, Djuna. *Nightwood* (1936)

**Modulzuordnung in den Studiengängen:**  
G4 im BA Anglistik (2002) HF+NF  
HS im BA Anglistik (2002) HF  
Ergänzungsmodule “Textual Forms”, “Intermediality” im BA Anglistik (2012)  
HS im Lehramt (WPO) HF+BF  
Pflichtmodul “Textformen”, Wahlmodul “Intermediality” im Lehramt (GymPO)  
Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik  
Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik

**Lecturer: Guido Isekenmeier**

**Wednesday, 11.30 - 13.00, K II, room 17.11**
Cultural Theories

Cultural studies, with its anti-elitist and egalitarian impetus, provides almost unlimited licence to integrate any cultural ‘artifact’ into our understanding of culture – from gangster hip-hop to Lady Gaga or “How I met your mother”, often yielding fascinating insights into the forces of social and political domination and raising issues of responsible representation. Its dismissal of the received cultural archive has also served to feature the cultural productions of underrepresented groups and populations. Engagement with “others” in postcolonial, ethnic and minority literature seems to offer an education in perspective-taking as well as empathy. Even so the difficulties and limitations of building such intercultural competence, the dangers of commodification, mis-representation, and false empathizing, memorably expressed in Spivak’s “Can the subaltern speak?” have been widely explored. This has important ethical dimensions, to which writers and Cultural Theorists across feminist, Marxist and postcolonial strands, have provided intriguing responses, from Virginia Woolf’s *A Room of One’s Own* to Said’s *Orientalism* and Judith Butler’s *Frames of War: Is Life Grievable?*

The seminar addresses the impact of the so-called cultural turn in the EFL classroom, and its ethical dimension in the engagement with Others. Medial presentations of “cultural Others” in popular series will be of special interest. By providing a systematic survey over seminal cultural theories, this course also offers future teachers an occasion to strengthen their transfer competence, through cross-referencing between their knowledge of cultural studies and pedagogy. (Illias: online lecture and course syllabus)

**Required Texts:**

**Modules:**
WPO Lehramt Englisch, EPG, Landeskunde/Cultural Studies
Basis-/Aufbaumodul Cultural Studies, BA Anglistik (alt) HF (CS-Seminar)
Modul 3, BA Anglistik (alt) NF Cultural Studies Seminar
Wahlmodul 1 “Interculturality” im Lehramt (GymPO)
Ergänzungsmodul “Interculturality” im BA Anglistik (2012)
EPG II
Kernmodul 1: Cultural Studies, MSc WiWi Hohenheim

**Lecturer:** Saskia Schabio

**Tuesday, 11.30 – 13.00, K II, Room 17.91**
“Canadian Fiction” within the Americas

"Nothing about Quebec separatism?" "They've left that to The Mighty Hamlet. But you do see my point. In Calypso, anything goes—from Shakespeare to separatism." In his Calypso Warrior Ken McKoogan explores calypso music as "Blues with a political dimension", taking the work of Caribbean writer Sam Selvon as a model for his articulation of Canadianness. Selvon, who became a Canadian citizen in 1978, belongs to a group of fascinating writers from the Caribbean, who have significantly influenced the Canadian literary landscape. This course places “Canadian fiction” within an expanded vision of the “Americas” – beyond the traditional emphasis on the United States. Taking our cue from C. Dabydeen’s 1978 anthology Canada In Us Now, the aim is to engage with the “immigrant imagination and its invention of Canada” (Itwaru), its visions of home, belonging, and the nation. A course reader and syllabus will be available at the first session.

Required texts:


Modules:

- HS im BA Anglistik (2002) HF
- HS im Lehramt (WPO) HF+BF
- Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence”, “Interculturality”, “Intermediality” im Lehramt (GymPO)
- Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
- Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik
- Kernmodul 1: Cultural Studies, MSc WiWi Hohenheim

Lecturer: Saskia Schabio

Tuesday, 15.45 – 17.15, K II, Room 17.12
**Samuel Beckett**

In this seminar, Beckett’s narrative prose will be on a par with his dramatic works. We will trace Samuel Beckett’s Joycean beginnings in the ten short stories published under the title *More Pricks than Kicks* (London, 1934) and his first published novel, *Murphy* (London, 1938). We will then focus on his novel *Watt* (Paris, 1953), mainly written in the years 1942-45 whilst he and Suzanne had to hide in the village of Roussillon in Vichy France. From his dramatic oeuvre, four of his major plays will be included: *Waiting for Godot*, *Endgame*, *Krapp’s Last Tape*, and *Happy Days* (1953-1961), before finally reading the short text written for Morton Feldman’s opera *Neither* in the light of *That Time* and *Footfalls* (1975).

**Required Texts:**
Samuel Beckett. *More Pricks than Kicks*  
--- *Murphy*  
--- *Watt*  
--- *Waiting for Godot*  
--- *Endgame*  
--- *Krapp’s Last Tape*  
--- *Happy Days*  
The short text “Neither”, and *That Time* as well as *Footfalls* will be accessible on ILIAS.

**Modulzuordnung in den Studiengängen:**
G4 im BA Anglistik (2002) HF+NF  
HS im BA Anglistik (2002) HF  
Ergänzungsmodule “Textual Forms” und “Textual Competence” im BA Anglistik (2012)  
HS im Lehramt (WPO) HF+BF  
Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence” im Lehramt (GymPO)  
Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik  
Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik  
Kernmodul 1 “Cultural Studies” MSc Wirtschaftspädagogik

**Lecturer: Martin Windisch**

Tuesday, 11.30 – 13.00, K II, Room 17.16
Shakespeare Rewrites

The rewriting of Shakespeare’s plays has always fascinated dramatists as one of the most demanding challenges in terms of artistically and politically responding to the works of the greatest playwright. In the Shakespeare year 2014, this seminar will focus on two major tragedies, *Hamlet* and *King Lear*, and their twentieth-century counterparts, Tom Stoppard’s *Rosencrantz and Guildenstern are Dead* (1966/67) and Edward Bond’s *Lear* (1971). We will also include Heiner Müller’s landmark *Die Hamletmaschine* (1977). A prose adaptation of the Lear story to the social milieu of twentieth-century Iowa, Jane Smiley’s best-selling novel *A Thousand Acres* (1991), will be considered to further specify generic differences.

**Required Texts:**
- William Shakespeare. *Hamlet*  
  --- *King Lear*  
- Tom Stoppard. *Rosencrantz and Guildenstern are Dead*  
- Edward Bond. *Lear*  
- Jane Smiley. *A Thousand Acres*  
- Heiner Müller’s *Hamletmaschine* will be accessible on ILIAS.

**Modulzuordnung in den Studiengängen:**
- G4 im BA Anglistik (2002) HF+NF  
- HS im BA Anglistik (2002) HF  
- Ergänzungsmodule “Textual Forms” und “Textual Competence” im BA Anglistik (2012)  
- HS im Lehramt (WPO) HF+BF  
- Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence” im Lehramt (GymPO)  
- Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik  
- Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik  
- Kernmodul 1 “Cultural Studies” MSc Wirtschaftspädagogik

**Lecturer: Martin Windisch**

**Tuesday, 14.00 – 15.30, K II, Room 17.15**
Dystopian Fiction

The breath-taking topicality of dystopian fiction will in itself be the starting-point of our inquiry, taking into account not only the literary works *Nineteen Eighty-Four* (1949), *V for Vendetta* (1982-89), *The Handmaid’s Tale* (1985), and *The Hunger Games* trilogy (2008-10), but equally their no less popular film adaptations. A more specific concern will be the topic of love as political act that can be found in all the works selected, though in quite different ways and with divergent generic implications.

**Required Texts:**
George Orwell. *Nineteen Eighty-Four*
Alan Moore and David Lloyd. *V for Vendetta*
Margaret Atwood. *The Handmaid’s Tale*
Suzanne Collins. *The Hunger Games*
--- *Catching Fire*
--- *Mockingjay*

**Modulzuordnung in den Studiengängen:**
G4 im BA Anglistik (2002) HF+NF
HS im BA Anglistik (2002) HF
Ergänzungs module “Textual Forms” und “Textual Competence” im BA Anglistik (2012)
HS im Lehramt (WPO) HF+BF
Pflichtmodul 8 “Textformen” und Wahlmodul 3 “Textual Competence” im Lehramt (GymPO)
Vertiefungsmodul 2 “Textual Competence” und Spezialisierungsmodul 1 “Text and Theory” im MA Anglistik
Vertiefungsmodul 1b “Textformen” im M.Sc. Technikpädagogik
Kernmodul 1 “Cultural Studies” MSc Wirtschaftspädagogik

**Lecturer: Martin Windisch**

**Wednesday, 17.30 – 19.00, K II, Room 17.81**
Kolloquien

Colloquium for Exam Candidates

Lerninhalte:
The colloquium covers the main periods of American literature and prepares the candidates for typical exam topics, including the essay topics. Every participant is expected to present a paper on the topic of his/her choice. Only students who have been accepted as exam candidates in my office hours should participate.

Required Texts: Will be provided

Bemerkungen:
Exam candidates who have registered in my office hours are automatically admitted to the colloquium. No certificates issued (Scheine), but a presentation in class is expected. Candidates must have registered in a Hauptseminar of the lecturer.

Lecturer: Walter Göbel

Thursday, 15.45 – 17.15, K II, Room 17.14
Colloquium for Exam Candidates

The colloquium covers the main periods of American literature and prepares the candidates for typical exam topics, including the essay topics. Only students who have been accepted as exam candidates in my office hours should participate. No certificates (Scheine) are issued, but a presentation in class is expected. Candidates must have registered in a Hauptseminar of the lecturer.

Required Texts: Will be provided.

Lecturer: Marc Priewe

Thursday, 11.30 – 13.00, KII, Room 17.24
Doktorandenkolloquium

Forschungs- und Doktorandenkolloquium (14-täglich)

The colloquium discusses dissertations in progress and recent publications in the field of literary and cultural theory. It is mainly for M.A. and post-graduate students. Personal registration in my office hours is required. Sessions are announced by e-mail.

Lecturer: Renate Brosch / Walter Göbel / Marc Priewe

Tuesday, 17.30 – 19.00, KII, room 17.22

Participants will be invited
ESSAY WRITING / RESEARCH SKILLS

Essay Writing / Research Skills I (Grundstudium)

In this course we will discuss and practice techniques of reading and writing about literature. Based on literary examples from all major genres we will develop strategies to approach a literary text, to choose a topic for an academic paper, to devise a thesis, to structure our writing and to develop an appropriate and fluid style. In order to support our own ideas we will also examine methods of research as well as the documentation and incorporation of secondary sources.

**Required Texts:** Primary and secondary texts will be provided on ILIAS.

**Modulzuordnung in den Studiengängen:**
Sprachpraxis 1, Neues Lehramt (GymPo)
Language Practice 1, BA Anglistik (2012)
Grundlagenmodul Literatur, BSc WiWi Hohenheim

**Lecturer:** Gitte Lindmaier

**Wednesday, 15.45-17.15, KII, room 17.98**
Essay Writing / Research Skills I

This course aims to develop students’ academic writing and researching skills. The course stresses close reading and analysis of literary texts for the purpose of inferring and better understanding an author’s strategies and choices, and gaining an awareness of context. Elements of academic writing covered include formulating a thesis, developing arguments with textual evidence, and finding/integrating academic sources; the course will also emphasize essay structure, style and language use, and citation style conventions.


Modules:
Sprachpraxis 1, Neues Lehramt (GymPo)
Language Practice 1, BA Anglistik (2012)
Grundlagenmodul Literatur, BSc WiWi Hohenheim

Lecturer: Michelle Pfanz

Monday, 14.00 – 15.30, KII, room 17.15
Essay Writing / Research Skills I

Essay Writing/Research Skills provides students an introduction to both rhetorical and grammatical principles necessary for successful writing at the academic level. By recognizing a range of rhetorical options available when writing, we'll explore the process of writing: planning, organizing, supporting thesis statements, drafting, revising and editing. Additionally, the course involves a grammar and punctuation "brush-up" intended to review important ESL writing concepts.

Our objectives are both to understand and exercise what makes effective, acceptable writing for university and professional written communications in terms of identifying an issue, formulating questions, finding appropriate support and bringing the support into the writing. Over the term, we'll define and practice advanced conceptual critical thinking skills such as analyzing, synthesizing and evaluating. Assignments include composing a total of 4,500 words (approximately 20 pages spread over five papers) on varied subjects, most of which will be up to you to choose. Exercises include punctuation, integrating sources into text, planning papers, using the JSTOR database, preparing MLA and APA bibliographies, writing critical annotations, avoiding plagiarism and preparing paper proposals.

While this overview sounds difficult, we'll also enjoy ourselves in an informal, workshop-type learning environment.

<table>
<thead>
<tr>
<th>Upon successfully completing EWRS, you'll be able to—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formulate and support a thesis</td>
</tr>
<tr>
<td>2. Write for a variety of reasons</td>
</tr>
<tr>
<td>3. Support generalizations with specifics</td>
</tr>
</tbody>
</table>

Required Texts: Handouts from lecturer

Modules:
Sprachpraxis 1, Neues Lehramt (GymPo)
Language Practice 1, BA Anglistik (2012)
Grundlagenmodul Literatur, BSc WiWi Hohenheim

Lecturer: Richard Powers, Associate Professor, University of Maryland

Wednesdays, 15.45-17.15, KII, Room 17.15
Essay Writing / Research Skills I

This seminar is aimed at familiarising students with the analysis and interpretation of literary texts. It will cover narrative fiction, poetry and drama. The premise: one of the basic requirements of university study and academic work is the ability to construct a scholarly essay, and to write in a coherent and critical manner. The goal: to sharpen students’ skills in summarising, paraphrasing, citing sources, researching and reading texts critically. This includes examining methods and techniques of documentation and the incorporation of secondary sources into the essay or research paper. In the first lesson, students will be informed about the primary texts they need to read; other material will be provided on ILIAS.

**Required Texts:**
Provided in class or uploaded to ILIAS

**Type of degree / Studiengänge:**
Sprachpraxis 1, Neues Lehramt (GymPo)
Language Practice 1, BA Anglistik (2012)
Grundlagenmodul Literatur, BSc WiWi Hohenheim

**Lecturer: Geoff Rodoreda**

**Tuesday, 09.45 – 11.15, K II, Room 17.51**
Essay Writing / Research Skills II (Hauptstudium) / Close Reading

This course is aimed at fine tuning students’ skills in the critical reading of literary texts, in engaging with secondary literature focussing on those texts, and in writing about literature. The program will comprise a selection of narrative prose and poetry from Australia, different literary styles from different epochs. We will consider colonial/postcolonial readings of these texts within the context of contemporary debates in Australia about land, history, the nation and black-white relations. The main text we will concentrate on in the latter part of the course will be Carpentaria, a 2006 novel by the (Aboriginal) author Alexis Wright. Students will need to buy this book and start reading it before the course begins.

Required Text:
Carpentaria (2006) by Alexis Wright

Modulzuordnung in den Studiengängen:
Vertiefungsmodul 2 “Textual Competence” und Vertiefungsmodul 4 “Interculturality” im MA Anglistik

Lecturer: Geoff Rodoreda

Wednesday, 15.45 – 17.15, KII, Room 17.25
Übungen / Schlüsselqualifikation (SQ's)

Play-reading Group

Students of English Literature are encouraged to attend sessions of the group where we read plays by English or American dramatists through at one sitting. In addition, each of these practical readings will be accompanied by a seminar, where students will also be encouraged to explore and discuss together the works themselves, their ‘dramatic’ background, as well as the varying interpretations. Both readings and seminars together are excellent opportunities to get to know a variety of works, their origins and theatrical influence.

In the coming summer semester we shall be reading a series of plays originally produced in London recently at such renowned establishments as the Royal Court, the Almeida and Hampstead theatres. The plays deal not only with recent or up-to-date happenings, but also with the complex political and personal relationships involved.

Caryl Churchill’s 2012 *Love and Information* considers our present world in which the bombardment of information is in danger of leading to both a personal and public atrophy of memory, decay of all feeling, and a definite erosion of privacy. *The Arrest of Ai WeiWei*, first performed in April 2013 received excellent reviews. Howard Brenton deals with WeiWei’s Kafkaesque nightmare in his gallant attempt to defend free speech in all its forms. However, in Lucy Kirkwood’s *Chimerica* (Almeida, May 2013) China, together with the US, undergoes a gripping political examination dealing with the changing fortunes of the two countries, both of whose futures will shape the whole world. Back in Britain, *In Basildon* (2012) David Eldridge, in a rich socially observant play deals with the obsession with property and the kind of narrowly constrained working-class life led by the ‘migrant’ families from London’s East End. In the early 1950s Basildon was a so-called ‘new town’ established on the border of the neighbouring county of Essex, in order to overcome the demeaning overcrowding in the East End. As a contrast, *The Ritual Slaughter of Gorge Mastromas* (2013) ranges from the equally socially promising future a decade later in the 70s through to the presentday unrelenting, individualistic capitalism which began in the 80s and 90s and as exemplified here by one such individual, Gorge, on his journey from innocence to savage greed, as he invents rules for success, whatever the cost.

At the reading group sessions, students of all semesters are welcome either to read or listen. Those students who also attend the seminars will be granted a graded certificate of attendance. This will be explained at the first introductory session detailed below. Texts will be supplied.

Type of degree / Studiengange:

Lecturers : Anthony Gibbs and Dietmar Geyer

Introductory meeting :
Thursday, 17th April 2014 at 7 p.m., KII, room 4.027/28 (floor 4a)
and then regularly, for the readings, punctually at 7 p.m., on the following Thursday evenings: April 24th, May 8th and 22nd, June 5th and then, finally, July 17th.
British Theatre and Society (SQ)

Apart from reading plays together in the **Play-reading Group** (see above) which reflect the recent developments in our present society, this seminar will also take a closer look on modern classics like John Osborne’s *Look Back in Anger* (1956) and David Hare’s *The Permanent Way* (2003) which still influence current authors and act so-to-speak as prototypes for certain dramatic traditions in today’s theatre, not only in Britain.

This course will not only revise the basics in the field of theatre studies in order to discuss the plays we have read together on an academic level, but also aims to encourage students to arrive at an own original interpretation of them.

In order to get a graded certificate it is necessary to attend this seminar together with the Play-reading Group.

**Required Text:**
John Osborne. Look Back in Anger.
David Hare. The Permanent Way.
The other play scripts will be provided as handouts.

**Type of degree / Studiengange:**

**Lecturer: Dietmar Geyer**

**Thursday, 15.45 – 17.15, KI, Room 11.42**
April 17th and 24th, May 8th and 15th, June 26th, July 3rd & 10th & 17th
Readings: April 24th, May 8th and 22nd, June 5th and July 17th
Journalistisches Schreiben (berufsfeldorientiert / Schlüsselqualifikation)

„The proof of the pudding is in the eating“, heißt es, und deshalb sollen Formen journalistischen Schreibens hier diskutiert, aber vor allem ausprobiert werden. Auch davon handelt dieses Seminar: Was ist das, ein Kritiker? Wie wird man Journalist? Die Erfindung der Zeitung wird ein Thema sein ebenso wie die heutige Zeitungs- und Zeitschriftensituation.

In diesem Sommersemester widmen wir uns besonders den verschiedenen Formen der Literaturkritik – auch der Frage, wie wichtig literaturwissenschaftliche Kenntnisse für Kulturjournalismus sind. Ausprobieren werden wir eben dies auch am Beispiel eines zu schreibenden Schriftstellerporträts. Wer sich während der vorlesungsfreien Zeit darauf vorbereiten will, sollte sich bitte per Email (nicgolombek@gmx.de) melden. Es gibt eine Lektüreliste, aus der Sie auswählen können, und wer sich zuerst meldet, hat die größere Auswahl.

**Required Text:**
Zeitschriften, Tages- und Wochenzeitungen
Stephen King: "On Writing". (dt.: Das Lesen und das Schreiben). Beide Fassungen sind als Taschenbuch erhältlich
Ludwig Reiners: Stilfibel. dtv
Roland Barthes: Mythen des Alltags. Suhrkamp-Verlag

**Films:**
"Wag the Dog" (1997, Regie: Barry Levinson) "Fear and Loathing in Las Vegas" (1998, Regie: Terry Gilliam) "All the President's Men" (1976, Regie: Alan J. Pakula)

**Type of degree / Studiengange:**

**Lecturer:** Nicole Golombek, Theater- und Literaturkritikerin der Stuttgarter Nachrichten

**Tuesday, 09.45 – 11.15, K II, Room 17.72**
Creative Writing

This course will allow you to explore how creative writing works. We’ll be looking at, discussing, writing about, commenting on, and researching the elements of fiction, creative non-fiction, and poetry, but mostly what we’ll be doing is writing. We'll be reading short stories, essays, and poems to get ideas.

This course is designed to give you the vocabulary, background, and confidence to articulate your feelings and thoughts through fiction, nonfiction, and poetry.

Prerequisites: Successful participation in Introduction of Literary Studies.

Degree type/Studiengang: All degrees requiring SQ

Lecturer: Nelson Penaherrera

Thursday, 17.30 – 19.00, K II, Room 17.52
Journalism Writing and the Arts

This is a practical writing course that begins by teaching students how to construct and write journalism news stories in English. We then progress onto the writing of lengthier stories (features) before turning to the practice of writing arts reviews and arts critique. Apart from instruction and practical newswriting exercises in class, students will be involved in researching and writing news stories of their own, outside of the classroom. To this end, students will be required to participate in occasional out-of-class events or excursions. The course will also examine topics related to the practice of journalism, such as journalistic ethics and the role of the journalist in society.

Prerequisites: Successful participation in Introduction to Literary Studies

Degree type/Studiengang: All degrees requiring SQ

Lecturer: Geoff Rodoreda

Tuesday, 15.45 – 17.15, K II, Room 17.23
Visual aspects of popular culture (Film, TV, advertising, fashion, memes etc.) can be both subjected to a cultural critique and they can become the objective of experiential marketing. This is also what can be termed “Convergence Culture”, which is “where old and new media intersect, where grassroots and corporate media collide, where the power of the media producer and the power of the consumer interact in unpredictable ways” (Henry Jenkins).

This seminar will offer an introduction to Visual Communication, the field of Popular Visual Culture Studies – and to some critical extent also to Visual Marketing.

**Required Texts:**

**Modulzuordnung in den Studiengängen:** Schlüsselqualifikation-Übung

**Type of degree / Studiengänge:**

**Lecturer:** Thomas Wägenbaur

**Thursday, 14.00 - 15.30, K II, room 17.71**
EPG II

“From Puritanism to Post Modernism”

Philosophical, ethical and religious concepts and theories have always influenced literature and culture – the presence of Puritanism in the works of Defoe, Hawthorne and Faulkner being only one example of this impact, that of pragmatism in Gertrude Stein’s writings another. This course will examine the interactions between philosophical, ethical and religious concepts and theories from the 16th century to the present and focus on key concepts as well as on issues like censorship and aesthetic and literary value.

Required Texts: Texts will be made available on ILIAS

Modules:
Nur für Lehramtsstudierende
Voraussetzung: erfolgreiche Teilnahme an EPG I und „Introduction to Literary Studies“

Lecturer: Sabine Metzger

Wednesday, 14.00 – 15.30, K II, Room 17.14
Cultural Theories

Cultural studies, with its anti-elitist and egalitarian impetus, provides almost unlimited licence to integrate any cultural ‘artifact’ into our understanding of culture – from gangster hip-hop to Lady Gaga or “How I met your mother”, often yielding fascinating insights into the forces of social and political domination and raising issues of responsible representation. Its dismissal of the received cultural archive has also served to feature the cultural productions of underrepresented groups and populations. Engagement with “others” in postcolonial, ethnic and minority literature seems to offer an education in perspective-taking as well as empathy. Even so the difficulties and limitations of building such intercultural competence, the dangers of commodification, mis-representation, and false empathizing, memorably expressed in Spivak’s “Can the subaltern speak?” have been widely explored. This has important ethical dimensions, to which writers and Cultural Theorists across feminist, Marxist and postcolonial strands, have provided intriguing responses, from Virginia Woolf’s A Room of One’s Own to Said’s Orientalism and Judith Butler’s Frames of War: Is Life Grievable?

The seminar addresses the impact of the so-called cultural turn in the EFL classroom, and its ethical dimension in the engagement with Others. Medial presentations of “cultural Others” in popular series will be of special interest. By providing a systematic survey over seminal cultural theories, this course also offers future teachers an occasion to strengthen their transfer competence, through cross-referencing between their knowledge of cultural studies and pedagogy. (Illias: online lecture and course syllabus)

Required Texts:

Modules:
WPO Lehramt Englisch, EPG, Landeskunde/Cultural Studies
Basis-/Aufbaumodul Cultural Studies, BA Anglistik (alt) HF (CS-Seminar)
Modul 3, BA Anglistik (alt) NF Cultural Studies Seminar
Wahlmodul 1 “Interculturality” im Lehramt (GymPO)
Ergänzungsmodul “Interculturality” im BA Anglistik (2012)
EPG II
Kernmodul 1: Cultural Studies, MSc WiWi Hohenheim

Lecturer: Saskia Schabio

Tuesday, 11.30 – 13.00, K II, Room 17.91
“Contingencies of Value”

This seminar will examine relevant exchanges between Anglophone literature and philosophical ethics. We will follow both a historic and systematic order by dealing first with the relation between religion and literature as well as the relation between moral philosophy and literature. We will then explore various cultural practices such as censorship and canonization and their influence on literature – and vice versa. At length we will discuss the so-called “Ethical Turn” in literary theory since the last two decades (Gender Theory, Postcolonialism, Ecocriticism).

**Required Texts:** complete list on syllabus in ILIAS

**Modulzuordnung in den Studiengängen:**
Nur für Lehramtstudenten (WPO und GymPO)
Voraussetzung ist die erfolgreiche Teilnahme an Grundlagen der Lit.wiss. und EPG I

**Lecturer:** Thomas Wägenbaur

**Wednesday, 14.00 – 15.30, K II, Room 11.01 (11th floor)**
Fachdidaktik Englisch I (Zweiter Teil)

This seminar is the second and final part of module 1 (Fachdidaktik Englisch I). Module 1 is aimed at preparing students for their very first experience of teaching English at school (Schulpraxissemester). This module offers a systematic and historical introduction to seminal theories of learning and teaching, methods, and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities or other conditions influencing their development. This includes practical lesson planning, lesson simulations as well as a reflection on these simulations.

Part 1 (Winter term). By the end of Part I course participants will be familiar with a theoretical and methodological grid, furthering their ability to classify, apply and evaluate theoretical approaches and relate these to levels of performance with a focus on the teaching of grammar and vocabulary.

Part 2 (Summer term)
- focuses on the teaching of texts, with an emphasis on strategies of listening/reading as well as the interaction of reader/listener and text (Beginners and advanced studies: Sek I and Sek II)
- aims at broadening your methodological repertoire in response to learners’ needs, interests and learning styles
- encourages cross-referencing with Literary Studies and Linguistics: You are required to bring to bear your study of Anglophone literature, literary theory and Linguistics.

WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For GymPO and Technikpäd. students prior attendance of part 1 (winter term) of this module is a prerequisite for an admission to part 2 (summer term). Moreover GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory 'Fachdidaktikschein' and are welcome to join part 2 even without having attended part 1.

Semester: 4.
Weekly Hours 2
Examination: written
Type: Pflichtmodul
Prerequisites: For GymPO / Technikpäd. Modul: 1 / Part 1
For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / LAgymPO Fachdidaktik I

Anmeldung über Ilias (31.03.-11.04.2014)

Das Modul I Fachdidaktik Englisch bereitet gezielt auf das Praxissemester vor. Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen und bei Überbelegung eines Kurses unbedingt auf einen der Parallelkurse auszuweichen. Bitte tragen Sie sich nur auf den
Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht.

Lecturer: Alfred Beringer

Wednesday, 17.30 – 19.00, K II, Room 17.23
Fachdidaktik Englisch I (zweiter Teil)

This seminar is the second and final part of module 1 (Fachdidaktik Englisch I). Module 1 is aimed at preparing students for their very first experience of teaching English at school (Schulpraxissemester). This module offers a systematic and historical introduction to seminal theories of learning and teaching, methods, and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities or other conditions influencing their development. This includes practical lesson planning, lesson simulations as well as a reflection on these simulations.

Part 1 (Winter term). By the end of Part I course participants will be familiar with a theoretical and methodological grid, furthering their ability to classify, apply and evaluate theoretical approaches and relate these to levels of performance with a focus on the teaching of grammar and vocabulary.

Part 2 (Summer term)
- focuses on the teaching of texts, with an emphasis on strategies of listening/reading as well as the interaction of reader/listener and text (Beginners and advanced studies: Sek I and Sek II)
- aims at broadening your methodological repertoire in response to learners’ needs, interests and learning styles
- encourages cross-referencing with Literary Studies and Linguistics: You are required to bring to bear your study of Anglophone literature, literary theory and Linguistics.

WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For GymPO and Technikpäd. students prior attendance of part 1 (winter term) of this module is a prerequisite for an admission to part 2 (summer term). Moreover GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory ‘Fachdidaktikkschein’ and are welcome to join part 2 even without having attended part 1.

Semester: 4.
Weekly Hours 2
Examination: written
Type: Pflichtmodul
Prerequisites: For GymPO / Technikpäd. Modul: 1 / Part 1
    For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / LAgymPO
    Fachdidaktik I
Anmeldung über Ilias (31.03.-11.04.2014)

Das Modul I Fachdidaktik Englisch bereitet gezielt auf das Praxissemester vor. Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen und bei Überbelegung eines Kurses unbedingt auf einen der Parallelkurse auszuweichen. Bitte tragen Sie sich nur auf den Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht.

Lecturer: Dr. Astrid Diener
Thursday, 08.00 – 09.30, K II, Room 17.71
This seminar is the second and final part of module 1 (Fachdidaktik Englisch I). Module 1 is aimed at preparing students for their very first experience of teaching English at school (Schulpraxissemester). This module offers a systematic and historical introduction to seminal theories of learning and teaching, methods, and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities or other conditions influencing their development. This includes practical lesson planning, lesson simulations as well as a reflection on these simulations.

Part 1 (Winter term). By the end of Part I course participants will be familiar with a theoretical and methodological grid, furthering their ability to classify, apply and evaluate theoretical approaches and relate these to levels of performance with a focus on the teaching of grammar and vocabulary.

Part 2 (Summer term)
- focuses on the teaching of texts, with an emphasis on strategies of listening/reading as well as the interaction of reader/listener and text (Beginners and advanced studies: Sek I and Sek II)
- aims at broadening your methodological repertoire in response to learners’ needs, interests and learning styles
- encourages cross-referencing with Literary Studies and Linguistics: You are required to bring to bear your study of Anglophone literature, literary theory and Linguistics.

WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For GymPO and Technikpäd. students prior attendance of part 1 (winter term) of this module is a prerequisite for an admission to part 2 (summer term). Moreover GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory 'Fachdidaktikschein' and are welcome to join part 2 even without having attended part 1.

Semester: 4.
Weekly Hours 2
Examination: written
Type: Pflichtmodul
Prerequisites: For GymPO / Technikpäd. Modul: 1 / Part 1
For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / LAgymPO Fachdidaktik I
Anmeldung über Ilias (31.03.-11.04.2014)

Das Modul I Fachdidaktik Englisch bereitet gezielt auf das Praxissemester vor. Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen und bei Überbelegung eines Kurses unbedingt auf einen der Parallelkurse auszuweichen. Bitte tragen Sie sich nur auf den Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht.

Lecturer: Clemens Jarosch
Tuesday, 17.30 – 19.00, K II, Room 17.24
Fachdidaktik Englisch I (zweiter Teil)

This seminar is the second and final part of module 1 (Fachdidaktik Englisch I). Module 1 is aimed at preparing students for their very first experience of teaching English at school (Schulpraxissemester). This module offers a systematic and historical introduction to seminal theories of learning and teaching, methods, and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities or other conditions influencing their development. This includes practical lesson planning, lesson simulations as well as a reflection on these simulations.

Part 1 (Winter term). By the end of Part I course participants will be familiar with a theoretical and methodological grid, furthering their ability to classify, apply and evaluate theoretical approaches and relate these to levels of performance with a focus on the teaching of grammar and vocabulary.

Part 2 (Summer term)
- focuses on the teaching of texts, with an emphasis on strategies of listening/reading as well as the interaction of reader/listener and text (Beginners and advanced studies: Sek I and Sek II)
- aims at broadening your methodological repertoire in response to learners’ needs, interests and learning styles
- encourages cross-referencing with Literary Studies and Linguistics: You are required to bring to bear your study of Anglophone literature, literary theory and Linguistics.

WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For GymPO and Technikpäd. students prior attendance of part 1 (winter term) of this module is a prerequisite for an admission to part 2 (summer term). Moreover GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory 'Fachdidaktikschein' and are welcome to join part 2 even without having attended part 1.

Semester: 4.
Weekly Hours 2
Examination: written
Type: Pflichtmodul
Prerequisites: For GymPO / Technikpäd. Modul: 1 / Part 1
For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / LAgymPO Fachdidaktik I
Anmeldung über Ilias (31.03.-11.04.2014)

Das Modul I Fachdidaktik Englisch bereitet gezielt auf das Praxissemester vor. Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen und bei Überbelegung eines Kurses unbedingt auf einen der Parallelkurse auszuweichen. Bitte tragen Sie sich nur auf den Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht.

Lecturer: Dr. Andreas Sedlatschek
Thursday, 17.30 – 19.00 , K II, Room  17.22
**Fachdidaktik Englisch I (Zweiter Teil)**

*This seminar is the second and final part of module 1 (Fachdidaktik Englisch I).* Module 1 is aimed at preparing students for their very first experience of teaching English at school (Schulpraxissemester). This module offers a systematic and historical introduction to seminal theories of learning and teaching, methods, and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities or other conditions influencing their development. This includes practical lesson planning, lesson simulations as well as a reflection on these simulations.

**Part 1 (Winter term).** By the end of Part I course participants will be familiar with a theoretical and methodological grid, furthering their ability to classify, apply and evaluate theoretical approaches and relate these to levels of performance with a focus on the teaching of grammar and vocabulary.

**Part 2 (Summer term)**
- focuses on the teaching of texts, with an emphasis on strategies of listening/reading as well as the interaction of reader/listener and text (Beginners and advanced studies: Sek I and Sek II)
- aims at broadening your methodological repertoire in response to learners’ needs, interests and learning styles
- encourages **cross-referencing** with Literary Studies and Linguistics: You are required to bring to bear your study of Anglophone literature, literary theory and Linguistics.

WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For GymPO and Technikpäd. students prior attendance of part 1 (winter term) of this module is a prerequisite for an admission to part 2 (summer term). Moreover GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory 'Fachdidaktikschein' and are welcome to join part 2 even without having attended part 1.

Semester: 4.
Weekly Hours 2
Examination: written
Type: Pflichtmodul
Prerequisites: For GymPO / Technikpäd. Modul: 1 / Part 1
For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / LAgymPO Fachdidaktik I

Anmeldung über Ilias (31.03.-11.04.2014):

Das Modul I Fachdidaktik Englisch bereitet gezielt auf das Praxissemester vor. Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen und bei Überbelegung eines Kurses unbedingt auf einen der Parallelkurse auszuweichen. Bitte tragen Sie sich nur auf den Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht.

**Lecturer: Sylvia Loh**
*Monday, 17.30 – 19.00, K II, Room 17.11*