

**VERSION OF 12-03-2007**

**To find changes to the printed version (24-01-2007) search for the term "/ NEW"**

## **INHALTSVERZEICHNIS**

<b>STUDIEN-INFORMATION .....</b>	<b>2</b>
Adressen .....	2
Staff .....	3
Mitteilungen der Studienprogrammleitung .....	7
Studienvertretung .....	10
Personalmitteilungen .....	11
Studienberatung .....	13
Studienmöglichkeiten im Ausland .....	13
Anmeldungen .....	15
Fachbibliothek für Anglistik und Amerikanistik .....	23
<b>KOMMENTIERTES VORLESUNGSVERZEICHNIS .....</b>	<b>25</b>
1. STUDIENABSCHNITT .....	25
Sprachkompetenz .....	25
Sprachwissenschaft .....	32
Literaturwissenschaft .....	35
Anglophone Cultural and Regional Studies .....	41
Interdisziplinäre Lehrveranstaltungen .....	43
Fachdidaktik .....	46
2. STUDIENABSCHNITT .....	49
Sprachkompetenz .....	49
Sprachwissenschaft .....	55
Literaturwissenschaft .....	62
Advanced Cultural Studies .....	70
Interdisziplinäres Modul .....	73
Methodik und Fachdidaktik .....	74
DiplomandInnenseminar .....	79
Vorprüfungsfach .....	80
Freies Angebot .....	81

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### Impressum

Herausgeber und für den Inhalt verantwortlich: Studienprogrammleitung Anglistik und Amerikanistik der Universität Wien; 1090 Wien, Universitätscampus AAKH, Hof 8, Spitalgasse 2-4, Eingang: Garnisongasse 13.

# STUDIEN-INFORMATION

## INSTITUTSLEITUNG

Univ. Prof. Dr. Herbert SCHENDL (Vorstand)  
Univ. Prof. Dr. Werner HUBER (Stellvertreter)

## STUDIENPROGRAMMLEITUNG Anglistik und Amerikanistik

Ao. Univ. Prof. Dr. Monika SEIDL (Studienprogrammleiterin)  
OR Mag. Barbara OLSSON (Vize-Studienprogrammleiterin)

## ADRESSEN

Universitätscampus AAKH - Hof 8, A-1090 Wien, Spitalgasse 2-4, Eingang Garnisongasse 13,  
<http://www.univie.ac.at/Anglistik>, e-mail: [anglistik@univie.ac.at](mailto:anglistik@univie.ac.at); Tel. 4277-42401, Fax 4277-9424;  
Erdgeschoß:

Seminarräume 1, 2, 3, 4

Unterrichtsraum

Bibliothek

Anschlagtafeln mit wichtigen Hinweisen

Garderobe (Schließfächer)

1. Stock rechts:

Seminarraum 5

Studierraum

Aufenthaltsraum

StudienrichtungsvertreterInnen

Computerarbeitsraum

Anschlagtafeln

1. Stock geradeaus:

Amerikanistik, Zentrum für Kanadastudien

1. Stock links:

Zentralsekretariat

Zeugniskasten

Anschlagtafeln (wichtige Hinweise, Prüfungs-  
anmeldung, Gastvorträge etc.)

Studienberatung

Sprechzimmer LektorInnen

Sprechzimmer BundeslehrerInnen

2. Stock:

ProfessorInnen, AssistentInnen, Sekretariate

Besprechungszimmer

Große Lehrveranstaltungen, für die wir nicht die entsprechenden Räume haben, finden im neuen Hörsaalkomplex (HS C1 & C2, Hof 2) statt.

## STAFF

Wenn der Vorname angegeben ist, ist die jeweilige Person via e-mail erreichbar unter [vorname.nachname@univie.ac.at](mailto:vorname.nachname@univie.ac.at) (ä=ae usw., Doppelvornamen ohne Bindestrich sind durch einen Punkt getrennt). Telefonisch erreichbar sind wir unter 4277 und der jeweils angegebenen Durchwahl.

	Ort	Sprechstunde	Durchwahl
<b>ProfessorInnen/Habilitierte</b>			
<b>LINGUISTIK</b>			
Ao.Prof. Christiane DALTON-PUFFER	2. Stock	Fr 10.30-12	42443
Prof. Dieter KASTOVSKY	2. Stock	Di 15-16	42421
Ao. Prof. Arthur METTINGER		karenziert	
Ao. Prof. Nikolaus RITT	2. Stock	Di 12-13	42424
Prof. Herbert SCHENDL	2. Stock	Di 14-15	42431
Prof. Barbara SEIDLHOFER	2. Stock	nach Vereinbarung	42442
Hon. Prof. H.G. WIDDOWSON	2. Stock	nach Vereinbarung	42441
<b>Gäste:</b>			
Prof. Peter TRUDGILL	2. Stock	nach Vereinbarung	
Prof. Barbara KRYK-KASTOVSKY	2. Stock	nach Vereinbarung	42421
Prof. Ardith MEIER	2. Stock	nach Vereinbarung	
Prof. Mike BEAUMONT	2. Stock	nach Vereinbarung	42447
<b>LITERATURWISSENSCHAFT UND KULTURWISSENSCHAFT</b>			
Dr. Astrid FELLNER (Priv.Doiz.Uni Wien)	2. Stock	Di 15-16	42469
Prof. Werner HUBER	2. Stock	Do 12-13	42481
<i>(<a href="mailto:wern.huber@univie.ac.at">wern.huber@univie.ac.at</a>)!</i>			
Prof. Ewald MENGEL	2. Stock	Di 13-14	42466
Ao. Prof. Eva MÜLLER-ZETTELMAHN	2. Stock	Mi 14-15	42465
Prof. Margarete RUBIK		Forschungssemester	
Ao. Prof. Monika SEIDL	2. Stock	Mi 11-12, <b>SPL Do 11-12.</b>	42491
Ao. Prof. Rudolf WEISS	2. Stock	Di 16-17	42463
Ao. Prof. Franz-Karl WÖHRER	2. Stock	Di 12-13	42464
Prof. Waldemar ZACHARASIEWICZ	1. Stock	Di 11-12.30	42411
<b>Gäste:</b>			
Prof. Dr. Carmen BIRKLE	1. Stock	Di 15-16 u.n.V.	42412
Fulbright-Gastprof. J.K. VAN DOVER	1. Stock	nach Vereinbarung	
<b>Im Ruhestand/emeritiert</b>			
Ao. Prof. Manfred DRAUDT	2. Stock	Do, 15-15.30	
Em. Prof. Herbert FOLTINEK	2. Stock	nach Vereinbarung	
Prof. Otto RAUCHBAUER	1. Stock	nach Vereinbarung Mag. Wittmann	
<b>AssistenzprofessorInnen, AssistentInnen und wissenschaftl. BeamtInnen</b>			
<b>LINGUISTIK</b>			
Dr. Julia Isabel HÜTTNER	2. Stock	Do 11-12	42445
Dr. Gunther KALTENBÖCK	2. Stock	Di 12-13	42482
Mag. Kathrin KORDON	2. Stock	karenziert	
Mag. Ursula LUTZKY (bis 31.3.)	2. Stock	Di 16-17	42433
Mag. Julia LICHTKOPPLER	2. Stock	n.V.	42448
Dr. Ute SMIT	2. Stock	Mi 16-17	42432
Mag. Corinna WEISS	2. Stock	Do 10:30-11:30	42423

**LITERATURWISSENSCHAFT**

Mag. Eugen BANAUCH	1. Stock	Di 10:30-11:30	42414
Ass.Prof. Dr. Michael DRAXLBAUER	1. Stock	Mo 14-15 und n. V.	42413
Dr. Dieter FUCHS	2. Stock	Di 14-15	42467
Dr. Ursula KLUWICK	2. Stock	Do 12-13	42473
Dr. Elke METTINGER-SCHARTMANN	2. Stock	Mi 9:30-10:30	42474
Mag. Barbara OLSSON	2. Stock	Mi 11-12, Fr 14-15	42472
Dr. Susanne REICHL	2. Stock	Mo 16.15-17.15	42462
Elisabeth SIEGEL, M.A.	2. Stock	Do 14-15	42486
Dr. Bettina THURNER	1. Stock	Mo und Mi 13-14	42416
Mag. Monika WITTMANN	2. Stock	Mi 14-16 und n. V.	42452

**EDV-Beauftragter**

Dr. Stephen FERGUSON	1. Stock	nach Vereinbarung	42405+42409
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**Assistentin der Institutsleitung**

Edith LEDERER-VADON, Bakk.	2. Stock	Do 15-16	42470
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**Studienberatung:**

Monica DIRNBERGER	1. Stock	Mo Mi Fr 10-11	42404
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**BundeslehrerInnen**

zwei Bundeslehrerzimmer, 1. Stock

Am Ende des Hauptsekretariatsgangs links (BL1) und am Beginn des Amerikanistikgangs links (BL2)

Dr. Leigh H. BAILEY	BL1; Di 11:30-12:30 und nach Vereinb.	42407
Bryan JENNER, Ph.D.	2. Stock, Mi 14-15:30	42435
Mag. Amy KROIS-LINDNER	BL1; nach Vereinbarung	42407
Dr. Isobel LIPOLD-STEVENSON	BL1; nach Vereinbarung	42407
Mag. Barbara MEHLMAUER-LARCHER	2. Stock, Mi 12-13	42490
Dr. Liselotte POPE-HOFFMANN	BL2; Do, 9-10	42419
Dr. Angelika RIEDER-BÜNEMANN	karenziert	
G. SCHWARZ-PEAKER, M.A.	BL1; nach Vereinbarung	42407

**LektorInnen**

Alle LektorInnen sind zu ihren Vorlesungszeiten sowie nach Vereinbarung zu erreichen.

Ayesha LANDESMANN-AIBARA, M.A.	Mag. Thomas MARTINEK	
Doz. Harriet ANDERSON	Mag. Susanne MOSER-RAMSAUER	
Mag. Armin BERGER	Lisa NAZARENKO, M.A.	
Mag. Gabriele DIRNBERGER	Dr. Hans PLATZER	
Ruth DONALDSON, B.A.	<b>Dr. Angelika RIEDER-BÜNEMANN / NEW</b>	
Dr. Melanie FERATOVA-LOIDOLT	Dr. Viktor SCHMETTERER	
Mag. Kurt FORSTNER	Dr. Ludwig SCHNAUDER	
Mag. Meta GARTNER	Jonathan SHARP, M.A.	
John HEATH, Ph.D.	<b>Mag. Lotte SOMMERER / NEW</b>	
Mag. Klaus HEISSENBERGER	<b>Mag. Barbara STEFAN / NEW</b>	
Mag. Christian HOLZMANN	Mag. Susanne SWEENEY-NOVAK	
Mag. Katharina JUROVSKY	<b>Mag. Egon TURECEK / NEW</b>	
Mag. Sigrid KATZBÖCK	Dr. Andreas WEISSENBÄCK	
Sophie KIDD, B.A.	Mag. Daniela WEITENSFELDER	
Dr. Peter KISLINGER		
Mag. Christian LIEBL		

Sekretariate	Ort	Sprechstunden	Durchwahl
Monika FAHRNBERGER	1. Stock	Mi Fr 10-11, Do 15-16	42410
<b><u>!(american.studies.anglistik@univie.ac.at)!</u></b>			
Christine KLEIN	2. Stock	tägl. 10-11 Di Do 15-16	42420
Gertraud ROTTE	2. Stock	Di 14-15, Mi Do 11-12	42440
Bernhard SCHUBERT	2. Stock	Mo Mi Do 11-12, Di 14-15	42440
Ulrike ZILLINGER	2. Stock	Mo, Do 10-11, Mi 15-16	42450
<b>Zentralsekretariat</b>	1. Stock		42401
		Mo Di Do 10-11 und 13.30-14.30, Mi Fr 10-11 <b>langer Donnerstag</b> statt 13.30-14.30 von <b>16-18:</b> <b>8. März, 12. April, 10. Mai, 14. Juni</b>	
Caty NOVAK, Miglena PUSCHNIG <b><u>(caterina.novak@univie.ac.at)!</u></b>			42401
Ute LINKE			42402

**TutorInnen:**

**Sprachlabor: American English:** Lisa Ulrike HOUSKA, Kathrin HARVEY, Sonja HRIBERSCHEK  
**British English:** Birgit-Ann BERANEK, Vera MACH, Ruth OSIMK, Claudia PLOT,  
 Claudia SCHUSTER, Nicole STARLINGER

**Linguistisches Proseminar:** Felicitas ENGELER

**Literaturwissenschaftliches Proseminar:** Nora TUNKEL

**Literature Survey I Dr. Mettinger-Schartmann:** Julia NOVAK

**Literature Survey I Prof. Mengel:** Timo FRÜHWIRTH

**Literature Survey II Prof. Huber:** Stephanie-Flora GÖTZL

**Introduction to the Study of Literature (Dr. Kluwick):** Christina KRUG

**Introduction to the History of English:** Christopher MOIK

**Introduction to the Study of Language II:** Dieter HUBER



## AKTUELLES



**Achtung: Redaktionsschluss für das kommentierte Vorlesungsverzeichnis war im Dezember. Allfällig notwendige Korrekturen und nach diesem Termin eingetretene Änderungen werden so rasch wie möglich durch Anschläge bekannt gemacht.**

### EINTEILUNG DES WINTERSEMESTERS:

<b>Semesterbeginn:</b>	1. März 2007
<b>Zulassungsfrist:</b>	15. Jänner bis 16. März 2007
<b>Nachfrist:</b>	17. März bis 30. April 2007
<b>Rektorstag/dies academicus:</b>	12. März 2007
(vorlesungsfrei)	
<b>Osterferien:</b>	2. bis 15. April 2007
<b>Pfingstferien:</b>	26. bis 29. Mai 2007
<b>Semesterende:</b>	30. Juni 2007
<b>Sommerferien:</b>	1. Juli bis 30. September 2007
<b>Ende des Studienjahres:</b>	30. September 2007

### MITTEILUNGEN DER STUDIENPROGRAMMLEITUNG

Die Studienprogrammleitung ist für die Planung des Lehrangebots, die Organisation des Studienbetriebs und qualitätssichernde Maßnahmen zuständig. Die Studienkonferenz, die je zur Hälfte aus Lehrenden und Studierenden zusammengesetzt ist, hat in diesen Bereichen beratende Funktion.

Studienrechtliche und studienorganisatorische Aufgaben fallen in die Zuständigkeit der vom Rektor ernannten Studienprogrammleitung (SPL), die seit 1. Oktober 2006 in den Händen von Ao. Prof. Dr. Seidl und der Vize-Studienprogrammleiterin Mag. Barbara Olsson liegt. Insbesondere können Sie sich in folgenden Fragen an die Studienprogrammleitung wenden (egal, ob Sie ein Diplom- oder Lehramtsstudium betreiben):

- Doktoratsstudium: Ao. Prof. Dr. Seidl
- Nostrifikationen: Ao. Prof. Dr. Seidl
- Fragen betr. Studienplanwechsel (Mag. Olsson)
- Anrechnung von Vor- und Auslandsstudien mittels Bescheid (Mag. Olsson)
- Freie Wahlfächer (Mag. Olsson)

### WARNUNG

Die Studierenden werden darauf hingewiesen, dass Plagiate mit einem ‚nicht genügend‘ und mit dem Ausschluss aus der Lehrveranstaltung geahndet werden. Es ist eine gesamtuniversitäre Regelung in Ausarbeitung, die weitreichendere Konsequenzen – bis zum Ausschluss vom Studium an der Universität Wien – vorsieht.

Bei schriftlichen Arbeiten sind sämtliche Quellen (natürlich auch solche aus dem Internet!) genau anzugeben und Zitate gewissenhaft zu markieren.

## DIPLOMARBEIT

Diplomarbeiten müssen mit einer ein- bis zweiseitigen Zusammenfassung in deutscher Sprache (Anhang) eingereicht werden. Doppelseitiger Druck ist bei großem Seitenumfang erlaubt.

## DIPLOMPRÜFUNGEN

In der vorlesungsfreien Zeit werden nur sehr eingeschränkt mündliche Diplomprüfungen abgehalten. Im Sommer wird bis Mitte Juli und ab der letzten Septemberwoche geprüft. Im Februar werden Termine nur ausnahmsweise angeboten.

**Sämtliche Informationen zur Diplomprüfung finden Sie auf der homepage des Instituts unter dem link *exams / Prüfungen***

## DIPLOMZEUGNISSE

Die Unterlagen für das Diplomzeugnis über den 1. Studienabschnitt sowie für das Diplomzeugnis über den 2. Abschnitt Lehramt Zweifach bzw. Diplom alter Studienplan Zweifach werden im Zentralsekretariat des Instituts eingereicht.

Bitte bringen Sie folgende Unterlagen mit:

- sämtliche Studienbuchblätter
- Lehrveranstaltungszeugnisse bzw. Sammelzeugnis
- eventuelle Bescheide (z.B. Fächerkombination, Anrechnungen)
- Genehmigung der freien Wahlfächer
- ausgefülltes Formular (bitte aus dem Kuvert an der Anschlagtafel „Studienberatung“ entnehmen)

**Diplomzeugnis zweiter Abschnitt für Diplom und Lehramt Erstfach: Einreichen am Prüfungsreferat, siehe Info unter dem link *exams / Prüfungen*.**

## FEHLSTUNDENREGELUNG

In prüfungsimmanenten Lehrveranstaltungen mit 3 und solchen mit 2 Semester-Wochenstunden ist es erlaubt, 3 Einheiten zu fehlen, in LVA mit 1 Semester-Wochenstunde 2 Einheiten. In besonders begründeten Ausnahmefällen liegt es im Ermessen der Lehrveranstaltungsleiter, 1 weitere Fehleinheit zu gewähren.

## ÜBERGANGSFRIST

Die **Übergangsfrist** für das Diplomstudium und das Lehramtsstudium Anglistik und Amerikanistik nach altem Studienplan **endet mit 30. November 2008.**

## FREIE WAHLFÄCHER (Diplomstudium)

Die freien Wahlfächer sind vor Beginn des 3. Studiensemesters auf den vorgesehenen **Formularen** bekanntzugeben bzw. zu beantragen. Formulare sind im Vorraum des Zentralsekretariats (Pinnwand vor dem Lektorenzimmer) zu entnehmen. **Bitte befolgen Sie die Anleitung zum Ausfüllen des Formulars!!**



Die Liste aller Studienrichtungen, die freie Wahlfach-Module im Umfang von 24, 36 oder 48 SSt anbieten, finden Sie nebst ausführlichen Informationen unter dem link

spl.univie.ac.at/wahlfaecher

wo Sie auch Formulare herunterladen können.

**Beachten Sie die Informationen zum Einreichen der freien Wahlfächer auf der Homepage des Instituts (link Curriculum).**

**Freie Wahlfächer im Lehramtsstudium:** kein Antrag/ Meldung per Formular notwendig. Beachten Sie bitte die Hinweise im ‚*Wegweiser*‘, Seiten 20 und 27, Ausgabe Herbst 2006.

## STUDIENPLAN

Im Sommersemester 2006 wurden Änderungen der Studienpläne für das Diplom- und Lehramtsstudium beschlossen. Beachten Sie die Informationen auf unserer Homepage unter dem Link *Curriculum*.

## SPRACHTEST

Die Aufnahme in die Übung **111 Integrated Language and Study Skills I** erfolgt auf Grund des Ergebnisses in einem standardisierten Test. Um in die Übung 111 aufgenommen zu werden, sind Englischkenntnisse auf dem Niveau B2 („Independent User“) gemäß den in den Richtlinien des Europarates festgelegten Standards für Sprachkompetenz erforderlich – das entspricht jenem Kompetenzniveau, das in den österreichischen Oberstufen-Lehrplänen der 7. und 8. Klasse für die erste lebende Fremdsprache festgelegt ist. Für die Aufnahme sind mindestens 40 von 60 Punkten erforderlich.

Der Test wird nur zu Beginn eines Semesters abgehalten.

Wenn das Angebot an Kursplätzen nicht ausreicht, entscheidet das Los über die Aufnahme von jenen KandidatInnen mit dem niedrigsten positiven Ergebnis. Studierende, die trotz positiven Tests keinen Platz bekommen, werden im nächsten Semester aufgenommen (eine neuerliche Anmeldung ist natürlich nötig!)

Wird der Mindestscore nicht erreicht, muss die Prüfung wiederholt werden.

Ein negativer Test ist kein Hindernis für den Besuch aller übrigen Lehrveranstaltungen der Studieneingangsphase (Prüfungscodes 101, 102, 201, 301, 401, 402). Auch die Lehrveranstaltungen mit den Prüfungscodes 202, 302, 303, 403, 404, 405 und 501 können absolviert werden.

Der Sprachtest findet am **27. Februar im Zeitraum 11-13 Uhr im Hs C1 (Hof 2) statt**. Die KandidatInnen werden in Gruppen aufgeteilt.

In welcher Gruppe Sie sind, entnehmen Sie den Listen, die am 26. Februar veröffentlicht werden (Aushang und online). Zum Test ist ein **Identitätsnachweis** (Studierendenausweis, Pass oder Führerschein) mitzubringen.

**Ohne Anmeldung (15. – 22. Februar, siehe Kapitel „Anmeldungen“) ist keine Teilnahme am Test möglich.**

**Achtung:** Wenn Sie den Sprachtest im **WS06/07** mit positivem Resultat absolviert und einen Platz auf der Warteliste für 111 Integrated Language and Study Skills I hatten, ist es bei einer neuerlichen Anmeldung zu ILSS **nicht** notwendig, den Sprachtest abzulegen!

## HOMEPAGE

Auf unserer Homepage finden Sie u. a.

- \* **Notice Board** mit aktuellen Mitteilungen (z. B. krankheitsbedingte Unterrichtsabsagen)
- \* das aktuelle Kommentierte Vorlesungsverzeichnis KOVO
- \* den "Wegweiser zum Studium" mit einer alphabetisch geordneten Stichwortliste, Studienplänen und Studienvorschlag für den ersten Studienabschnitt (link: FAQ/Advisors)
- \* Anmeldungen zu Lehrveranstaltungen
- \* Prüfungstermine
- \* Staff mit Telefonnummern
- \* Sprechstunden (semesteraktuell im KOVO)
- \* Sekretariatsöffnungszeiten
- \* und viele weitere wichtige Informationen

## DIE STV STELLT SICH VOR...

Wir, die Studienvertretung, vertreten - wie der Name schon sagt - die Interessen der StudentInnen an unserem Institut. Seit den ÖH-Wahlen im Mai 2005 ist das momentane Team gewählter VertreterInnen im Amt.

Zusammen mit anderen engagierten StudentInnen nutzen wir so viele Gelegenheiten wie irgend möglich um Wünsche der StudentInnen an unserem Institut einzubringen. So stellen wir die Hälfte der Mitglieder in der Studienkonferenz, um die Interessen der StudentInnen so gut wie möglich in den Institutsalltag zu integrieren.

Weiters sind wir in unseren Journaldiensten für alle da, die Hilfe und Rat brauchen oder einfach nur nett plaudern wollen. Im Rahmen der Inskriptionsberatung, des Erstsemestrigentutoriums, der Betreuung des Kopierers, des Anglistikstammtisches und der Organisation von Festln tun wir, was wir können!

Besonders möchten wir Euch auf das Anglistikforum aufmerksam machen, zu dem ihr einen Link auf unserer Homepage findet.

Wir wünschen euch einen guten Start ins neue Semester und viel Spaß auf der Anglistik & Amerikanistik.

Zu finden sind wir im **Kammerl im 1. Stock rechts**. Tel. 4277-19681

email: [strv.anglistik@blackbox.net](mailto:strv.anglistik@blackbox.net); Homepage: <http://www.univie.ac.at/strv-anglistik>.

Ankündigungen zu Sprechstunden und *JourFixe* findet vor unserem Kammerl.

## WELCOME & INFORMATION EVENING AT THE ENGLISH AND AMERICAN STUDIES LIBRARY: March 13th

**5:30-7:00 p.m.: Library and Study Programme Orientation for New Students (Ground floor in front of the Library and in the Library)**

- ✓ Find out about the study programme from departmental staff and student representatives
- ✓ Join a guided tour of the library & meet the friendly library staff
- ✓ Have a cuppa

**7:00-8:30 p.m.: Die neue Fachbereichsbibliothek für Anglistik und Amerikanistik: ein Informationsabend für BibliotheksbenutzerInnen (Ground Floor, Unterrichtsraum)**

- ✓ Find out about recent changes in the English and American Studies Library
- ✓ Learn about the findings on the performance of the English and American Studies Library in the recent library questionnaire (Nov.-Dec.2006) and how we are addressing the issues raised.
- ✓ Meet all the library staff and discuss any issues concerning the future development of the Library.

The information event will be in **German**; you are, however, welcome to use English.

## PERSONALMITTEILUNGEN

**Prof. Margarete Rubik** nimmt im Sommersemester ein Forschungssemester in Anspruch.

**Prof. Barbara Seidlhofer** wird aus gesundheitlichen Gründen im Sommersemester nur das Research Colloquium (im Freien Angebot) abhalten.

**Dr. Astrid Fellner** hat sich im WS 06/7 für das Fach Amerikanistik habilitiert. Wir gratulieren herzlich!

**Mag. Ursula Lutzky** hat ein Forschungsstipendium der Akademie der Wissenschaften erhalten und wird ab 1. April 2007 für 18 Monate zu Forschungszwecken im Rahmen ihres Dissertationsprojekts freigestellt.

**Dr. Susanne Reichl** nimmt nach zweijähriger Karenzierung, die ihr durch ein Schrödinger-Stipendium ermöglicht wurde, wieder ihre Lehre am Institut auf.

### Forschungsprojekt:

**Prof. Ewald Mengel** konnte für das Forschungsprojekt „Weltbühne Wien“ die finanzielle Förderung des Wissenschaftsfonds sicherstellen. An dem interdisziplinären Forschungsprojekt zur Rezeption des englischsprachigen Dramas im Wiener Theaterleben des 20. Jahrhunderts sind außer MitarbeiterInnen des Instituts sowie anderer Institute der Universität Wien auch ambitionierte junge AnglistInnen als post graduates beteiligt: Dr. Ludwig Schnauder, Mag. Barbara Pfeifer und Mag. Sandra Mayer.

### Gäste:

Das Lehrangebot der Amerikanistik und der Genderforschung wird in diesem Semester durch die Präsenz von zwei Gästen substantiell erweitert. Wir begrüßen neben **Gastprof. Carmen Birkle** den **Fulbright-Gastprof. J. K. Van Dover** sehr herzlich.

Im Bereich der Linguistik freut sich das Institut besonders, den bedeutenden Soziolinguisten **Prof. Peter Trudgill** (Univ. of East Anglia) als Gastprofessor für eine Lehrveranstaltung gewonnen zu haben, die ab 8. Mai 2007 geblockt angeboten wird. Auch **Prof. Ardith Meier** (Univ. of Northern Iowa) – eine Alumna des Instituts, die wir herzlich willkommen heißen – wird im Mai/Juni zwei Lehrveranstaltungen blocken.

Wir freuen uns, dass **Prof. Beaumont** als Gastprofessor für Fachdidaktik und **Prof. Kryk-Kastovsky** im Fachbereich Linguistik auch dieses Semester bei uns unterrichten.

Wir verabschieden uns mit Bedauern von **Gastprof. Christa Knellwolf** und danken für die Bereicherung unseres Lehrangebots durch einen Australian Studies-Schwerpunkt.

Ebenso müssen wir uns leider von KollegInnen verabschieden, deren Arbeitsverträge abgelaufen sind: **Dr. Schnauder** (der jedoch als Projektmitarbeiter der Forschung des Instituts verbunden bleibt) und **Frau Elisabeth Berger**, die die zentrale Verwaltung kräftig unterstützt hat.

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### **Em. Prof. Siegfried Korninger, 1925-2006**

Em. Prof. Siegfried Korninger ist Anfang Oktober 2006 nach langem, mit Geduld ertragenem Leiden, verstorben.

Prof. Korninger wurde - damals der jüngste Ordinarius Österreichs - 1958 als Professor für englische Sprache und Literatur nach Wien berufen. Während seiner langjährigen Funktion als Institutsvorstand expandierte das Institut sowohl räumlich als auch personell beträchtlich. Aber nicht nur auf Institutsebene sondern auch im Rahmen der Gesamtuniversität trug er Verantwortung in leitenden Funktionen. Er wurde zum Dekan der Geisteswissenschaftlichen Fakultät (1966/67) und zum Rektor (1973/74 und 1974/75) gewählt. Prof. Korninger war auch korrespondierendes Mitglied der Österr. Akademie der Wissenschaften und spielte eine Rolle im öffentlichen Leben als Vorsitzender des ORF-Publikumsrates (1974-77).

Obwohl primär in der Literaturwissenschaft tätig, hielt Prof. Korninger in den ersten Jahren auch große Vorlesungen zur Phonetik und nahm jahrelang persönlich die „Sprachbeherrschungsprüfung“ für angehende SeminarteilnehmerInnen ab. Damit und besonders mit der von ihm in seinen Lehrveranstaltungen konsequent verwendeten - und blendend beherrschten - englischen Sprache erwarb er sich größte Verdienste um die Hebung des sprachlichen Standards der AbsolventInnen. Ebenso verstand er es, seine eigene Begeisterung für Literatur an Generationen von AnglistInnen weiter zu geben. Viele der älteren unter den heute am Institut Lehrenden wurden durch Prof. Korninger für die Anglistik gewonnen. Er bleibt ihnen als charismatischer Lehrer in Erinnerung.

# STUDIENBERATUNG

**Wichtige Informationen zum Studium finden Sie im „Wegweiser zum Studium der Anglistik und Amerikanistik“** (*im Sekretariat erhältlich*)

**Auskünfte und persönliche Beratung:**

Monica **DIRNBERGER** (1.Stock)

Mo Mi Fr 10-11

**Welcome & Information Evening at the English and American Studies Library: March 13th**

Details see p. 10

## **STUDY ABROAD POSSIBILITIES ERASMUS (SOCRATES) & JOINT STUDY-PROGRAMMES**

Alle Informationen dazu finden Sie im *Wegweiser zum Englischstudium* (Ausgabe WS 06/07, im Sekretariat erhältlich) bzw. auf der Homepage des Instituts unter dem Link Study Abroad ([http://www.univie.ac.at/Anglistik/ang\\_new/study\\_abroad.html](http://www.univie.ac.at/Anglistik/ang_new/study_abroad.html)). Einige Grundinformationen (Ansprechpersonen für einzelne Programme) und weiterführende Websites sind auch im ersten Stock angeschlagen (Gang Zentralsekretariat, schräg gegenüber dem Lektorenzimmer).

Tabelle Übersicht

## Anmeldungen

### SPRACHKOMPETENZKURSE, LANGUAGE ANALYSIS, INTRO TO CULTURAL & REGIONAL STUDIES: ALLGEMEINE INFORMATIONEN

- ◆ **Elektronische Anmeldung für alle Kurse (mit Ausnahme von "Language Tuition", s. S. 17):** Das Formular für die Anmeldung ist gemeinsam mit einer genauen Bedienungsanleitung auf der Homepage des Instituts [www.univie.ac.at/Anglistik](http://www.univie.ac.at/Anglistik) aufzurufen. Falls Sie keinen Internetzugang haben, können Sie das Formular auch zu den Öffnungszeiten im Zentralsekretariat ausfüllen.
- ◆ Die zeitliche Reihenfolge der Anmeldung spielt keine Rolle, da die Vergabe der Plätze erst nach Anmeldeschluss erfolgt.
- ◆ **Erst Ihre Anwesenheit in der 1. und 2. Unterrichtseinheit (bei den Übungen 111, 112) bzw. in der 1. Unterrichtseinheit (alle übrigen Lehrveranstaltungen mit Anmeldepflicht) macht Ihre (elektronische oder persönliche) Anmeldung verbindlich: Unangekündigtes Fernbleiben führt zum Verlust Ihres Platzes!** (Sollten Sie verhindert sein, informieren Sie bitte die angegebene Kontaktperson.)
- ◆ Studierende, die bereits an anderen Universitäten Anglistik studiert haben und ihr Studium bei uns fortsetzen wollen: Bitte kontaktieren Sie vor der Anmeldung Frau Mag. Olsson.

### SPRACHKOMPETENZKURSE

#### 111 INTEGRATED LANGUAGE AND STUDY SKILLS 1

**Anmeldungsbeginn: Donnerstag, 15.2. — Anmeldungsende: Donnerstag, 22.2., 14 Uhr**  
**(Obligater) Sprachtest: Dienstag, 27. Februar, 11-13 Uhr, Hs. C1**

Veröffentlichung der Teilnehmerlisten: **5. März, vormittags (neg. Testergebnis: siehe unten)**

**Voraussetzungen für den Kursbesuch: A) Anmeldung. 15.2.–22.2., 14.00 Uhr.**

**B) Die Zulassung zum ordentlichen Studium an der Universität Wien.** Wird vom Institut überprüft. Falls dies Ihr 1. Semester an der Uni Wien ist und Ihr Studienbeitrag noch nicht verbucht wurde, brauchen wir bis 22.2. mittags eine Zahlungsbestätigung (an Fr. Zillinger).

**C) Erfolgreiche Teilnahme am Sprachtest.** (=B2 score; Näheres unter "Sprachtest", S. 9).  
**Achtung: Nur ein Testtermin pro Semester!** Sie können am Sprachtest teilnehmen, wenn Sie sich zwischen 15. und 22.2. angemeldet haben. Keine gesonderte Anmeldung zum Test!

**D) Anwesenheit in den ersten beiden Unterrichtseinheiten.** Unangekündigtes Fernbleiben führt zum Verlust Ihres Platzes. Sollten Sie in der 1. oder 2. Einheit verhindert sein, informieren Sie bitte Frau Zillinger unter der DW -42450 oder per E-Mail unter [ulrike.zillinger@univie.ac.at](mailto:ulrike.zillinger@univie.ac.at).

**Studierende, die trotz positiven Tests nicht aufgenommen werden können,** erfüllen die Voraussetzung für die Aufnahme im Wintersemester 2007/08. Allerdings muss das Interesse an einem Platz im Wintersemester in der Woche von 1.-7. Mai 2007 bestätigt werden (E-Mail an [ulrike.zillinger@univie.ac.at](mailto:ulrike.zillinger@univie.ac.at) bzw. Anruf an 4277-42450).

**Studierende mit negativem Testresultat** (Veröffentlichung unter Angabe der Matrikelnr.): Sie können alle übrigen Lehrveranstaltungen des ersten Studienabschnitts besuchen, für deren Besuch keine Voraussetzungen definiert sind. Der Sprachtest muss im Fall einer neuerlichen Anmeldung zu 111 wiederholt werden (Termin jeweils am Semesterbeginn). Beachten Sie das Angebot des Sprachenzentrums und der VHS hinsichtlich der Kurse auf B2 Niveau! Beratung: Mag. B. Olsson.

**Warteliste des WS 06/07:** Bitte melden Sie sich bis 22.2., 14.00 Uhr, an. Ihr Sprachtestergebnis ist im SS 07 noch gültig. (Bei einem Kursbesuch ab dem WS 07/08 müsste der Sprachtest jedoch zuvor wiederholt werden.)

**Kontaktperson: Ulrike Zillinger, DW 42450**

**Sonderfälle:(bis 15.2.) siehe S. 21**

**SPRACHKOMPETENZ Stufen 112, 113, 114, 121, 122  
sowie themenspezifische Kurse 123, 124, 125, 126:**

**Anmeldungsbeginn: Montag, 19.2. — Anmeldungsende: Freitag, 23.2., 14 Uhr.**  
**Veröffentlichung der Teilnehmerlisten: 6. März, vormittags**

**Sprachkompetenz 2. Studienabschnitt:** Die Anmeldung vom 19. bis 23.2. gilt für einen Platz in einem Kurs (121, 122, 123, 124, 125 oder 126). In der Nachmeldefrist ist – nach Maßgabe von Plätzen – die Anmeldung zu einem zweiten Kurs (mit anderer Codenummer) möglich.

**Voraussetzung für die Anmeldung ist der positive Abschluss der vorangehenden Stufe:**

Kurs	Voraussetzung
<b>112</b>	111 bzw. K101
<b>113</b>	112+101+102 bzw. K102+101+102 <u>alter Studienplan:</u> 112 oder K 102
<b>114</b>	113+101+102 bzw. K103+(101 od. 102) <u>alter Studienplan:</u> 113+(101 od. 102) bzw. K 103
<b>121</b>	Sprachkompetenz des ersten Abschnitts (außer K110 / 119)
<b>122, 123, 124, 125, 126</b> <b><u>NEU seit SS 06 für UniStG Studienplan!</u></b>	Sprachkompetenz des ersten Abschnitts (außer K110 / 119), wenn der Kurs vorgezogen wird. Es können <u>121 und ein weiterer</u> Sprachkompetenzkurs vorgezogen werden! Wenn bereits zwei Kurse vorgezogen wurden, ist der Abschluss der 1. Diplomprüfung Voraussetzung. <b>Weiterhin gilt aber:</b> <u>LehramtsstudentInnen</u> müssen 121 vor 122 absolvieren!

**Kontaktperson: Caterina Novák (112-114), DW 42401    Sonderfälle:(bis 15.2.) siehe S. 21**  
**Monica Dirnberger (121-126), DW 42404**

**LANGUAGE ANALYSIS 102, INTRODUCTION TO CULTURAL STUDIES 402.**

**Anmeldungsbeginn: Montag, 19.2. – Anmeldungsende: Freitag, 23.2., 14 Uhr.**  
(s. auch allgemeine Informationen auf der vorigen Seite)  
**Veröffentlichung der Teilnehmerlisten: 6. März, vormittags**

**Voraussetzung:** Zulassung zum ordentlichen Studium an der Universität Wien. **Falls dies Ihr erstes Semester an der Universität Wien ist und Ihr Studienbeitrag noch nicht auf dem Universitätskonto eingelangt ist, muss der geeignete Nachweis der Zahlung spätestens am 23.2. mittags erfolgen** (Kontaktperson: Hr. Schubert für 102, Fr. Linke für 402).

**Erst Ihre Anwesenheit in der 1. Unterrichtswoche macht Ihre Anmeldung verbindlich: Unangekündigtes Fernbleiben führt zum Verlust Ihres Platzes!** (Wenn Sie in der ersten Woche verhindert sind, informieren Sie bitte Ihre Kontaktperson.)

**Kontaktperson: Bernhard Schubert (102), DW 42475    Sonderfälle:(bis 15.2.) siehe S.21**  
**Ute Linke (402), DW 42402**

**Falls Sie die Anmeldefrist für die Sprachkompetenzkurse ab Stufe 112  
oder die Lehrveranstaltungen 102 und 402 versäumt haben:  
Nachmeldungen, Tauschmöglichkeit: 12.-16. März, nur im Zentralsekretariat.**



## LANGUAGE TUITION 127, 128 (K 411, K 412)

Wahlfach für Nicht-AnglistInnen bzw. Diplom-Zweifach, alter Studienplan

**Anmeldung im Zentralsekretariat von 26.2. bis 2.3., 12.00 Uhr (Öffnungszeiten s. S. 5).**

**Voraussetzung:** Abgeschlossene Sprachkompetenz des ersten Abschnitts (außer K110 / 119). Zeugnis über 114 (bzw. K104) bitte mitbringen!

**Erst Ihre Anwesenheit in der 1. Unterrichtswoche macht Ihre Anmeldung verbindlich: Unangekündigtes Fernbleiben führt zum Verlust Ihres Platzes!** (Wenn Sie in der ersten Woche verhindert sind, informieren Sie bitte das Zentralsekretariat unter der DW -42401.)

**Kontakt: Zentralsekretariat, DW 42401**

## 119 (K110) PRACTICAL PHONETICS AND ORAL COMMUNICATION SKILLS

**Zulassungsvoraussetzung:** positive Note auf Integrated Language and Study Skills 2 (112) / Englische Sprachübungen II (K102)

**Verpflichtende Voranmeldung** zur Bedarfserfassung: **01.-25.02.2007 per E-Mail** an [gertraud.rote@univie.ac.at](mailto:gertraud.rote@univie.ac.at) mit dem Betreff: "PPOCS-British English" oder "PPOCS-American English" unter Angabe Ihres Namens, Ihrer Matrikel-Nr. und der Note, die Sie auf ILSS2 (Sprachübungen II) bzw. einen höheren, positiv absolvierten Sprachkompetenz-Kurs erhalten haben.

Diese Voranmeldung dient der **Bedarfserfassung** für Kurse und Laborstunden und soll einen reibungslosen Ablauf der Anmeldung (verkürzte Wartezeiten!) gewährleisten. **Die Voranmeldung ersetzt NICHT die reguläre Anmeldung!**

**Anmeldung: Montag, 5. März 2007, 10-12 Uhr, Seminarraum 1.**

Die oben angegebene Anmeldezeit ist eine Rahmenzeit, **die genaue Zeiteinteilung nach Namenslisten wird am Vortag ausgehängt.** Bitte informieren Sie sich unbedingt, **wann Sie persönlich drankommen.** Beachten Sie, dass auf zu spät kommende Studierende NICHT gewartet werden kann. Sollte es Ihnen unmöglich sein, persönlich zu erscheinen, schicken Sie bitte eine (gut informierte) Vertretung zur Anmeldung.

**Versuchen Sie in Ihrem eigenen Interesse zeitlich so flexibel wie möglich zu bleiben. Bedenken Sie, dass Sie nur auf eine Warteliste genommen werden können, wenn in keinem Kurs mehr Plätze vorhanden sind.**

**Aushang der Teilnehmerlisten: Dienstag, 6. März 2007 (am Nachmittag)**

**Nachmeldung** (sollten Plätze bei der regulären Anmeldung frei bleiben):  
**Montag, 12. März 2007, 11-12 Uhr, bei Frau Rotte, 2. Stock.**

**Kontaktperson: Gertraud Rotte, DW 42440**

(Sonderfälle bis 28.2.)

## INTRODUCTION TO THE HISTORY OF ENGLISH

**Zulassungsvoraussetzung:** 201 (bzw. K211) +101+102.

Alter Studienplan: 201 (bzw. K 211).

UmsteigerInnen: 101 und 102 entfällt, wenn Englische Sprachübungen I-IV absolviert wurden.

**Anmeldung: Montag, 5.3.2007, ganztägig und Dienstag, 6.3.2007, bis 15 Uhr.**

Aushang der Teilnehmerlisten: Mittwoch, 7.3., später Nachmittag.

Einwurf eines Wunschzettels in eine Box vor dem Zentralsekretariat. Es gibt ein Anmeldeformular für Studierende nach dem alten Studienplan, sowie eines für Studierende nach dem UniStG Studienplan (Zulassung ab WS 02). Keine Voranmeldung!

**Kontaktperson: Mag. Corinna Weiss, DW 42423**

(Sonderfälle bis 28.2.)

## INTRODUCTORY SEMINAR LINGUISTICS

**Zulassungsvoraussetzung:** 201 (bzw. K 211) +101+102.

Alter Studienplan: keine formellen Voraussetzungen, jedoch K 212 (bzw. 202) dringend empfohlen.

UmsteigerInnen: 101 und 102 entfällt, wenn Englische Sprachübungen I-IV absolviert wurden.

**Anmeldung: Montag, 5.3.2007, ganztägig und Dienstag, 6.3.2007, bis 15 Uhr.**

Aushang der Teilnehmerlisten: Mittwoch, 7.3., später Nachmittag.

Einwurf eines Wunschzettels in eine Box vor dem Zentralsekretariat. Es gibt ein Anmeldeformular für Studierende nach dem alten Studienplan, sowie eines für Studierende nach dem UniStG Studienplan (Zulassung ab WS 02). Keine Voranmeldung!

**Kontaktperson: Dr. Bryan Jenner, DW 42435**

(Sonderfälle bis 28.2.)

## INTRODUCTORY SEMINAR LITERATURE

**Zulassungsvoraussetzung:**

101+102+301 (bzw. K223) +302 (bzw. K221) **oder** 303 (bzw. K222).

Alter Studienplan: K 223 (bzw. 301)+K 221 (bzw. 302)+K 222 (bzw. 303).

UmsteigerInnen: 101 und 102 entfällt, wenn Englische Sprachübungen I-IV absolviert wurden.

Sind nicht genügend Plätze vorhanden, haben Studierende, die sowohl 302/K221 als auch 303/K222 abgelegt haben, Vorrang bei der Aufnahme.

**Anmeldung: Montag, 5.3.2007, ganztägig und Dienstag, 6.3.2007, bis 15 Uhr.**

Aushang der Teilnehmerlisten: Mittwoch, 7.3., später Nachmittag.

Einwurf eines Wunschzettels in eine Box vor dem Zentralsekretariat. Keine Voranmeldung!

**Kontaktperson: Edith Lederer-Vadon, Bakk., DW 42470**

(Sonderfälle bis 28.2.)

## FACHDIDAKTIK

Anmeldung für **alle** Fachdidaktik-Lehrveranstaltungen:

**Montag, 5. März 2007, 11-14 Uhr, Room 2**

Aushang der Teilnehmerlisten: Dienstag, 6.3., ab 12 Uhr

**Zulassungsvoraussetzungen** für

**601:** 101+102+201+301+401+402+111+112

**602:** 601

Alter Studienplan: Voraussetzung für die fachdidaktischen Lehrveranstaltungen ist grundsätzlich die 1. Diplomprüfung, doch kann K 603 (= 601 Introduction to Language Teaching I) als Vorbereitung auf das Schulpraktikum in den ersten Studienabschnitt vorgezogen werden.

**Achtung neu: Die Begleitübung zum Schulpraktikum (621) ist Voraussetzung für den Besuch der fachdidaktischen Übungen des 2. Studienabschnitts (622, 623, 624).**

Das Vorziehen der **Begleitübung zum Schulpraktikum** ist nach Absolvierung von 602 Introduction to Language Teaching 2 erlaubt. **Nach Absolvierung von 621 kann eine themenspezifische Lehrveranstaltung** aus dem 2. Studienabschnitt in den ersten Abschnitt vorgezogen werden.

(Für Studierende nach altem Studienplan ist die Begleitübung 621 **nicht** vorgesehen!)

**629 Principles of ELT Methodology** (= K601 Methodik nach altem Studienplan): Auch hierfür ist persönliche Anmeldung notwendig! Voraussetzung: 1. Diplomprüfung; zwei themenspezifische fachdidaktische Übungen.

Alter Studienplan: es wird empfohlen, mindestens K603 (Fachdidaktik I) sowie das Schulpraktikum vor der Methodology zu absolvieren. Kein Vorziehen!

**Kontaktperson: Mag. Corinna Weiss**  
DW 42423

**Sonderfälle** (bis 28.2.): siehe S. 21

## INTERACTIVE LINGUISTICS / LITERATURE AND INTERDISCIPLINARY COURSES

Elektronische Anmeldung (s. Institutshomepage) bzw. persönliche Anmeldung zu den Öffnungszeiten im Zentralsekretariat:

Für Studierende nach **UniStG Studienplan** (Diplom und Lehramt) von **12.2. bis 23.2., 14 Uhr**;  
für Studierende nach dem **alten Studienplan** (Diplom und Lehramt) von **19.2. bis 23.2., 14 Uhr**.

Veröffentlichung der Teilnehmerlisten: 28.2., vormittags

**Falls Sie die oben angegebene Anmeldefrist versäumt haben:**

**Nachmeldungen, Tauschmöglichkeit: 12.-16. März, nur im Zentralsekretariat.**

**Kontakt: Ute Linke, DW 42402**

**Sonderfälle: Ute Linke (bis 9.2.)**

## SEMINARE

### ANMELDUNG ZU DEN SEMINAREN für das SS 2007

**ACHTUNG! VORAUSSETZUNG FÜR DIE ANMELDUNG ZU DEN SEMINAREN IST DER ABSCHLUSS DER ERSTEN DIPLOMPRÜFUNG!**

Das **Verfahren der SE-Anmeldung** (zweiter Studienabschnitt, Codenummern 222, 322, 821 bzw. K511/K521; **nicht *introductory seminar***) gestaltet sich für das **SS 2007** wie folgt:

- Um sich anzumelden, füllen Sie das diesbezügliche **Online-Formular** aus und verschicken es (wurde noch kein SE besucht, sind sowohl für Sprach- als auch für Literaturwissenschaft jeweils 3 Wunschseminare auf dem Formular anzugeben; wurde bereits ein SE erfolgreich besucht, sind 3 Wunschseminare in der noch zu absolvierenden Fachdisziplin auszuwählen).
- Die Anmeldung ist **ab 24. Jänner** (Aushang bzw. Veröffentlichung der kommentierten *course descriptions* im Netz) **bis 7. Februar 12.00 h** möglich. **Diese Deadline ist verbindlich und strikt einzuhalten** ("Nachzügler" können nur im **unwahrscheinlichen Fall** eines noch vorhandenen Platzkontingents berücksichtigt werden).
- Nach Überprüfung der Seminarberechtigung werden die Teilnehmerlisten der einzelnen Seminare auf Basis des Notendurchschnitts erstellt und zum **14. Februar ausgehängt bzw. ins Netz gestellt**; Berufstätige, Eltern, Behinderte werden mit Bestätigung vorgereicht und wenden sich zur Anmeldung direkt an den zuständigen Ansprechpartner Mag. Barbara Olsson über folgende E-Mail-Adresse: [barbara.olsson@univie.ac.at](mailto:barbara.olsson@univie.ac.at).
- **Die Anmeldung ist verbindlich:** Sollten Sie den Ihnen zugeteilten SE-Platz nicht in Anspruch nehmen, melden Sie sich bei Mag. Barbara Olsson per E-Mail (Adresse s.o.) ab, damit Kandidaten von der Warteliste berücksichtigt werden können.
- **Wichtig:** Die die jeweiligen Seminare betreffenden Termine, Vorbereitungen und *deadlines* für Referats-, Arbeitsthemen etc. werden direkt von den Kursleitern per Aushang bekanntgegeben – die Teilnehmer sind verpflichtet, sich diesbezüglich rechtzeitig und selbständig kundig zu machen!

**Kontaktperson: Mag. Barbara Olsson, DW 42472**

**Voranmeldung für frühe Themen Wintersemester 2007/08:** Achten Sie ab ca. Mitte Juni auf Aushänge der SeminarleiterInnen bezüglich der Vergabe von Themen für Referate im Oktober 2007. Die Anmeldung erfolgt in diesem Fall direkt beim Seminarleiter; eine weitere Anmeldung online ist dann nicht erforderlich.

## SONDERFÄLLE

(Berufstätige, Kinderbetreuung, Behinderte)

Für Sonderfälle sind in jeder Pflichtlehrveranstaltung mit persönlicher Anmeldung drei Plätze reserviert, für die Sie sich voranmelden können. Sie brauchen nicht mehr persönlich ans Institut zu kommen, sondern können die Anmeldung per Post (Adresse auf S. 2), E-Mail (Ausnahme: Dr. Bailey) oder Fax erledigen. Dies ersetzt die reguläre Anmeldung!

Folgende Unterlagen müssen an die unten angeführten Kontaktpersonen übermittelt werden:

- die für die entsprechenden Übungen/Proseminare notwendigen Zeugnisse (Kopie)
- für 111 Integrated Language and Study Skills 1, 102 Language Analysis, 402 Cultural Studies: Kopie des Studentenausweises (mit dem Aufkleber für SS 07 oder WS 06/07)
- zusätzlich

Berufstätige: genaue Arbeitszeitbestätigung des Arbeitgebers für das betreffende Semester  
Mütter/Väter: Geburtsurkunde des Kindes

Behinderte: Kopie des Behindertenausweises o.ä.

- Bitte Namen, Adresse und Telefonnummer nicht vergessen!
- **Wenn mehrere Kontaktpersonen für Ihre Anmeldung zuständig sind, übermitteln Sie bitte jeder Kontaktperson Ihre Unterlagen separat!**

Geben Sie bitte unbedingt alle Kurse an, deren Besuch Ihnen möglich ist. Für die Sprachkompetenzkurse des 2. Studienabschnittes (Codenummern 121, 122, 123, 124, 125, 126) kann im Rahmen der Anmeldung für Sonderfälle nur ein Platz pro Person vergeben werden. Eine Anmeldung für einen weiteren Kurs ist erst während der Nachmeldungszeit (s. S. 16) möglich.

### Kontaktpersonen:

#### **Sprachkompetenz-Kurse und Vorlesungskonversatorien 102 und 402:**

Zuständig ist Dr. Bailey: Unterlagen bitte nur per Post oder über den Institutspostkasten vor dem Sekretariat übermitteln. Eine Anmeldung per E-Mail ist leider nicht möglich.

#### **Deadline Sonderfälle Sprachkompetenz & VK: 15. Februar 2007**

Am Montag, dem 19. Februar, 9-12 Uhr, besteht die Möglichkeit, Herrn Dr. Bailey für Rückfragen telefonisch zu kontaktieren: Tel. 4277-42407.

#### **Interactive & Interdisciplinary Courses (Arbeitsgemeinschaften, 1. & 2. Studienabschnitt):**

Ute Linke ([ar424.anglistik@univie.ac.at](mailto:ar424.anglistik@univie.ac.at); Fax 4277-9424, z.Hd. Fr. Linke; Tel. 4277-42402)

#### **Deadline Sonderfälle: Freitag, 9. Februar 2007**

#### **Deadline Sonderfälle für alle anderen Übungen und Proseminare: 28. Feb. 2007**

**Fachdidaktik:** Mag. Barbara Mehlmauer-Larcher ([barbara.mehlmauer-larcher@univie.ac.at](mailto:barbara.mehlmauer-larcher@univie.ac.at); Fax 4277-9424, z.Hd. Mag. Mehlmauer-Larcher; Tel. 4277-42490)

**Practical phonetics + Sprachlabor:** Gertraud Rotte ([gertraud.rotte@univie.ac.at](mailto:gertraud.rotte@univie.ac.at); Fax 4277-9424, z.Hd. Frau Rotte; Tel. 4277-42440)

**Introduction to the History of English:** Mag. Corinna Weiss ([corinna.weiss@univie.ac.at](mailto:corinna.weiss@univie.ac.at); Fax 4277-9424, z.Hd. Mag. Weiss; Tel. 4277-42423)

**Introductory Seminar Linguistics:** Dr. Bryan Jenner ([bryan.jenner@univie.ac.at](mailto:bryan.jenner@univie.ac.at); Fax 4277-9424, z.Hd. Dr. Jenner; Tel. 4277-42435)

**Introductory Seminar Literature:** Edith Lederer-Vadon, Bakk.

([edith.lederer-vadon@univie.ac.at](mailto:edith.lederer-vadon@univie.ac.at); Fax 4277-9424, z.Hd. Fr. Lederer-Vadon; Tel. 4277-42470)

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**ENGLISH AND AMERICAN STUDIES LIBRARY  
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**We would like to welcome all students to the English and American Studies Library:**

Together with the University Library we provide students, scholars and teachers of English and American Studies with general and specialised information resources in Anglophone literatures, English language teaching, historical linguistics, applied linguistics, Anglophone regional studies and cultural studies.

The Library also provides students with the opportunity to practice their English or American pronunciation and to access English language electronic and audiovisual media.

**Library team:** We are happy to assist you with any questions relating to library use or how to find and use information resources:



Antonija Parigroz (Library Assistant)  
Mag. Karin Lach (Librarian)  
Margarete Pettermann (Library Assistant)

**Opening hours:**

**Term time:** Monday, Tuesday, Thursday: 8:30 a.m. 6:00 p.m.  
Wednesday: 10:00 a.m. 6:00 p.m.  
Friday: 8:30 a.m. 4:00 p.m.

**Vacations:** for reduced opening hours and closed days see notice board in the library and our webpage.

**Loans:**

Loan period for weekend loans: Students and general readers can borrow books loanable over the weekend from Friday from 8:30 a.m. until 3:45 p.m. These books must be returned by Monday noon. Some books are reference works only and can be used in the library; others can be borrowed any time for a longer period (Books with the shelfmark H-...: 3 months; schoolbooks: 2 weeks). Non-book materials are usually non-loanable. Should you need a reference work in class, hourly loans can be arranged.

**Ground floor:** *Information desk; general reference; dictionaries; journals linguistics; general literature; British literature; Irish literature; postcolonial literature; world literature; British, Irish and postcolonial regional studies, cultural studies; language teaching; language practice; school books; reserve collection section ("Handapparate"); photocopiers; library catalogues (online & card).*

**First floor:** *American literature and regional studies; Canadian literature and regional studies; Australian literature and regional studies; TV room, self-access audio and teamwork room; online catalogue; sofa for reading and relaxing, patron toilets.*

**Library Orientation: Get-2-Know-the-Library-Tours:**

**13/3/2007: 11:15 a.m. (after Language Analysis class)**

**Meeting Point: in front of the Library**

Further dates for guided tours of the Library will be announced on the Library website.





# KOMMENTIERTES VORLESUNGSVERZEICHNIS

## ANNOTATED LECTURE LIST

**Achtung:** Redaktionsschluss für das kommentierte Vorlesungsverzeichnis war im Dezember. Änderungen und Ergänzungen, die sich nach diesem Termin ergeben können, werden in der online-Version des KOVO (Link: *lectures / KOVO*) oder per Aushang bekanntgegeben.

Alle Kursbeschreibungen wurden elektronisch übermittelt. Die jeweiligen AutorInnen sind für den Inhalt verantwortlich.

**N.B.:** Copy deadline was in December. Please consult the notice board for any subsequent changes and additions.

All course descriptions have been submitted by electronical means. The respective authors are responsible for the contents.

### 1. STUDIENABSCHNITT

#### PART I (COURSES FOR 1<sup>st</sup> DIPLOMA EXAMINATION)

#### SPRACHKOMPETENZ/LANGUAGE SKILLS

**Registration:** see chapter *Anmeldungen*, p. 15ff., see also p. 9 (Language Test)!

*The language courses are based on the assumption that you have already done English up to Austrian 'Matura' level or the equivalent. In other words, you are already more or less 'Independent Users' of English (cf. Common European Framework of Reference for Languages, B2). By the end of Part I you should be approaching a level that has been described as 'Effective Operational Proficiency'. This means that you should have relatively little difficulty in using the English language for most personal, public or educational purposes. You will be able to use the language both receptively and productively, in speech and in writing, with due regard for relevant features of context, situation and addressor / addressee. In addition, you will have a good grasp of the nature and structure of the language and its systems. Finally you should have attained a level of learner autonomy which will enable you to continue to develop your language and communication skills independently in the future.*

**OVERVIEW Language Skills, Part I**

<b>YEAR</b>	<b>NR.</b>	<b>TITLE</b>	<b>TYPE</b>	<b>SEMESTER HOURS</b>
ONE (Sem. 1)	101	Language Analysis	VO	1
ONE (Sem. 1)	102	Language Analysis	UE/VK	1
ONE (Sem. 1)	111	Integrated Language and Study Skills 1 (ILSS 1)	UE	3
ONE (Sem. 2)	112	Integrated Language and Study Skills 2 (ILSS 2)	UE	3
TWO (Sem. 3)	113	Language in Use 1 (LIU 1)	UE	2
TWO (Sem. 4)	114	Language in Use 2 (LIU 2)	UE	2
TWO (Sem. 3/4)	119	Practical Phonetics and Oral Communication Skills	UE	2

You are strongly recommended to take the Language Analysis lecture course (101) and the practical class (102) in conjunction with each other. Courses 111 through 114 form a coherent whole and must be taken in sequence. Language Analysis (VO and UE/VK) and Integrated Study Skills 1 count as part of the *Studieneingangsphase*.

### **The Language Analysis Component 101 VO, 102 UE/VK**

*This component of your studies comprises the **lecture course** as well as the accompanying **practical class** (UE/VK). You are strongly recommended to take the lecture course and the practical classes in conjunction with each other (in the 1<sup>st</sup> semester), as the two are closely linked: the lecture provides the necessary input, which is further discussed and practised in the smaller practical classes.*

**Your aims for the lecture and the practical class will be as follows:**

*You will be able to*

- identify and name the individual parts of syntactic structures (using standard terminology)
- talk informedly about key grammatical categories and explain their use in a given context
- recognise and rectify common errors
- make independent and judicious use of reference books

*As such the Language Analysis Component provides an important foundation for both language classes (Integrated Language and Study Skills, Language in Use) and linguistics courses.*

**Materials:**

*There is a common handout for both lecture course and practical classes. Please pick it up from CopyStudio, Schwarzspanierstr. 10, in the first week of the semester.*

**Assessment:**

*Lecture and practical classes will be assessed separately*

- *Lecture: final test*
- *Practical classes: regular attendance & class participation, two assignments, final test*

**Studierende, die ein positives Zeugnis über diese Lehrveranstaltung benötigen, um im DARAUF FOLGENDEN Semester ein Proseminar, Sprachgeschichte oder Introduction to Language Teaching I zu besuchen, MÜSSEN zum ersten Prüfungstermin (in der letzten Sitzung des Semesters) antreten. Aus organisatorischen Gründen können Ergebnisse aus dem zweiten Prüfungstermin NICHT BERÜCKSICHTIGT werden.**

101 Gunther Kaltenböck, Tue 10-11, Hs C1 (ab 13.3.) **NO REGISTRATION!**

**Registration for 102:** see chapter *Anmeldungen*, p.16

**Courses:**

- 102 Klaus Heissenberger, Fri 8-9, Unterrichtsraum (ab 9.3.)  
 Gillian Schwarz-Peaker, Tue 13-14, Unterrichtsraum (ab 13.3.)  
 Ute Smit, Mon 12-13, Unterrichtsraum (ab 19.3.)  
 Ute Smit, Mon 13-14, Unterrichtsraum (ab 19.3.)  
 Lotte Sommerer, Thu 13-14, Unterrichtsraum (ab 8.3.)  
 Lotte Sommerer, Thu 17 s.t.-17.45, Unterrichtsraum (ab 8.3.)

## **111, 112: Integrated Language and Study Skills 1 and 2 (ILSS 1 & 2)**

3st, UE

**Registration:** see chapter *Anmeldungen*, p.15 ff.

**Orientation:**

*A standardised test will be administered to all students at the beginning of ILSS 1. Your score will indicate whether you are proficient enough in English to cope with the language demands of English and American Studies. This score will NOT form part of your official academic record.*

**ILSS Aims:**

- *to upgrade your language and study skills, thereby providing support in an English-medium teaching environment*
- *to encourage you to develop independent study habits (with regard to grammar, usage and vocabulary)*
- *to identify and address deficiencies in your language competence*

**Outcomes:**

*You should be equipped to meet the language demands of your courses in literature, linguistics and cultural and regional studies. Should the occasion arise, you would probably be able to follow higher education courses in the English-speaking world (in fields familiar to you) or work in some English-medium contexts without undue strain.*

**Focus:**

- *study and research skills*
- *learning strategies*
- *language awareness*
- *vocabulary development*
- *reading and writing skills and sub-skills*
- *recognising and remedying errors in the use of the language system in writing and speaking*
- *introduction to formal / informal distinction, levels of formality and the concept of appropriateness*

**Assessment:**

*This will include attendance, active participation, class work, homework assignments and written tests on material covered. There is a Common Final Test (CFT) at the end of ILSS 2, modelled on the requirements for the International English Language Testing System (IELTS), Academic Module.*

**Toolkit**

You are strongly advised to invest in books which will assist your learning. Your teachers will present various dictionaries and handbooks which, as students of English, you should own and make frequent use of. The recommended books are available for consultation in the Library.

**Courses:**

- 111    **(Kurs Forstner gestrichen)** / NEW  
 Katharina Jurovsky, Tue 11-13, Unterrichtsraum, Thu 9-10, Room 3 (ab 8.3.)  
 Isobel Lipold-Stevens, Wed 8-9, Room 1, Fri 8-10, Room 3 (ab 9.3.)  
 Thomas Martinek, Mon 13-14, Thu 14-16, Room 3 (ab 8.3.)  
**Thomas Martinek, Mon 14-16, Unterr., Thu 18-19, Room 3 (ab 8.3.)** / NEW  
 Liselotte Pope-Hoffmann, Wed 12-14, Room 5, Thu 13-14, R. 3 (ab **8.3.**) / NEW  
**Susanne Sweeney-Novak, Mon 16-18, R. 5, Tue 16-17, R. 3 (ab 13.3.)** / NEW
- 112    Leigh Bailey, Mon 12-13, Tue 14-16, Room 3 (ab 13.3.)  
 Armin Berger, Tue 14-15, Fri 15-17, Room 1 (ab 9.3.)  
**Kurt Forstner, Mon 18-19, Fri 14-16, Room 3 (ab 9.3.)** / NEW  
 Meta Gartner-Schwarz, Mon 14-16, Room 3, Wed 14-15, Room 1 (ab 14.3.)  
 Meta Gartner-Schwarz, Mon 16-18, Room 3, Wed 17-18, Room 1 (ab 14.3.)  
 Klaus Heissenberger, Wed 11-12, Room 1, Fri 10-12, Room 3 (ab 9.3.)  
 Amy Krois-Lindner, Tue 8-10, Room 1, Thu 8-9, Room 3 (ab 8.3.)  
 Lisa Nazarenko, Tue 11-12, Room 3, Thu 8-10, Unterrichtsraum (ab 8.3.)  
 Gillian Schwarz-Peaker, Tue 12-13, Thu 10-12, Room 1 (ab 8.3.)  
 Susanne Sweeney-Novak, Tue 17-18, Room 3, Thu 16-18, Room 1 (ab 8.3.)  
**(2. Kurs Sweeney-Novak gestrichen)** / NEW

**Common Final Test ILSS 2 – SS 2007****FOR YOUR DIARIES - IMPORTANT DATE!!!**

The date for the Common Final Test for all ILSS 2 courses will be:  
**Saturday June 23<sup>rd</sup> 2007, 10:00-12:00, place to be announced.**

## 113, 114: Language in Use

2st, UE

**Registration:** see chapter *Anmeldungen*, p.15 ff.

*The second-year classes are based on 'texts' of various types: printed texts but also audio broadcasts, images or film / video, for example.*

### **Aims:**

- *to deepen and refine your insights into the language system and lexis*
- *to continue work on functional competence and discourse competence - further study of style, register and appropriateness*
- *to raise awareness of native language / culture influence and to highlight differences between English and German*

### **Outcomes:**

*You will be able to understand and produce a range of spoken and written text-types relevant to the personal, educational and future occupational needs of Arts students and to comment on significant features in such texts.*

### **Focus:**

- *working with different kinds and genres of 'text'*
- *oral discussion and reporting / presentation of findings*
- *oral and written comment and analysis*
- *oral and written personal / critical response*

### **Assessment:**

*This will include attendance, active participation, class work, homework assignments and written tests on material covered. At the end of LIU 2 you will be required to submit a presentation portfolio of your work over the year, accompanied by appropriate comments and explanations.*

### **Courses:**

- |     |   |              |
|-----|---|--------------|
| 113 | Ruth Donaldson, Thu 14-16, Room 4 (ab 8.3.)<br>Isobel Lipold-Stevens, Mon 8-10, Room 1 (ab 19.3.)<br>Liselotte Pope-Hoffmann, Mon 13-15, Room 2 (ab 19.3.)<br>Liselotte Pope-Hoffmann, Tue 9-11, Room 5 (ab 13.3.)<br><b>Barbara Stefan</b> , Mon 16-18, Besprechungszimmer (ab 19.3.)  | <b>/ NEW</b> |
| 114 | Harriet Anderson, Wed 14-16, Besprechungszimmer (ab 14.3.)<br>Leigh Bailey, Mon 10-12, Room 3 (ab 19.3.)<br>Isobel Lipold-Stevens, Wed 9-11, Room 1 (ab 14.3.)<br><b>John Heath</b> , Mon 14-16, Besprechungszimmer (ab 19.3.)<br>Lisa Nazarenko, Tue 8-10, Room 2 (ab 13.3.)<br>Liselotte Pope-Hoffmann, Tue 14-16, Room 4 (ab 13.3.)<br>Gillian Schwarz-Peaker, Thu 12-14, Room 1 (ab 8.3.) | <b>/ NEW</b> |

## **119 (K110): Practical phonetics and oral communication skills (PPOCS)/alter Studienplan: Sprechpraktikum**

2st, UE

**Registration** see chapter *Anmeldungen*, p.17

### ***Preconditions:***

- *pass grade in Integrated Language and Study Skills II (Sprachübung II)*
- *pass grade VO 201 Introduction to the Study of Language/VO Phonetik/Phonologie also recommended*

### ***Aims:***

- *to improve students' pronunciation*
- *to improve students' oral presentation and reading skills*
- *to improve students' communication skills*
- *to re-inforce students' theoretical background in practical phonetics (including transcription)*

*There are courses taking either American or British English as their teaching models. Please choose the accent you feel corresponds more closely to your English or the accent you can identify with more.*

### ***Structure:***

*There is one two-hour practical class taught by a lecturer per week (UE 2-stündig) and a two-hour lab-session with a student tutor per week. Attendance at both is compulsory.*

*Assessment is based on an oral exam at the end of term including a presentation, reading and conversation, a presentation in class, a theory test, a portfolio on practical phonetics, and attendance/class participation.*

### **Courses:**

#### **British English:**

Armin Berger, Tue 17-19, Room 1 (ab 13.3.)  
 Meta Gartner-Schwarz, Wed 15-17, Room 1 (ab 14.3.)  
 Katharina Jurovsky, Thu 10-12, Room 3 (ab 8.3.)  
 Sophie Kidd, Thu 17-19, Room 2 (ab 8.3.)  
 Sophie Kidd, Fri 14-16, Room 4 (ab 9.3.)

#### **American English:**

Thomas Martinek, Mon 8-10, Room 2 (ab 19.3.)  
 Andreas Weissenbäck, Fri 9-11, Room 4 (ab **16.3.**)

**/ NEW**

**Language Lab:**

AAKH Campus Hof 7, beim EDV-Zentrum unten rechts; Labor 2

Die regulären Laborstunden sind zweistündig, d.h. Sie müssen neben Ihrem PPOCS-Kurs **einen zweistündigen Laborblock** besuchen.

**British English**

A: Mon 13-15  
B: Tue 16-18  
C: Wed 12-14  
D: Wed 15-17  
E: Thu 16-18  
F: Fri 09-11

**American English**

A: Mon 15-17  
B: Wed 17-19  
C: Thu 14-16

There is also a self-access audio centre in the library, 1<sup>st</sup> floor, which gives you plenty of opportunity for further practice. For detailed information see departmental notice boards.  
For any problems or suggestions please contact Dr. Bryan Jenner or Dr. Gunther Kaltenböck (**NOT** the library staff!)

**Language Workout: Grammar, Vocabulary and Writing Skills**

(freies Wahlfach, auch K301)

2 St, UE

**Registration: first session**

Isobel Lipold-Stevens, Thu 10-12, Room 4 (ab 8.3.)

This class is especially recommended to students who have completed the Sprachtest with a score of 40-45 points.

The aim of this class is to develop students' proficiency and confidence in handling the rules of grammar in English, as well as putting these rules into practice through exercises and longer writing assignments. Through work with texts, students can also expect their vocabulary range to increase. Class sessions will be spent on discussion and illustrated explanation of grammar rules, exercises where they will be put into practice, and the grammatical analysis of various texts (journalism, historical account, speech transcriptions, travel literature etc.).

Assessment will take the form of written assignments to be handed in during the semester, and a final test.

**Klaus Heissenberger, Wed 16-18, Besprechungszimmer**

**/ NEW**

This class is intended for students who are in their third or a higher semester.

In this class, we will train language skills useful for academic work, that is, reading and writing skills important for your own production of longer academic texts in English. To do so, we will read texts such as essays, articles, and excerpts from books that have a common theme—they are all about whiteness and masculinity in the Western world—but are taken from a variety of fields and disciplines and range from personal to academic. We will evaluate and discuss arguments that these texts present in spoken and written form, with particular emphasis on your own production of short summaries, responses, opinion statements, reviews and critical essays in academic prose. In both the reading and writing components, we will focus esp. on those features of language (e.g. vocabulary, syntactical structures) that make academic English both difficult to understand and to produce, and our “workout” will be to hone these skills consciously and actively.

## SPRACHWISSENSCHAFT/LINGUISTICS

### 201/K211: Introduction to the Study of Language 1

**Studierende, die ein positives Zeugnis über diese Vorlesung benötigen, um im DARAUF FOLGENDEN Semester ein linguistisches Proseminar, Sprachgeschichte oder Introduction to Language Teaching (601) zu besuchen, MÜSSEN zum 1. Prüfungstermin (in der letzten Sitzung des Semesters) antreten. Aus organisatorischen Gründen können Ergebnisse aus dem 2. Prüfungstermin NICHT BERÜCKSICHTIGT werden.**

2st, VO

Bryan Jenner, Ute Smit, Mon 16-18, Hs C2 (ab 5.3.)

This lecture course forms the first part of a one-year introductory programme which will show how human language works to project individual identity and express social meaning. We will therefore begin by looking at how speech sounds are used to convey linguistic meaning and individual identity. In order to achieve this we shall study the best ways of describing and transcribing the sounds and sound systems of English and other languages.

We shall then consider how language varies to reflect different social and geographical factors and how this variation may be described and represented in theoretical models.

Finally we shall examine how language functions in communication and how humans use language to create meaning.

**Required course books:**

Roach, Peter. 2002. *Phonetics*. (Oxford Introductions to Language Study). Oxford: OUP.

Yule, George. 1996. *The Study of Language*. Cambridge: CUP.

**Also recommended:**

Garcia Lecumberri, M. Luisa and John A. Maidment. 2000. *English Transcription Course*. London: Arnold.

Widdowson, H.G. 1996. *Linguistics*. (Oxford Introductions to Language Study). Oxford: OUP.

Parallel to the lecture course there will be a one-hour programme of practical analysis and transcription. This will be held on **Mondays 10-11 in C2** (see p. 81).

### 202/K212: Introduction to the Study of Language 2

2st, VO

Bryan Jenner, Angelika Rieder-Bünemann, Wed 10-12, Hs C1 (ab 14.3.)

This lecture forms the second part of a one-year introductory programme and will complement the topics discussed in the course 'Introduction to the Study of Language 1'.

After giving an overview of the scope of linguistics, we will investigate the meaning of words and sentences (semantics) and consider different approaches to grammar. We will also analyse the internal architecture of words (morphology) and discuss how they combine to form phrases and sentences (syntax).

Furthermore, the course will focus on how language is processed in the mind (psycholinguistics) and on how it is acquired in a first and second language context.

**Required course book:**

Yule, George. 1996. *The Study of Language*. Cambridge: Cambridge University Press.

**Also recommended:**

Widdowson, H.G. 1996. *Linguistics*. [Oxford introductions to language study. Series ed. by H.G. Widdowson] Oxford: Oxford University Press.



## 203/K213: Introduction to the History of English

2st, PS

**Preconditions:** pass grades in Language Analysis 101 and 102 as well as 201/K 211, *UmsteigerInnen* with pass grades in Englische Sprachübungen I-IV do not need Language Analysis pass grades.

**Preconditions old curriculum:** pass grade in Introduction to Phonetics K 211 or Introduction to the Study of Language 201

**Registration:** see chapter *Anmeldungen*, p. 15 ff.

*Language varies geographically, socially and historically: this course focuses on the different forms of English over time. It builds on concepts and terminology familiar from the introductory lecture courses and applies them to a number of developments which have made English the language it is today. Some of the questions raised will be: why is there so little correspondence between English spelling and pronunciation? Why are there hardly any inflectional endings in Modern English and why is its vocabulary so full of words of foreign origin? Answering these questions necessitates reflection on how we can find out about past stages of a language with only written material (or not even that) as a source. Texts from different periods in English language history will be used for illustration. The discussion of all topics touches upon the essential questions as to how and why languages change at all.*

*Marks will be assigned on the basis of homework, class participation and exam(s).*

### Courses:

Christiane Dalton-Puffer, Fri 9-11, Room 2 (ab 9.3.)

Christian Liebl, Tue 8-10, Room 4 (ab 13.3.)

Hans Platzer, Wed 16-18, Unterrichtsraum (ab 14.3.)

Nikolaus Ritt, Mon 10-12, Room 2 (ab 19.3.)

Herbert Schendl, Wed 14-16, Room 4 (ab 14.3.)

Viktor Schmetterer, Fri 14-17, Unterrichtsraum (9.+23.3., 20.4.-1.6., 22.-29.6.)

## 204/K215: English Linguistics: Introductory Seminar

2st, PS

**Preconditions:** Pass grades in Language Analysis 101 and 102 as well as in 201/K211. *UmsteigerInnen* with pass grades in Englische Sprachübungen I-IV do not need Language Analysis pass grades.

**Preconditions (old curriculum):** no formal preconditions but pass grade in K212/202 strongly recommended.

**Registration:** see chapter *Anmeldungen*, p. 15 ff.

*These classes focus on one area of linguistics, seeking to attain two basic goals:*

*a) to provide an overview of a specific area as well as a sound knowledge of both past developments and the present "state of the art". Weekly readings (textbook as well as supplementary material) are required.*

*b) to provide a more in-depth treatment of a particular aspect of the area by means of a research paper, which should introduce the student to the basic skills of researching and writing such a paper. In-class presentations or discussion forums on the paper topic give the students the opportunity to argue their ideas.*

*Credit for the course is earned by satisfactorily meeting both of the above goals. Course evaluation will be based on the research paper, oral presentations, contribution to class discussion, a written exam, and weekly (written) assignments.*

## **Courses:**

### **Second language acquisition**

Julia Hüttner, Thu 8.30-10, Room 1 (ab 8.3.)

In this course, we will explore aspects related to the learning or acquisition of a second or foreign language. We will be looking at linguistic, psycholinguistic and sociolinguistic theories, and will address some of the “classic” themes of this active research field. These include general language learning processes, the issue of age and the critical period of language learning, the influence of the L1 on a second language, social and psycholinguistic factors and the influence of input and interaction.

Participants’ own research projects will be based on further and more in-depth reading on selected topics and will be presented in class. Assessment is based on class participation, assignments, presentation and a final paper.

The required text book will be announced in the first session.

### **Phonetics and Phonology**

Bryan Jenner, Course A: Mon12-14, Room 1 (ab 19.3.)  
Course B: Wed 16-17.30, Room 3 (ab 14.3.)

This course will build on the basic introduction to phonetics provided in the first semester course (201) and study applications of phonetics and phonology in the description of varieties of English, including English as a lingua franca. Transcription and analytical skills will be further developed to include suprasegmental aspects of pronunciation. The use of computers in the investigation and description of speech will also be explored.. Students’ own research will focus on the description of a particular variety or model of English pronunciation or on the adequacy and relevance of a number of theoretical concepts.

Textbook: Roach, P. 2000. *English Phonetics and Phonology*. Cambridge University Press.

### **Sociolinguistics**

Bryan Jenner, Course A: Tue 10-12, Room 1 (ab 13.3.)  
Course B: Tue 15-17, Room 1 (ab 13.3.)

Language form and language use vary considerably according to differences in society, users, purposes and situations. This course offers an introduction to some of the possible ways of describing such variation systematically. It will also examine some of the social and political consequences of linguistic variation and offer students the chance to select a particular sociolinguistic topic for investigation in greater depth.

Textbook: Meyerhoff, Miriam. 2006. *Introducing Sociolinguistics*. Routledge.

(Also recommended: Spolsky, Bernard. 1998. *Sociolinguistics*. Oxford University Press)

## **Phonetics and Phonology**

Gunther Kaltenböck, Wed 10-12, Room 5 (ab 14.3.)

Building on the basic introduction to phonetics in the introductory lecture course, we will study applications of phonetics and phonology in the description of varieties of English. In doing so we will consider the relevance and adequacy of a range of theoretical concepts. Particular emphasis will be given to suprasegmental aspects of pronunciation, such as intonation, stress and rhythm, and connected speech phenomena. This will also involve further development of transcription skills and ear-training.

Class discussion will be based on selected readings on these topics and participants' own projects will be based on further, more in-depth reading and the analysis of data.

All participants will present aspects of their projects during a 'mini conference' (replacing 4 weekly sessions) on Thursday 31 May and Friday 1 June (afternoon).

Textbook: Roach, P. 2000. *English Phonetics and Phonology*. Cambridge University Press.

## **LITERATURWISSENSCHAFT/LITERATURE**

### **301/K223: Introduction to the Study of Literatures in English**

2st, VO

**Studierende, die ein positives Zeugnis über diese Vorlesung benötigen, um im DARAUF FOLGENDEN Semester ein literaturwissenschaftliches Proseminar oder Introduction to Language Teaching I 601 besuchen zu können, MÜSSEN zum ersten Prüfungstermin (in der letzten Sitzung des Semesters) antreten. Aus organisatorischen Gründen können Ergebnisse aus dem zweiten Prüfungstermin NICHT BERÜCKSICHTIGT werden.**

Ursula Kluwick, Thu 10-12, Hs C1 (ab 8.3.)

This course aims to introduce students to ways of thinking and talking critically about literature. We will consider basic questions such as:

- How can we analyse literature? (basic concepts and terminology)
- How do we distinguish between different forms of literature? (genre characteristics)
- How do various readers' readings differ from one another? (reading positions and practices)
- How are these differences expressed in different critical approaches to literature? (modern literary theories)

Students will be expected to read a novel (Arundhati Roy's *The God of Small Things*, 1996) and a play (George Bernard Shaw's *Mrs Warren's Profession*, 1902), and various

poems, short stories and critical texts that will be included in a reader available at the beginning of term.

There will be a written examination at the end of term, covering the issues discussed and the required reading.

In order to make up for sessions missed due to bank holidays, the course will start early (9 a.m.) a few times during the term (dates to be announced in the first session).

## 302/K221: Survey of Literatures in English I

2st, VO

**Studierende, die ein positives Zeugnis über diese Vorlesung benötigen, um im DARAUF FOLGENDEN Semester ein literaturwissenschaftliches Proseminar besuchen zu können, MÜSSEN zum ersten Prüfungstermin (in der letzten Sitzung des Semesters) antreten. Aus organisatorischen Gründen können Ergebnisse aus dem zweiten Prüfungstermin NICHT BERÜCKSICHTIGT werden.**

*This lecture course offers an introduction to the older period of English literature - a phase which extends from the Middle Ages up to and including the eighteenth century. Individual courses will differ in structure and content but will all contain a section on William Shakespeare's works. The focus will necessarily be placed on trends, epochs and generic development; prototypical texts will be used as illustrative material. In addition to retracing the evolution of English literature, this lecture course offers a first introduction to some of the more important developments in English cultural history. Students will thus be provided with a contextualising framework which will enable them to read texts as complex responses to their respective cultural, social, historical, political, scientific, philosophical and economic environment. Students are advised to take this lecture course after having successfully completed the introductory course on the study of literatures in English.*

### Courses:

#### British Literature from Chaucer to 1700

Ewald Mengel, [Mon 12-14](#), Hs C2 ([ab 19.3.](#))

**/ NEW**

This survey will outline the history of English literature from the Middle Ages to the end of the 17<sup>th</sup> century. Beginning with Chaucer and his *Canterbury Tales*, its emphasis will be on the history of drama before Shakespeare and on Shakespeare himself, on prose and verse romance and epic, on the Metaphysical Poets, and on Restoration drama. Students are expected to prepare for this survey by an intensive reading of the major works dealt with, and by reading selected chapters from a literary history of their choice, for example, Michael Alexander, *A History of English Literature* (Macmillan Pb); Andrew Sanders, *The Short Oxford History of English Literature* (Oxford UP); Ulrich Seeber (ed.) *Englische Literaturgeschichte* (Metzler). Many of the texts discussed may be found in the *Norton* or the *Arnold Anthology of British Literature*.

Besides a reader containing important texts and additional information, a power point presentation will be available on the e-learning platform of the university.

## From the Renaissance to the Restoration: A Brief Survey

Elke Mettinger-Schartmann, Tue 11-13, Hs C1 (ab 13.3.)

This course provides a historical survey of the Tudor and Stuart reigns and looks at the roles played by religion, the voyages of discovery and the cult of Queen Elizabeth. A brief outline of the Elizabethan world picture as presented by Tillyard will be the starting-point for a presentation of some more recent literary theories that are especially relevant to Renaissance studies, above all New Historicism. The discussion of the literature includes the four major genres, starting with 16<sup>th</sup> century prose fiction and the epic. Poetry will mainly be discussed in terms of the development and analysis of the sonnet, but will also include poems by the Metaphysical Poets. The development of drama will be traced from its medieval origins to the closing of the theatres by the Puritans and will mainly focus on Shakespearean drama, in particular *The Taming of the Shrew* and *King Lear*, but also on Marlowe's *Doctor Faustus* (all available in paperback editions).

A reader with key passages from prose fiction and epic and the poetry dealt with during the term will be provided. Basic material will be available on the University of Vienna e-learning platform.

There will be a written examination at the end of the term, covering the required reading and the issues discussed.

## 303/K222: Survey of Literatures in English II

**Studierende, die ein positives Zeugnis über diese Vorlesung benötigen, um im DARAUF FOLGENDEN Semester ein literaturwissenschaftliches Proseminar besuchen zu können, MÜSSEN zum ersten Prüfungstermin (in der letzten Sitzung des Semesters) antreten. Aus organisatorischen Gründen können Ergebnisse aus dem zweiten Prüfungstermin NICHT BERÜCKSICHTIGT werden.**

2st, VO

*This lecture course offers an introduction to the more recent period of English literature - a phase which extends from the beginning of the eighteenth century to the present day. Individual courses will differ in structure and content but will cover a minimum period of 150 years of Eng. lit. The focus will necessarily be placed on trends, epochs and generic development; prototypical texts will be used as illustrative material. In addition to retracing the evolution of English literature, this lecture course offers a first introduction to some of the more important developments in English cultural history. Students will thus be provided with a contextualising framework which will enable them to read texts as complex responses to their respective cultural, social, historical, political, scientific, philosophical and economic environment. Students are advised to take this lecture course after having successfully completed the introductory course on the study of literatures in English.*

## English Literature 1700-2000

Werner Huber, Tue 14-16, Hs C2 (ab 13.3.)

This course is designed as a general introduction to, and a condensed survey of, the history of English literature from the end of the Restoration period to post-modern/ contemporary writing in the British Isles. Landmarks in English literature as well as major authors, prominent genres, and key periods will be discussed in their respective historical, socio-political, and cultural contexts. Thus, the focus in this historical tour d'horizon will be on the following chapters: (1) The Rise of the Novel; (2) Augustan Poetry; (3) Sterne and 18<sup>th</sup>-C. Literature; (4) Wordsworth, Byron, and Romantic Poetry; (5) Sir Walter Scott, Jane Austen, and the Romantic-Era Novel; (6) the Brontë Sisters and Victorian Literature; (7) Yeats and the Irish Renaissance; (8) Joyce and High Modernism; (9) 1956 and New British Drama; (10) Booker Prize Fiction.

Requirements for credit: final test

Recommended reading: Hans Ulrich Seeber, ed. *Englische Literaturgeschichte*. 2<sup>nd</sup> ed. Stuttgart: Metzler, 1993.

Required reading: A reader will be provided on an e-learning platform. Therefore, students are asked to familiarise themselves with the WebCT Vista platform; for introduction and self-guided tour, please see

<https://www.univie.ac.at/ZID/elearning-infos-studierende/>

### 304/K225: Introductory Seminar

**Preconditions:** Pass grades in Language Analysis 101 and 102 **plus** 301/K223 and **either** 302/K221 **or** 303/K222. Students who have pass grades in both literature survey courses will be given preference in case not enough places are available. **UmsteigerInnen** with pass grades in Englische Sprachübungen I-IV do not require pass grades in 101 and 102.

**Preconditions (old curriculum):** Pass grades in K221/302, K222/303, K223/301 necessary.

2st, PS, p.A.

**Registration:** see chapter *Anmeldungen*, p.18

*These classes deepen and extend the subject matter of the introductory lectures. They are intended to help students develop a well founded yet independent critical approach to literary texts. Participants are given a thorough grounding in various skills and techniques required for the writing of academic papers: the use of works of reference; the use and evaluation of secondary literature; more about the theory and practice of critical analysis; the correct use of literary terminology. A selection of literary texts forms the basis for this work. On completing the class, students should be in a position to take an active part in the literary seminar.*

*Evaluation is on the basis of classwork, a longer academic essay written in English (10 pages), and a written final test.*

### Courses:

#### Canadian Literature

Michael Draxlbauer, Thu 12-14, Room 4 (ab 8.3.)

In this class we will discuss these (by now “classic”) Canadian texts: John Richardson’s *Wacousta: or, The Prophecy; A Tale of the Canadas* (1832, a novel set on the northwest frontier during the Pontiac uprising of the 1760s), Maria Campbell’s *Halfbreed* (1973, a semi-

autobiographical novel about what it means to be a Métis), Ethel Wilson's *Swamp Angel* (1954, a novel, set in British Columbia, about a woman escaping marriage to start a new life), Robert Kroetsch's metapoetic prairie poem *Seed Catalogue* (1977, "How do you grow a poet?"), and Tomson Highway's play *The Rez Sisters* (1988, set on an "Indian" reserve on Manitoulin Island, Ontario).

While the emphasis is on literary criticism and the production of a scholarly essay (with a deepened understanding of the terminology and techniques of interpretation) we will also examine the cultural, historical, social, and geographical dimensions of our texts.

### **Fragmented Selves**

Melanie Feratova-Loidolt, Mon 18-20, Room 5 (ab 19.3.)

In this course we will explore the Modernist condition where fragmentation becomes the hallmark for describing the self's relation to social values and cultural sureties. Starting out with an analysis of Virginia Woolf's groundbreaking essays „Modern Fiction“ and „Mr. Bennett and Mrs. Brown“, which announce the break with a realist aesthetics of objectivity and the shift to a radically subjective viewpoint, we will trace how fragmentation reflects itself formally - in structure and style - and representationally – in conceptions of the alienated protagonist in various modernist literary genres. Woolf's *Jacob's Room* (1922), D.H. Lawrence's *Women in Love* (1921), T.S. Eliot's "Love Song of J. Alfred Prufrock" (1915), and a selection of Katherine Mansfield's short stories (1918-21), will provide the context for investigating negotiations of displacement in the experimental and kaleidoscopic modernist imagination.

Our critical analysis will be preceded by an introduction to methods of approaching literature theoretically and a discussion of techniques how to write a scholarly essay.

### **(Hi)stories of (De)Colonialization**

Dieter Fuchs, Tue 17-19, Room 2 (ab 13.3.)

This course will take a look at colonial encounters in various places of the world and focus on texts written from the sixteenth until the twentieth century: Thomas Hariot's, *A Brief and True Report of the New Found Land of Virginia* (1588), William Shakespeare's *The Tempest* (1611), Daniel Defoe's *Robinson Crusoe* (1719), excerpts from Mary Wortley Montagu's *Turkish Embassy Letters* (1763), Joseph Conrad's *Heart of Darkness* (1899), Chinua Achebe's *Things Fall Apart* (1958), and Stephen Frears's & Hanif Kureishi's *My Beautiful Laundrette* (movie, 1984). A selection of poems to be discussed in class will be available at the beginning of the semester. As students are expected to present and discuss New Historicist and Post-Colonial approaches, interest in literary and cultural theory is essential for participation.

### **Romanticism**

Eva Müller-Zettelmann, Wed 11-13, Room 3 (ab 14.3.)

**/ NEW**

Contrary to the popular notion of 'romantic' as associated with a dreamy state of mind, starry-eyed love and naïve idealism, the literary epoch of Romanticism is defined by its predilection for the wild, the untamed, the unconscious, the uncanny, and the historically Other. In this course we will learn about the philosophical and historical background of Romanticism and explore its

literary highlights in poetry, drama and narrative fiction. Works discussed will include texts by Walpole, Shelley-Wollstonecraft, Radcliffe, Lewis, Inchbald, Blake, Wordsworth, Coleridge, Shelley, Byron and Keats.

Assessment will be on the basis of attendance, active participation, a short presentation and a seminar paper.

### **The London Workshop**

Susanne Reichl, Mo 10-12, Room 4 (ab 19.3.)

"England is a small island. The world is infinitesimal. But London is illimitable" (Ford Madox Ford). In this class we will look at various slices of the illimitable variety that London literature represents, from Samuel Pepys's notes on the Plague and the Great Fire via T.S. Eliot's "Waste Land" to Benjamin Zephaniah's multicultural "London breed." We will also widen our scope of interest and look at London in films and in visual representations such as maps or tourist websites. In workshop-like fashion, we will not restrict ourselves to reading and discussing, but will creatively and analytically engage with our own visions and versions of London.

A reader will be provided at the beginning of term, to start us off with poems, short stories and extracts from plays and novels, and we will decide on the other set texts together. You don't have to like or know London to come to this class, but you probably will afterwards...

There will be a mini-conference on Saturday, 28th April, between 11.00 and 16.00. Attendance is compulsory!

### **Constructions of individual and cultural identities in American prose, poetry and film**

Bettina Thurner, Fri 10-12, Room 5 (ab 9.3.)

In this introductory seminar we will be concerned with literary texts from the 18<sup>th</sup> to the 20<sup>th</sup> centuries that try to claim their right in the national narrative by providing diverse concepts of identity formation.

We will investigate in how far the construction of "America" as a project of the Enlightenment clings to the claim to universality and in how far it is ready to acknowledge cultural differences. The aim will be to explore the shifting boundaries between self and other, individualism and solidarity.

We will discuss a variety of texts (and a film) by authors such as B. Franklin, M.G.J. de Crèvecoeur, W. Irving, R.W. Emerson, W. Whitman, S.O. Jewett, M. Antin, R. Frost, J.C. Ransom, L. Hughes, etc.

A Reader will be provided.



# ANGLOPHONE CULTURAL AND REGIONAL STUDIES

## 401: Introduction to Cultural and Regional Studies

1st, VO

**NO REGISTRATION!**

**Studierende, die ein positives Zeugnis über diese Lehrveranstaltung benötigen, um im DARAUF FOLGENDEN Semester die Introduction to Language Teaching I 601 besuchen zu können, MÜSSEN zum ersten Prüfungstermin (in der letzten Sitzung des Semesters) antreten. Aus organisatorischen Gründen können Ergebnisse aus dem zweiten Prüfungstermin NICHT BERÜCKSICHTIGT werden.**

### Courses:

#### Introduction to Cultural and Regional Studies

Astrid Fellner, Mon 11-12, Hs C2 (ab 19.3.)

This lecture course introduces students to the intellectual roots and contemporary applications of Cultural Studies, focusing on the theoretical bases for the analyses of meaning and power in the production and reception of texts. Offering various approaches to the study of cultures, this lecture will draw on a wide range of cultural material (literature, television, films, and commercials) and explore the ways in which questions of representation are interrelated with issues of identity, in particular racial/ethnic, sexual, class, and regional differences.

A class reader will be available in Copyshop Schwarzspanierstraße. Check also the website: <http://homepage.univie.ac.at/Astrid.Fellner> for further details on this lecture.

## 402: Introduction to Cultural and Regional Studies

1st, UE/VK

**Registration:** see chapter *Anmeldungen*, p. 16

*These classes provide an opportunity to “do” cultural studies and to approach and apply various theoretical models of culture.*

**Requirements:** *regular attendance, assessment based on written and oral work.*

### Courses:

Dieter Fuchs, Wed 14-15, Unterrichtsraum (ab 14.3.)

Dieter Fuchs, Wed 15-16, Unterrichtsraum (ab 14.3.)

Klaus Heissenberger, Fri 9-10, Unterrichtsraum (ab 9.3.)

Elisabeth Siegel, Tue 16-17, Unterrichtsraum (**ab 6.3. 1st session: Room 5**) / **NEW**

Elisabeth Siegel, Thu 12-13, Unterrichtsraum (ab 8.3.)

**403/K231: Cultural and Regional Studies: British Civilisation**  
 (anrechenbar als 701 Wahl[pflicht]fach für den UniStG Diplomstudienplan,  
 1. Studienabschnitt)

2st, VO

Harriet Anderson, Wed 16.30-18, Hs C2 (ab14.3.)

**Aims:** This introductory lecture sets out to deepen your understanding of representations of British culture, both past and present. It also aims to promote your critical cultural awareness in general.

**Content:** Our focus will be on the diversity which underlies the unity of the United Kingdom. There are no prescribed texts, but you will be expected to be familiar with the material in the accompanying reader. There will be comparative and interactive elements.

**Assessment:** This will be on the basis of a final 90-minute written examination.

**404/K231: Cultural and Regional Studies: American Civilization**  
 (anrechenbar als 701 Wahl[pflicht]fach für den UniStG Diplomstudienplan,  
 1. Studienabschnitt)

2st, VO

**Writing the Nation and the Self: Autobiography, History, and Culture in the U.S.**

Carmen Birkle, Tue 12-14, Hs C2 (ab 13.3.)

In this lecture class, we will travel through the history of the United States and will explore some of the connections between the gendered formation of the human self, its identity, and its position in society, the world, and the universe, and the foundation, constitution, and development of the American nation. We will discuss issues of Puritan migration and settlement, the declaration of national independence, slavery, the Harlem Renaissance, the Civil Rights Movement, Native Americans, Asian immigration to the U.S., Jewish immigration, Caribbean immigration, modernism, postmodernism, the Women's Movement, and finally eco-criticism in the U.S. by taking as point of departure autobiographical writings (in various genres such as captivity narratives, slave narratives, travelogues, essays, life stories, biomythographies, fictional autobiographies) of the respective times and contexts. We will thus explore the relationship between the individual and the collective, the self and the nation, and life writing and culture in the course of U.S. American history.

**Requirements:** final exam

A reader with excerpts from relevant texts will be available at the local *Copy Studio* at the beginning of the semester.

### **405: Cultural and Regional Studies: Contemporary India**

*(NICHT anrechenbar als K231!)*

(anrechenbar als 701 Wahl[pflicht]fach für den UniStG Diplomstudienplan,  
1. Studienabschnitt, und als K 701 für den alten Studienplan)

2st, AR

Registration see p. 19

Ayesha Landesmann, Wed 15-16.30, Hs C2 (ab 14.3.)

In India's present incarnation as emerging superpower, the country continues to be seen in terms of the contrasts it encompasses – bullock carts and nuclear warheads, high tech industry and many armed goddesses. Kitsch to some, post-modern or postcolonial to others, these contrasts seem to represent the cultural eclecticism with which Indians have embraced the modern.

The course will consider this process, using fact and fiction, including film, to develop a picture of contemporary India. We will look at aspects of history, religion, politics and gender relations while discussing the underlying questions of pluralism and multiple identity, modernity and the interaction between east and west.

Material for the course will be compiled into a reader which students will be required to purchase. Grading will be on the basis of written work in the form of an essay to be submitted at the end of the course (80%) and active participation in class throughout the semester (20%).

### **501: Interdisziplinäre Lehrveranstaltung nach dem UniStG Studienplan für das Diplomstudium**

(anrechenbar als K701/K801 nach dem alten Studienplan sowie  
als 701 Wahl[pflicht]fach nach dem UniStG Studienplan)

2st, AR

**Registration see p. 19**

### **“Often Only A Place in the Mind”: The Americanness of Popular Culture**

Astrid Fellner, Klaus Heissenberger, Wed 18-20, Unterrichtsraum (ab 14.3.)

Following Richard Brautigan's definition of America as “often only a place in the mind,” this class seeks to analyze the diverse effects of American culture abroad. In Austria, especially since the end of WWII, Hollywood movies, popular music, and other cultural productions have either often been seen as peculiarly “American,” or, although produced in the U.S., have been consumed as part of a global popular culture which is deterritorialized, not regarded as “American” at all. In this class we will engage a selected variety of theoretical concepts that can help us understand the processes in which the images, meanings and pleasures of popular culture cross cultural borders and boundaries: recent work on globalization; cultural history; cultural studies; visual culture theory; and the performative turn in cultural theory at large can further our understanding of the journey of U.S. American cultural production to its appropriations in Austria—of how the blues and Bob Dylan crossed the Atlantic to be taken up and reworked in “Austropop”; how the road movie genre found itself reworked in Austrian films such as *Indien* in

the 1990s; or how CocaCola, McDonald's, and Starbucks have (not) become ambivalent symbols of "America" in everyday life in contemporary Austria.

Assuming that a direct cultural exchange furthers differentiated understandings of such processes of cultural crossings, we will put theory to practice by establishing a dialogue between students at the University of Vienna and students from Bradley University in Peoria, Illinois, who will be in Vienna in May and with whom students from this class will engage in a joint discussion of the "Americanness" of American popular culture.

**Requirements:** A presentation in class on a topic which you may choose to research and a term paper in the form of a website, which will then be published in an internet anthology. A class reader will be available in Copyshop Schwarzspanierstr. Check the website: <http://homepage.univie.ac.at/Klaus.Heissenberger> for a detailed list of cultural productions dealt with in this class.

**“Unhappy is the land that needs a hero”:  
Male and Female Authors Engaging and Clashing With the Titans  
of Western Patriarchal Culture**

Melanie Feratova-Loidolt, Fri, 12-14, Room 5 (ab 9.3.)

The Brechtian title quote sets the topic for this course, where we will trace the journeys of three heroes - Ulysses, Parsifal, Robinson - emerging in epochs which were decisive for the establishment of the Western cultural repertoire (classical antiquity/ Christian-medieval/ colonialism-capitalism). Focussing on the exclusive male gendering of such cultural heroes and their consequent function as universal representatives, feminist poststructuralist theory speaks of an interlacing of *mythos and logos* which installs a patriarchal economy of signification. However, considering the implication that the emergence of the hero is a sign of (cultural) discontent, these readings also consider the hero as an emblem of instability and insecurity.

Theories on "master-narratives" and how they can be "re-written and counter-written" will allow us to approach this double meaning in literary texts (17<sup>th</sup>-21<sup>st</sup> cent.) which all critically negotiate these heroes. We will trace how male authors challenge the patriarchal master-text by either subversively transforming (Joyce) or nostalgically affirming (Tennyson) the hero's function, or dissentively manifesting a new destiny (Defoe) for the hero altogether. We will then comparatively analyse how female authors comment these "his-stories" with a focus on the marginalised female voice to reveal the conflicts within patriarchy and the need for alternative cultural syntheses: either by weaving the story anew with the voices of the silenced (Atwood), or by silencing the hero (Woolf), or by making a woman speak the hero's story (Spark).

**Required Readings:**

Parts (!) of: Joyce, James. *Ulysses*. (1922) - Atwood, Margaret. *The Penelopiad*. (2005)  
Tennyson, Alfred. "The Holy Grail" (poem/1870) - Woolf, Virginia. *The Waves*. (1931)  
Defoe, Daniel. *Robinson Crusoe*. (1719) - Spark, Muriel. *Robinson*. (1958)

There will be 2-3 film-screenings (e.g. Jim Jarmusch's *Dead Man* (1995)).

A "Reader" will be provided including myths & feminist theoretical texts.

**Requirements:** regular attendance & portfolio-notes, participation in critical discussions, oral presentation of a chosen topic (10 mins), final written exam.

**For further information see: <http://homepage.univie.ac.at/melanie.feratova-loidolt>  
e-mail: [melanie.feratova-loidolt@univie.ac.at](mailto:melanie.feratova-loidolt@univie.ac.at)**

## **Language and Politics: Truth and the Art of the Possible**

Bryan Jenner, Tue 12-14, Room 3 (ab 13.3.)

This course will examine the uses and functions of language, particularly the English language, in politics today. It will consider material drawn from conventional political contexts, such as electoral campaigns and parliamentary debates and also the increasing use of the mass media (press, TV and internet) for political purposes. The special role of English in international settings (EU, United Nations and other bodies) will be contrasted with the type of English used in monolingual settings.

The types of language and linguistic devices used will be analysed critically against the background of modern society and developments in the world of international business and economic planning.

The political treatment of such topics as race, gender, asylum-seeking, economic migration and terrorism will provide important texts for analysis and discussion.

Other texts and readings from a variety of sources (newspapers, TV, internet and so on) will also be provided, and recommendations made for further reading

**Requirements: Attendance, reading and participation. Students will also be required to do an oral presentation on a chosen topic, and – in a written examination – to analyse an example of current political language.**

### **Approaching ESP Texts**

KO, 2st  
Ute Smit, Wed 14-16, Room 5 (ab 14.3.)

In this interactive course, we will focus on ESP (English for Specific Purposes) texts of different kinds within an applied linguistic framework. By keeping the overall aim of ESP teaching in mind, we will describe and analyse the features and structures of a selection of text types, or genres. Apart from a reflective introduction to discourse and genre analysis, this will also entail learning to use of language corpora, i.e. computerised collections of texts, and the associated concordancing software. This course aims to show students how to access and work with text sources as an aid in using and developing teaching materials.

This course falls into three parts: introduction to the applied linguistic framework; practical experience in analysing ESP genres; and student projects on specific language aspects of an ESP genre and how they could be taught.

Assessment is based on regular and active class participation and oral and written project reports (the presentations will take place on one afternoon in January 2007).

This is Course 2 of the module on Teaching English for Specific Purposes, and should be attended after Course 1 ("World of Work").

## FACHDIDAKTIK/LANGUAGE TEACHER EDUCATION

Hinweis für Studierende des Lehramtsstudiums nach dem **alten Studienplan**:

Da keine Lehrveranstaltung K 603 mehr angeboten wird, besuchen Studierende nach dem **alten Studienplan** ebenfalls eine Lehrveranstaltung 601 (*Introduction to Language Teaching 1*), weiters wird **dringend empfohlen**, vor dem Besuch einer LV des 2. Abschnitts die Lehrveranstaltung 602 (*Introduction to Language Teaching 2*) freiwillig zu besuchen.

### 601: Introduction to Language Teaching I (anrechenbar als K 603)

Hinweis für Studierende des Lehramtsstudiums (Beginn WS 2002 oder später):

Diese Lehrveranstaltung kann frühestens nach **positiver Absolvierung** der **Einführungslehrveranstaltungen (Studieneingangsphase) und der ILSS 2 (112)**, also frühestens **ab dem 3. Semester**, besucht werden. Nach positiver Absolvierung von **Introduction to Language Teaching 1** folgt im ersten Studienabschnitt die Lehrveranstaltung **Introduction to Language Teaching 2**. Gemeinsam sind diese beiden Lehrveranstaltungen **Voraussetzung für das Schulpraktikum bzw. die Begleitübung zum FAP, die in den ersten Abschnitt vorgezogen werden können**.

2st, UE

**Registration** see chapter *Anmeldungen*, p. 19

The objectives of this course are to prepare students for the *Schulpraktikum* by focusing on the diverse roles and tasks of the EFL teacher, the basic concepts of CLT, lesson planning, classroom management and practical teaching techniques, as well as observation criteria.

#### Core Content

- Teacher's roles
- Language learners and foreign language learning
- Presenting and explaining
- Classroom management, classroom language
- Lesson observation
- Planning lessons
- The communicative classroom
- Teaching vocabulary and teaching listening
- Language teaching games
- General information on aspects of curricula and syllabuses

There will be opportunity for peer teaching and students will be expected to observe experienced teachers.

**Assessment** will be mainly based on portfolios.

### Courses:

Sigrid Katzböck, Fri 10-12, Room 1 (**ab 16.3.**)

**/ NEW**

Barbara Mehlmauer-Larcher, Tue 9-11, Room 3 (ab 13.3.).

Barbara Mehlmauer-Larcher, Tue 12-14, Besprechungszimmer (ab 13.3.).

## 602: Introduction to Language Teaching 2

2st, UE

**Registration** see chapter *Anmeldungen*, p.19

Building on *601 Introduction to Language Teaching 1* this course is another step in the preparation for the so-called *Schulpraktikum*. General topics of course 601 will be discussed with regard to further issues of English language teaching listed below:

### Core Content

- Grammar teaching
- Teaching reading, writing and speaking
- Classroom assessment
- Curricula, syllabuses and course design

There will be opportunity for peer teaching and students will be expected to observe experienced teachers.

**Assessment** will be mainly based on portfolios.

### Courses:

Gabriele Dirnberger, Tue 15-17, Room 2 (ab 13.3.)

Christian Holzmann, Mon 14-16, Room 4 (ab 19.3.)

Daniela Weitensfelder, Thu 15-17, Room 2 (ab 8.3.)





## 2. STUDIENABSCHNITT PART II (COURSES FOR 2<sup>ND</sup> DIPLOMA EXAMINATION)

### SPRACHKOMPETENZ/LANGUAGE SKILLS

*By the end of your course of studies you should have reached a level of English that has been described as 'Mastery'. This does not imply a native-speaker-like command of the language, it simply means that you are a very advanced or highly proficient user of English, with a wide range of different language competencies at your disposal. You will be equally at home using English for day-to-day personal or public communication, or for teaching, or for any other professional activity for which you have the relevant subject qualifications.*

*At this stage in your studies you may want to 'specialise', which is why the Topic Related Courses round off the language programme. Here you can choose from various options that interest you or are relevant to your present or future needs, for instance English for Specific Purposes, Creative Writing, Academic Writing Skills, Advanced Oral Skills, Literary Translation, The Language of Newspapers / Magazines. Details of the courses available in the current semester appear below.*

#### OVERVIEW Language Skills, Part II

NR.	TITLE	TYPE	SEMESTER HOURS
121	Advanced Integrated Language Skills 1 (AILS 1)	UE	2
122	Advanced Integrated Language Skills 2 (AILS 2)	UE	2
123 - 126	Topic-related course	UE	2

#### Students on the old curriculum:

Since the old type Englische Sprachübungen V / VI are no longer taught, students on the old curriculum have to obtain pass grades in three courses from the new curriculum in order to complete the language competence component. One of these courses must involve translation (121), another must focus on advanced writing (122, 123) and the third class is to be chosen from the remaining codes. In accordance with regulations for the old curriculum, language courses of the second part of studies need not be taken in a particular sequence. Depending on availability it will be possible to attend two classes (with different codes!) in one term. Registration for the second class is **only possible** in the *Nachmeldefrist* in the central office.

Please note: If you have already completed Englische Sprachübungen V and VI, registration for a topic related course (Freifach K 801) is **only possible** in the *Nachmeldefrist*. Students who have not yet completed the language programme are given preference.

If you have already passed the first diploma examination, you can choose from all code numbers. In this case - and depending on availability - it is also possible to register for a second course (with a different code) in the *Nachmeldefrist*. If you have not yet completed the first part of studies, registration is possible for 121, plus one additional course (cf. curriculum changes p. 9).

*Lehramtsstudierende* should keep in mind that for them 121, 122 (in this sequence!) plus one topic related course are obligatory. (It is, of course, possible to complete additional topic related courses under the heading of "Freie Wahlfächer").

The courses "World of Work 1" and "World of Work 2" (124) have been designed as part of the ESP module and are thus especially recommended to students (on both the old and the new curriculum) who intend to complete all parts of the ESP module. Contact Mag. B. Mehlmauer-Larcher if you are interested.

## 121, 122: Advanced Integrated Language Skills 1 & 2

*The overall concern of these courses is to enhance linguistic awareness and sensitivity.*

*The aim of 121 AILS 1 is to use the analysis and production of texts in English and German to enable participants to gain insights into the way specific languages work, on the basis of comparing and contrasting different types of texts in these two languages. The approach used will be wide-ranging, from examining details of linguistic usage to considering the cultural background and the 'clash of cultures'. This will involve both translation criticism and practical translation between English and German. Having successfully completed the course, students should find that they are better equipped to function as 'transcultural mediators'.*

*Assessment will be based on homework, classwork and tests.*

*The aim of 122 AILS 2 is to help students generate original texts of various kinds, with special emphasis on essays of a general as well as an academic nature. The overall concern at this level is to develop sensitivity to stylistic differences and to help students handle the wide range of lexical and syntactic options available in English.*

### Courses:

- |     |   |              |
|-----|---|--------------|
| 121 | Leigh Bailey, Wed 10-12, Room 2 (ab 14.3.)<br>Peter Kislinger, Thu 11-13, Room 2 (ab <b>15.3.</b> )<br>Isobel Lipold-Stevens, Mon 10-12, Room 1 (ab 19.3.)  | <b>/ NEW</b> |
| 122 | Leigh Bailey, Wed 8-10, Room 2 (ab 14.3.)<br>Michael Draxlbauer, Mon 16-18, Room 4 (ab 19.3.)<br>John Heath, Tue 16-18, Room 4 (ab 13.3.)<br>John Heath, Thursday 16-18, Room 4 (ab 8.3.)<br>Isobel Lipold-Stevens, Thu 8-10, Room 4 (ab 8.3.)<br>Liselotte Pope-Hoffmann, Mon 10-12, Room 5 (ab 19.3.) |              |

## Topic Related Courses (TRCs)

2st, UE

**Registration** see chapter *Anmeldungen*, p. 16

### Courses:

#### 123: From Reading to Writing to Reading (from Scripted Texts)

Peter Kislinger, Thu 8-10, Besprechungszimmer (ab **15.3.**) **/ NEW**

Building on skills students have already practiced, learnt and acquired - reading, note taking, summarizing, précis writing, paraphrasing, quoting, writing extended texts (both on self- chosen and set topics) and so on – participants will

- learn how to further close the gap between what they brought to “the academic community” and what the academic community - and what editors in journalism - expect of them;

- learn how to develop, or deepen, their understanding of basic differences between texts of academic and (both written and spoken) journalistic discourse;
- learn how to write for reading from scripted texts (e.g. for broadcasting);
- learn how to read from scripted texts (for broadcasting or indeed in front of any audience) by “communicatively chunking” their sentences;
- deepen their understanding of “style” and “register”;
- deepen their understanding of the notion of “creative writing”

Ideally, students’ work will become teaching material of the course. Group members are therefore expected to present their own texts (seminar papers, journalistic texts etc.), be prepared to discuss them in class and transform them into different text types. According to the interests and needs of group members parts of the course are negotiable.

Requirements: participation in discussion; regular readings from various text types; regular assignments; oral presentation of negotiated topic; paper of approx. 1500 words.

Reference books, strongly recommended:

*COBUILD English Grammar (chapters 7 – 10)*

*Oxford Collocations Dictionary for Students of English*

*The Longman Language Activator®*

*Thesaurus*

### **124: World of Work 1 (ESP)**

Liselotte Pope-Hofmann, Thu 11-13, Room 5 (ab 8.3..)

This course has been designed as part I of the ESP module and thus is based on the assumption that participants will complete all parts of the ESP module.

It offers students an introduction to text types relevant in a wide range of professional contexts, e.g. business, tourism, marketing, human resources and design.

The overall aim of the course is to develop students' expertise and to increase their self-confidence in dealing with specialist texts. The skills acquired in the course are of particular relevance for future teachers at "BHS" schools as well as for students who intend to use English in a professional context other than teaching.

Semester grades will be based on continuous assessment (including an oral presentation) and a written exam.

### **124: World of Work 2 (ESP)**

Amy Krois-Lindner, Tue 10-12, Room 2 (ab 13.3.)

World of Work II is offered in addition to World of Work I, and can be taken as Course 1 or Course 4 in the ESP module. The course offers students an introduction to key concepts and text types from a range of professional contexts, including business, law, technology, science and medicine. The overall aim of the course is to develop students' expertise and to increase their self-confidence in dealing with specialist texts. Attention will be paid to developing strategies for dealing with unfamiliar content areas, with an emphasis on analyzing relevant text types. The skills acquired in the course will be of use to future ESP teachers as well as to students who intend to use English in a professional context other than teaching.

Semester grades will be based on continuous assessment (including an oral presentation) and a written final exam.

This course has been designed as part of the new ESP module and thus is based on the assumption that participants will complete all parts of the ESP module.

### **125: Advanced Oral Presentation Skills**

Harriet Anderson, Wed 9-11, Room 3 (ab 14.3.)

**Aims:** The ability to speak with ease and impact is central to both academic and professional life. This course aims to help you do just that.

**Content:** We will deal with oral presentation skills in all their variety:

- vocal elements eg. releasing your voice, expressiveness, pacing, pitch and volume
- physical elements eg. centering techniques, gesture, use of space and poise
- verbal elements eg. useful phrases, strategies to increase impact, giving and receiving feedback, structuring content
- audience elements eg. understanding your audience, building rapport with individuals and groups, adapting to situation

The focus will be on learning by doing and developing personal presence. You will have the opportunity to practise a wide range of speaking activities.

**Assessment:** Class participation; a written analysis of your formal oral presentation given in class; a scrapbook to be handed in at the end of the semester.

### **125: Advanced Oral Presentation Skills**

Amy Krois-Lindner, Thu 9-11, Room 2 (ab 8.3.)

This course offers students in part two of their studies an opportunity to work on presentation and discussion skills. The course focuses on developing advanced oral presentation and speaking skills necessary for seminar presentations and discussions. Topics include the planning of an oral presentation (narrowing a topic, analyzing the audience, clarifying the message, etc.), “physical” aspects of public speaking, such as

- body language and use of the voice;
- presentation aids (using Powerpoint, talking about visual material, etc.); as well as language-related aspects of oral communication, such as
- expressions for structuring a talk;
- rhetorical devices for emphasis;
- useful phrases for interrupting, making a point, agreeing, etc.

Students will engage in a variety of speaking activities and will be required to hold one shorter talk as well as a longer formal presentation. Students must also submit a written portfolio documenting the learning process.

### **126: Practical Translation for Tourism**

**/ NEW**

Leigh Bailey, Mon 8-10, Room 4 (ab 19.3.)

The growing importance of international tourism and the role of English as a lingua franca have led to a vast amount of material such as information brochures for towns and regions and publicity leaflets for hotels and conference centres being translated into English. The quality of these translations is often poor, and the aim of the course will be to examine some examples of such material and to develop strategies for a more successful approach to this type of translation. Authentic material in German and English will be used in a range of classwork and homework

exercises, these also providing the basis for assessment. Successful completion of the course will mean that participants will be aware of the pitfalls facing anyone producing such translated material and hence that they should also be able to produce competent results if they are asked to undertake such tasks themselves.

**127, 128: Language Tuition  
für WahlfachanglistInnen im neuen Studienplan bzw. für  
ZweifachanglistInnen (Diplomstudium) im alten Studienplan (K 411/K 412)**

2st, UE

**Registration:** see p. 17

**Precondition:** Pass grade in Language in Use 2 (114/K 104).

**John Heath, Tue 14-16, Besprechungszimmer (ab 13.3.) Kurs gestrichen / NEW**

This class aims to develop accuracy and range of expression in written English as well as fluency and confidence combined with accuracy in speaking. Students can expect to handle a broad range of subjects and a variety of English text types. Great emphasis is placed on active student participation in class.

# **TEACHING *ENGLISH* FOR SPECIFIC PURPOSES (ESP)**

## **ESP Module**

ESP is an expanding field which opens up new career perspectives for students of English:

- teaching in business & vocational schools (HAK, HBLA, HTL)
- adult education
  - occupational fields outside the teaching profession (e.g. journalism, cultural management, marketing, advertising)

AIMS:            ✓ introduce students to selected content areas  
                      ✓ enable students to work with ESP texts  
                      ✓ prepare students for different teaching contexts

COURSES:      • World of Work 1 (2 W.Std.)  
                      • Approaching ESP Texts (2 W.Std.)  
                      • ESP Methodology (2 W.Std.)  
                      • World of Work 2 or External Course (2 W.Std., for information go to our homepage)

STRUCTURE OF MODULE:

Participants should start with **World of Work 1** and then do **World of Work 2**, **Approaching ESP Texts** and **ESP Methodology** (prerequisite for this course: Introduction to Language Teaching 1 & 2, *Schulpraktikum* + 621). The external course can be done at any time.

☞ The following courses are offered in the summer semester 07: ☞

**World of Work 1:** Dr. Pope-Hoffmann, Thu 11-13, Room 5

**World of Work 2:** Mag. Krois, Tue 10-12, Room 2

**Approaching ESP Texts:** Dr. Smit, Wed 14-16, Room 5

**ESP Methodology:** Mag. Mehlmauer-Larcher, Mo 12-14, Room 4

**WICHTIG:**

*Die Lehrveranstaltungen können entsprechend ihren Prüfungs-codes innerhalb der Studienpläne angerechnet werden oder für die freien Wahlfächer (zeugnispflichtig im neuen Studienplan) herangezogen werden.*

**Registration from 22 Jan. till 26 Jan 2007: e-mail to  
 barbara.mehlmauer-larcher@univie.ac.at**

**For further information visit: [www.univie.ac.at/Anglistik/ESP](http://www.univie.ac.at/Anglistik/ESP)  
 or come to our info-meeting with a last possibility to register on  
 Thu 01 March 2007, 09.00 Computerraum (first floor)**

## SPRACHWISSENSCHAFT/LINGUISTICS

### 221/K518, K531: Core Lecture Linguistics

*This lecture course is intended as a follow-up to the Introduction to Linguistics of the first part of studies and will introduce students to different theoretical and descriptive approaches (including their historical background where appropriate) in order to prepare them for the more specialised work in advanced Seminars and other courses.*

*Students are expected to do extensive reading on their own based on an obligatory reading list provided during the term, and will be examined both on the lecture itself and the reading list.*

*Lehramtsstudenten who have already opted for the „Neue Studienplan“ can either take the exam at the end of this course as a credit or be examined on the topics of this lecture in a final exam („Fachprüfung“).*

#### Core Lecture

2st, VO

Dieter Kastovsky, Tue 14-16, Unterrichtsraum (ab 13.3.)

This lecture will deal with morphology (the study of word structure both from an inflectional and a derivational point of view), morphonology (the interaction of phonology and morphology), semantics (the study of meaning) and syntax (the structure of sentences). These areas will be dealt with both from a theoretical and a descriptive point of view, including an historical perspective, although the main focus will be on the synchronic aspect. A reading list will be provided at the beginning of the term. This and the contents of the lecture will be the basis of the final written exam.

### 222, 821/K511, K512: Linguistics Seminar

2st, SE, p.A.

#### Courses:

##### Learner Language

Christiane Dalton-Puffer, Fri 13-15, Room 2 (ab 9.3.)

This course deals with the language produced by learners of English as a second language. Our area of interest thus includes speech as well as writing, both planned and spontaneous, beginners as well as advanced ESL speakers. During the introductory phase of the seminar we will discuss general matters such as the status of learner language from the perspective of different language learning theories, different types of learner language and learner corpora, as well as the different levels of linguistic analysis that can be brought to bear on learner language. For their individual research projects, participants will undertake an analysis of a small corpus of learner language according to a specific theoretical and methodological perspective chosen by themselves.

After the initial intensive phase in March, participants will work on their individual projects. Oral presentations will be given during a seminar conference in May. When registering for this course please bear in mind that sessions on March 16 and 23 will run from 1-4.30 p.m. and that presentations will take place on May 11 from 2 p.m. and May 12, all day. Attendance is obligatory.

Introductory course text:

Lightbown, Patsy and Nina Spada. 2006. *How languages are learned*. Oxford: Oxford University Press.

Participants are expected to have read this book before the outset of the course. There will be a short test during the first session to check this.

## **Word-formation**

Dieter Kastovsky, Tue 10-12, Besprechungszimmer (ab 13.3.)

Word-formation deals with the creation of new lexical items according to productive morpho-semantic patterns, such as compounding (*beefwar, history-changer, homepage, mouse potato, walkman, Euroland, glide-walk*), prefixation (*rebrand, unmurder, download, minidisk*), suffixation (*slacker, quizzee, Nettie, Blairite*), Blending (*Clintonomics, cybercafé, Dimania, docusoap*), acronyms (*DVD, HTML*). The papers suggested for this seminar will deal with the morphological and semantic properties of the main word-formation processes, the question of productivity, word-formation and media, text-types and the most productive processes used e.g. in computer language, advertising and the print media, using some of the available corpora.

As introductory reading the following textbooks are suggested:

Bauer, Laurie, 1983. *English word-formation*. (Cambridge Textbooks in Linguistics).  
Cambridge: Cambridge University Press

Plag, Ingo, 2003. *Word-formation in English*. Cambridge: Cambridge University Press.

## **Cross-cultural communication**

Barbara Kryk-Kastovsky, Mon 10-12, Besprechungszimmer (ab 19.3.)

The seminar focuses on problems arising in communication between members of different linguistic-cultural communities. It covers the latest approaches to the relation between language and thought, i.e. linguistic relativity. Some theoretical issues to be discussed at the beginning of the course will include: the Sapir-Whorf hypothesis, the scope of linguistic relativity, the plausibility of postulating semantic/pragmatic/cultural universals, etc. The more detailed problems addressed later are as follows:

- a) cross-cultural pragmatics: cultural values reflected in speech acts used in different languages; different cultural values of such allegedly universal notions as (in)directness, intimacy, informality, etc.
  - b) cross-cultural semantics: culture-specific concepts, cultural scripts
- ethnopsychology: emotions and moral concepts across cultures.

## **Lexicalisation**

Nikolaus Ritt, Mon 16-18, Room 2 (ab 19.3.)

This seminar will look at the pragmatic, grammatical, phonological and socio-historical processes involved in the enrichment of the English lexical inventory. Seminar papers will be based on corpus and/or dictionary data, and attempt to discuss whether the processes of lexical enrichment represent a heterogeneous set of mechanisms that don't have anything in common



except their result, i.e. the creation of a new lexical item, or whether there are universal pathways of lexicalization that allow meaningful generalizations to be made. For a theoretical introduction all participants will have to read Brinton, Laurel J. and Elizabeth Closs Traugott. 2005. *Lexicalization and language change*. Cambridge: University Press.

NB: Participants' oral presentations will all take place during a Seminar Conference on a Friday afternoon and all day Saturday (May 11 from 2 p.m. and May 12, all day). Full participation in this seminar conference is essential, so please bear this in mind when registering for the seminar.

### **Retextualisations. Discourse analysis in practice.**

H. G. Widdowson, Wed 12-14, Room 1 (ab 14.3.)

The purpose of this seminar is to engage participants in the practical analysis of texts in order to develop in them a critical awareness of how different textual features give rise to different interpretations and effects. All kinds of texts will be possible cases for treatment: serious and not-so-serious ones, polemical, political, poetical ones, newspaper articles, advertisements, public notices, cooking recipes, works of fiction, etc.

Groups of participants will be asked to demonstrate to their fellow students how particular texts can be analysed and compared by making linguistic changes of one kind or another so as to produce an alternative 'retextualised' version. The result might be either a variant of the original text or a different kind of text altogether – it might, for example, be a simplification, a parody, a film script, a translation, and so on.

These demonstrations are intended to prepare the ground for individual participants to work on their own seminar essays.

#### ***Preparatory Reading:***

Widdowson, H.G., *Discourse Analysis*. Oxford University Press 2007 (Master copy in Handapparat in the library)

### **Language contact and bilingualism in the history of English**

Herbert Schendl, Thu 13-15, Room 5 (ab 8.3.)

Throughout its history, English has been in contact with a number of other languages, in particular Latin, French and the Scandinavian languages. This contact situation has left permanent traces in English, but has also resulted in the formation of pidgin and creole languages. The topics of the seminar papers will cover the main contact phenomena in the history of English, both of the 'inner' and the 'outer circle' varieties, but will also address more specific topics such as code-switching from medieval times to the present.

There will be an introductory test at the beginning of the semester based on some reading assignments (information provided via e-mail after registration). The assessment will mainly be based on the written seminar paper, its presentation and the general participation in class.

## **223/224: Linguistics course (interactive)**

1st, AR/KO

**Registration see p. 19**

### **Courses:**

#### **Introduction to Corpus Linguistics**

KO, 1st

Gunther Kaltenböck, Tue 16-18, Computerlab (13.3. - 15.5.)

Computer corpora, i.e. electronically stored collections of spoken and written texts, have become an important tool for linguistic research, allowing us to uncover regularities of language use which are inaccessible to intuition. In recent years computer corpora have also found their way into language teaching, where they can be particularly beneficial for the non-native teacher.

This course offers a very practical and hands-on introduction to computer corpora. With the help of concrete examples we will explore their potential (and limitations) for language description. We will consider, for instance, how computer corpora can help us

- identify collocations, colligations and syntactic patterns
- specify lexical meaning (e.g. semantic prosody, register)
- notice text-type preferences of specific language patterns
- answer questions of ‘grammaticality’ and appropriate use

Participants will conduct their own mini-projects and present their findings in class (no special computer knowledge required).

#### **Discourse Analysis for Language Teachers**

AR, 1st

Mike Beaumont, Course A: Wed 9-10, Unterrichtsraum (ab 14.3.)

Course B: Thu 12-13, Room 3 (ab 8.3.)

This course will first examine a number of different approaches to the analysis of spoken and written discourse with a view to sensitising participants to the way language works in context. We will then move on to consider how discourse analysis might be used as tool to evaluate and design materials for the teaching of language, and indeed other subjects. While the development of oral skills will be taken into account, more emphasis will be given to the analysis of written texts, both literary and non-literary, with the aim of developing students’ comprehension skills, and their ability to compose written texts.

Assessment will comprise the identification and analysis of a text that is appropriate to the teaching of a specified group of learners, accompanied by a discussion of how the analysis might lead to its effective use in the classroom.

Core text: McCarthy, M. (1991) *Discourse Analysis for Language Teachers*, Cambridge: Cambridge University Press

## **225: Linguistics course (interactive)**

(für Lehramtsstudierende nach dem UniStG Studienplan auch alternativ zu 223 wählbar)

Lehrveranstaltungen mit dem Code 225 sind auch für die verschiedenen linguistischen Schwerpunkt-Module anrechenbar, bzw. für Lehrveranstaltungen nach dem alten Studienplan. Informationen zu den Linguistik-Modulen im Kasten weiter unten  
 All courses with the code 225 are also eligible as 'special linguistics courses' (module courses 226/228, 236/238). More detailed information about linguistics modules in the box below

2st, AR

**Registration see p. 19**

**Subject to availability places will also be allotted in the first lesson. Priority is given to students on the UniStG curriculum for whom attendance of such classes is compulsory.**

**Courses:**

### **Focus on Form and Function**

(anrechenbar für descriptive und applied linguistics Modul **226/228**, und als **K518, K531/32**)

Ardith Meier, block course 9 May – 16 June, schedule see below

The purpose of this class is to deepen participants' understanding of the relationship between form and function and involve participants in the process of independent investigation of selected grammatical features. These features will be explored from the perspective of form, meaning, and use, examining grammatical and discoursal relationships in authentic data, and considering differences between spoken and written language. The main focus of the class will be on student-facilitated discussion of readings and student-generated research. The latter involves a project that will involve the identification of a "problematic" feature of English grammar, a synthesis of its description in teaching and reference grammars, an investigation of the feature in authentic data, and an application of the resulting insights in an area relevant to the respective participants (e.g., language pedagogy, translation).

**Readings will be available from the Zentralsekretariat at the end of March.**

**Schedule** - when registering for this course, make sure you are free at the following times:

Wed 9 May 18-21, Room 5

Wed 23 May 18-21, Room 5

Wed 6 June 18-21, Room 5

Wed 13 June 18-21, Room 5

Fri 15 June 15-17, Unterrichtsraum

Sat 16 June 9-18, Room 3

### Topics in Pragmatics

(anrechenbar für das descriptive linguistics Modul **226/228** und für **K518, K531/32**)

Barbara Kryk-Kastovsky, Mon 12-14, Besprechungszimmer (ab 19.3.)

The topics offered in this course fall under the following rubrics:

- a) theoretical and methodological issues, e.g. the scope of pragmatics with relation to semantics vs. psycho- and sociolinguistics; pragmatics as a language level vs. a perspective on language; data collection techniques;
- b) micropragmatic notions as compared to their semantic equivalents: presupposition, deixis, implicature, speech acts;
- c) macro-pragmatic notions: social pragmatics, cross-cultural pragmatics, etc.
- d) detailed problems: the structure of conversation, pragmatic failure, pragmatic particles, etc.

#### Compulsory reading:

Mey, J. 1993. *Pragmatics. An Introduction*. Oxford: Blackwell.

### Why are varieties of English different?

(anrechenbar für das descriptive und das historische linguistics Modul **226/228** und für **K531/32**)

Peter Trudgill, **Block ab 8. Mai**

**8.-22.5.:** Tue 9-11, Unterrichtsraum

**/ NEW**

**9.-30.5.:** Wed 12-14, Unterrichtsraum + Wed 16-18, Room 5

**10.+31.5.:** Thu 10-12 Besprechungszimmer

Four hundred years ago, English had no very important role as a foreign or second language anywhere, and was spoken as a native language only by the indigenous population of (most of) England, and of the south and east of Scotland. The last 400 years have seen an enormous expansion of English beyond Britain, and the development of different varieties of English as a native language in different parts of the world. These new varieties obviously have their origins in the British Isles, but they have become very different from one another, and from English in the mother country. This course will look at North American and Southern Hemisphere forms of English, and try and come up with explanations for why these differences have developed, and for why the new overseas varieties have the linguistic characteristics that they do.

### **Linguistik-Schwerpunktmodule:**

*A 'module' consists of two courses of 2 semester hours (2st) each, which are topically related and thus form a thematic unity. (Please note: a module can only contain one lecture course.) At the moment, three such modules are offered in English linguistics:*

1. *Historical linguistics*
2. *Applied linguistics*
3. *Descriptive linguistics*

*These courses have the numbers 226/228 and 236/238. Usually at least one course in historical linguistics and applied linguistics is offered every semester, so that students can finish a module within two to three semesters. Modules from other areas of linguistics (e.g. descriptive linguistics) are also offered, but less regularly, so that it may take longer to complete such a module.*

### **Special linguistics course 226/ 228**

VO/ AR, 2st.

#### **Courses:**

#### **Topics in English syntax**

(anrechenbar für das descriptive linguistics Modul und als **K518, K531/32**)

VO

Dieter Kastovsky, Mon 10-12, Unterrichtsraum (ab 19.3.)

This lecture course will deal with selected areas of English syntax, concentrating on aspects that have to do with the structure of simple sentences. Topics discussed will include:

Theoretical approaches to syntactic description: traditional, structural, generative, functional  
Delimitation of simple and complex/compound sentences

Basic sentence patterns and their theoretical background: structures and functions

Subject-verb agreement

Communicative function and sentence structure: focus and emphasis, word order, active/passive

### **Old English language and culture**

(anrechenbar für das Modul Historical Linguistics und als **K517, K531/32**)

AR, registration see p. 19

Herbert Schendl, Tue 11-13, Room 5 (ab 13.3.)

This course will provide an introduction to Old English, the oldest attested stage of the English language. After a brief look at the extralinguistic setting of the period, we will look at the major linguistic features of the language from both a synchronic and a diachronic point of view. An important aspect of the course is to make participants familiar with a variety of Old English texts, from simple prose texts to more complex ones and to relate these texts to the extralinguistic history of the period. At the end of the course we will look at some specimens of Old English poetry.

Assessment will be based on both a written and an oral exam. Students taking this course as K 517 will have to read additional material.

## LITERATURWISSENSCHAFT/LITERATURE

**Grundsätzlich sind alle literaturwissenschaftlichen Lehrveranstaltungen des 2. Studienabschnitts für den Schwerpunktbereich (Wahlmodule 326/328, 336/338) anrechenbar. Bedenken Sie jedoch, dass ein 4-stündiges Modul nicht mehr als eine Vorlesung enthalten darf, und dass ein Modul den Bestimmungen des Studienplans (thematische oder literaturhistorische Zusammengehörigkeit, siehe Wegweiser zum Anglistikstudium) entsprechen soll.**

**Alter Studienplan: alle literaturwissenschaftlichen Lehrveranstaltungen des 2. Studienabschnitts sind als K 531/K 532 anrechenbar.**

### 321/326: Literature course

2st, VO

#### Courses:

#### **The British Novel of the 20<sup>th</sup> Century** (anrechenbar als K 524/K 531/K532)

Ewald Mengel, Tue 16-18, Hs C2 (ab 13.3.)

This survey lecture course will cover a number of classics from the first and the second half of the 20<sup>th</sup> century. (Conrad, Joyce, Woolf, Lawrence, Golding, Murdoch, Farrel, Swift, McEwan, Barnes, Carter, Amis, Byatt, amongst others). The lectures will focus on the transition from the modern to the postmodern novel, on typical forms and conventions, and on selected narratological issues. Students are expected to have read the following six works till the end of the semester: Joyce, *Portrait of the Artist as a Young Man*; Woolf, *To the Lighthouse*; Mc Ewan, *Black Dogs*, Amis, *Dead Babies*, Byatt, *Possession*, Carter, *Nights at the Circus*. A final written test will have to be passed to gain full credit. A reader with important information will be available at the beginning of the semester.

#### **A Cultural History of U.S.-American Fiction: The Emergence of Multiculturality** (from the 1940s to the 1970s) (anrechenbar als K 524/K 531/K 532)

Waldemar Zacharasiewicz, Thu 15-17, Unterrichtsraum (ab 8.3.)

After having achieved global recognition in the 1920s and 30s, American writers were awarded several Nobel Prizes (Ernest Hemingway, William Faulkner, and later, John Steinbeck). The following decades saw the emergence of many ethnic and regional fictions which need to be put into their literary, cultural, social and political contexts. Among the books to be considered in this lecture course will be Jewish American fiction by Bernard Malamud (*The Assistant*, and some short stories) and Saul Bellow (excerpts from *The Adventures of Augie March*, and from *Herzog*), African American fiction (Ralph Ellison, *Invisible Man*, excerpts from Ernest Gaines, *The Autobiography of Miss Jane Pittman*, and from Toni Morrison, *Song of Solomon*), Native American fiction (F. Scott Momaday, *House Made of Dawn*). Novels reflecting the mainstream and set in the urban northeast (such as J. D. Salinger, *The Catcher in the Rye*, or fiction by John Updike), and fiction from the American South also attracted much attention (We shall discuss,

for instance, excerpts from Carson McCullers, *The Member of the Wedding*, and some stories by Flannery O'Connor). The course will also briefly consider early avant-garde and post-modernist fiction, analyzing excerpts from Vladimir Nabokov's *Pale Fire* and Thomas Pynchon, *The Crying of Lot 49*.

The following texts should be purchased ahead of time, e.g. at Facultas:

Bernard Malamud, *The Assistant* (Farrar, Straus, Giroux)

Ralph Ellison, *Invisible Man* (Penguin Modern Classics)

F. Scott Momaday, *House Made of Dawn* (Harper Collins).

### **The Development of the Detective Story**

(anrechenbar nur für das **Literaturmodul 326** und als **K531/32**)

J. K. Van Dover, Fri 10-12, Unterrichtsraum (ab 9.3.)

The detective story, as a distinct genre of popular literature, was invented by Edgar Allan Poe in the 1840s, perfected by Arthur Conan Doyle in the 1890s, and entered its "Golden Age" in the 1920s. But the 1920s also saw the form reconceived by the writers for the hard-boiled pulp magazines, especially *Black Mask*. This revised form, with its "realism" and its cinematic qualities, attracted a larger and larger readership. It also caught the attention of ambitious writers who saw its potential for dramatizing fault lines in the social fabric and who began to expand the form's appeal beyond the pleasure of the infallible resolution of a baffling puzzle. These lectures will trace the development of the detective story with a primary emphasis upon American writers and their American audience. Works receiving special attention will include Edgar Allan Poe's "The Murders in the Rue Morgue," Dashiell Hammett's *The Maltese Falcon*, Raymond Chandler's *The Big Sleep*, Sue Grafton's *A Is for Alibi* and Walter Moseley's *Devil in a Blue Dress*.

### **322, 821/K521, K522: Literary Seminar**

2st, SE

Registration see p. 19

**Requirements:** regular attendance, active participation in class, seminar paper (ca. 20-25 pp.)

#### **Courses:**

#### **Going Native in America**

Carmen Birkle, Mon 14-16, Room 5 (ab 19.3.)

What could be more romantic than the spectacular scene from Karl May's Winnetou series when the chief of the Apaches and Old Shatterhand become brothers joined by their own blood? Who did not, as a child, play Indian and, if a boy, become a chief or, if a girl, an Indian princess? In this seminar, we will look into this phenomenon of white people – of a variety of national and gender backgrounds – wanting to be/come Indian, thus going Native in America. Why do people – some forcefully, some voluntarily – go into the American wilderness to live with the Native peoples and even become one of them? How are the frontier, the Wild West, and the wilderness as traditionally male-dominated spheres incorporated into a woman's imaginary of such a life? We will explore the representation of such practice in literary (captivity narratives, novels, short stories), non-literary (ethnographic writings), and visual (paintings, films) genres, most

prominently discuss its gender-specific manifestations, and compare the attraction that Native Americans in the U.S. and First Nations People in Canada have for non-Natives in spite of a simultaneous demonization of the Native Other.

**Texts: (excerpts in the *Reader* that will be available at the local Copy Studio at the beginning of the semester break)**

Catlin, George. *North American Indians* (1837-39; 2004)

Fuller, Margaret. *Summer on the Lakes* (1844).

Grey Owl. *Tales of an Empty Cabin* (1936)

Rowlandson, Mary. *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682).

**For purchase:**

Carr, Emily. *Klee Wyck*. 1941. Vancouver: Douglas & McIntyre, 2003.

Cooper, James Fenimore. *The Last of the Mohicans*. 1826. New York: Penguin Classics, 1986.

Seaver, James. *A Narrative of the Life of Mrs. Mary Jemison*. 1824. Norman: U of Oklahoma, 1995.

Sedgwick, Catharine Maria. *Hope Leslie; or, Early Times in the Massachusetts*. 1827. New York: Penguin, 1998.

**Films:**

*The Last of the Mohicans*. Dir. Michael Mann. 1992.

*Dances with Wolves*. Dir. Kevin Costner. 1990.

*Winnetou*. Dir. Horst Wendlandt. 1960s.

### Shakespeare Season at the ‘Burgtheater’

Werner Huber, Thu 9-11, Room 5 (ab 8.3.)

During the second half of the 2006/07 season at the *Burgtheater* the spotlight will clearly be on William Shakespeare. It is the aim of this seminar to make use of this unique opportunity to see modern productions of Shakespearian comedy right on our doorstep, as it were.

Close analysis of the plays in the class-room (*Measure for Measure*, *Much Ado about Nothing*, *A Midsummer Night's Dream*) will be accompanied by extra-curricular activities (visits to the theatre, taking a look behind the scenes, discussions with directors, actors, etc.)

Required reading: e-text versions or conventional editions of these plays (e.g. New Cambridge Shakespeare, Pelican Shakespeare, Reclam)

Requirements for credit: regular attendance, active participation in class, oral presentation, term paper, 1 theatre review.

### The Contemporary South African Novel: New Voices

Ewald Mengel, Wed 10-12, Room 4 (ab 14.3.)

This seminar will deal with a number of new novels that have won some acclaim in South Africa after the turn of the century. Their forms vary considerably, but all of them deal with South Africa's traumatic past, and try to come to terms with it. Trauma and narrative, then, will be our focus. Nic Mhlongo's *Dog Eat Dog* is a contemporary (black) campus novel (Wits, Joburg); Njabulo Ndebele's *The Cry of Winnie Mandela* deals with the controversies around this character and her role before and after the fall of apartheid; Lisa Fugard's *Skinner's Drift* is written in the tradition of the South African plaas roman (farm novel); Mandla Langa's *The Memory of Stones* mixes history and myth and focuses on the changing power relations between Europeans and Africans; Zakes Mda's *The Whale Caller* foregrounds the ecological theme; this also applies to Nadine Gordimer's *Get a Life*. All of these novels are available in paperback editions. Students



are required to give an oral presentation on a topic of their choice, to write an essay (22-25 pages) and to take a final written test.

A list of four early topics (for the second and third week in March) will be posted from January 9, 2007, on our notice board. Students who want to make sure that they are accepted for this seminar should volunteer and put down their name for one of these four topics. Those who do are automatically accepted.

### **Plays by Novelists**

Rudolf Weiss, Thu 13-15, Room 2 (ab 8.3.)

"It is a curious fact that very few writers have ever been able to write both good novels and good plays. Almost invariably, even the most acclaimed and technically skilled novelist turns into a rank amateur when writing for the theatre." A critic for *The Guardian* has recently addressed this old stereotype on the occasion of a production of James Joyce's only play, *Exiles*.

In this seminar we will analyse dramatic works by twentieth century writers who have always been perceived exclusively as novelists and writers of short fiction. Some of these well-known writers of narrative texts produced only a single play, others two or more; what these works for the stage have in common is their status as barely known, neglected, marginalised literature, which the majority of them does not deserve. We will attempt to trace the specific qualities of these dramas and ultimately challenge the validity of the above cliché. Among the texts will be stage works by James Joyce, Joseph Conrad, D. H. Lawrence, Arnold Bennett, Graham Greene, Muriel Spark, Angus Wilson and David Lodge.

### **'Love in the Context of Ireland' – as Presented in Selected Contemporary Irish Fiction**

Franz-Karl Wöhrer, Tue 10-12, Room 4 (ab 13.3.)

The seminar will focus on Irish lovers and their often complex relationships made even more intricate or put to the test by the social, religious and moral context of Ireland, or the economic conditions of rural Ireland. The impact of the cultural context of Ireland on the love relationships presented in the texts will be one focus of the critical enquiry. Another will be on "Irishness" – i.e. on distinctive features of "Irishness" as reflected in the texts. Each participant is expected to discuss this latter aspect in a separate chapter of his/her seminar paper. - The works of fiction selected will include John Banville's award winning novel *The Sea* (Winner of the Man Booker Prize 2005) and several short stories by contemporary Irish authors - including William Trevor, Julia O'Faolain, Eilis Ni Dhuibhne, Kate O'Brien, Sarah Webb, Maeve Binchy, Mary Callaghan and a few other aspiring Irish women writers.

**Requirements:** Participants are required (1) to submit a seminar paper (ca. 10.000 words) – to be handed in no later than one week after the oral presentation; (2) oral presentation (preferably PPT, ca. 20 mins); (3) to attend all the seminar meetings contributing regularly to the discussion; (4) to write a final essay in class.

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**Important notice:** Participants are requested to get in touch by e-mail immediately after the end of the registration in February. - VORBESPRECHUNG (obligatory for all participants): TUE March 6<sup>th</sup>, 10-12 in the Besprechungszimmer (2<sup>nd</sup> floor).

## **The Transatlantic Exchange and the ‘International Novel’**

Waldemar Zacharasiewicz, Tue 16.30-18, Room 5 (ab 13.3.)

Since the late 1860s American fiction writers repeatedly juxtaposed the manners and morals of their compatriots and of Europeans as American tourists crossed the Atlantic in increasing numbers, following in the wake of painters and sculptors who had preceded them and had settled in the artistic capitals Rome and Florence, and .came to know European cultural centers such as Paris.

The international theme chosen by Henry James is dealt with in short fiction and novels such as *The American* and *The Portrait of a Lady*, his first major achievement, developed an interest implied in Nathaniel Hawthorne’s *The Marble Faun*.

In the seminar these three novels will be discussed and the perception and literary representation of European settings, the different conceptions of culture, manners and lifestyles, and their symbolic functions will be analyzed.

Texte : Henry James, *The Portrait of a Lady* (Penguin Classics)  
 Nathaniel Hawthorne, *The Marble Faun* (Penguin Classics)  
 Henry James, *The American* (Penguin Classics)

Paperback editions of these texts can be purchased, for instance, at the campus bookstore “Facultas”.

### **438: Ways of Thinking. Approaches to Cultural Analysis – The British Way.**

(Nur anrechenbar als **821, K522** bei kulturwissenschaftlicher Diplomarbeit)

2st, SE

**Registration:** Please send an e-mail to [monika.seidl@univie.ac.at](mailto:monika.seidl@univie.ac.at) by 1.3.2006.

Monika Seidl, Thu 15-17, Room 5 (ab 8.3.)

Course description see p. 72

### **323/324: Literature course (interactive)**

1st, AR

**Registration: see p. 19**

### **Victorian Poetry**

Ewald Mengel, Thu 14-15, Unterrichtsraum (ab 8.3.)

This AR will focus on a selection of poems from the 19<sup>th</sup> century. The focus will be on the theme of social change, the influence of the modern sciences, and the theme of evolution. A reader with texts will be available at the beginning of the semester. In order to gain full credit, students will have to do an oral presentation and to write a short interpretation (10 pages) on a poem of their choice. Alternatively, they can take a final written test.

### **‘Sky in the Pie’ – Poetry in the EFL classroom**

Eva Müller-Zettelmann, Wed 13-14, Room 3 (ab 14.3.)

With their rich and varied repertoire, poems offer a source of much enjoyment for teacher and learner alike. Because of their brevity, lyric texts are well-suited to a single classroom lesson. Poems explore themes of universal concern, and their concision, music, and strong imagery combine to powerful overall effect. In the EFL classroom, poetry is capable of producing strong response from its readers, and it is this intensity of experience which can motivate further reading and indeed writing of poetry in a foreign language.

In this course mainly designed for *LehramtskandidatInnen* who wish to integrate literature and creative writing into their future teaching routine, we will discuss a variety of imaginative techniques for creatively exploring poetry in the EFL classroom. Photocopies of texts and exercises will be provided; students will be expected to devise poetry worksheets and to present and discuss their own poetry teaching units.

### **Short Story Classics**

Rudolf Weiss, **Tue 15-16, Room 5 (ab 13.3.)**

**/ NEW**

In this workshop we will analyse several 19<sup>th</sup> and 20<sup>th</sup> century anglophone short stories by different masters and mistresses of the genre. We will begin with Edgar Allan Poe, an early American theoretician and virtuoso of this narrative form, and then move on to modern and/or modernist stories by Joseph Conrad, Katherine Mansfield, Aldous Huxley and Graham Greene as well as short fiction by such contemporary writers as Angus Wilson, Muriel Spark, Malcolm Bradbury and William Boyd. We will also take a closer look at two canonized American authors of short stories: Ernest Hemingway and F. Scott Fitzgerald. After establishing the theoretical parameters of the genre we will focus primarily on narrative strategies, character construction and thematic concerns. Last but not least we will explore these texts as potential teaching material for schools.

Requirements for credit: regular attendance, active participation in class, one oral presentation, final written exam.

### **325/328: Literature course (interactive):**

(für Lehramtsstudierende nach dem neuen Studienplan alternativ zu 323 wählbar)

2st, AR

**Registration: see p. 19**

**Courses:**

### **Revolutionary Writings: Literature and Authority in the Early Republic**

(anrechenbar für ein Literaturmodul und als **K 525/K 531**)

Astrid Fellner, Tue 13-15, Room 5 (ab 13.3.)

In this class we will explore the diverse writings produced in Revolutionary and Post-Revolutionary America. Approaching these cultural texts with attention to the historical context in which they are embedded, the literary and intellectual developments they display and the questions of cultural authority they pose, we will analyze the tensions inherent in the ideologies

of revolution and nationhood and the concepts of public and private spheres in the early Republic. Looking at some selected essays by Judith Sargent Murray and Benjamin Rush, some early American (auto)biographies (by Benjamin Franklin, Elizabeth Ashbridge, K. White, Herman Mann, Olaudah Equiano), and some poems (by Joel Barlow, Philip Freneau, Annis Boudinot Stockton, Phillis Wheatley), we will raise the following questions: What, and who, is “American?” Who gets to speak for this identity, how, and for what end? What is the function of writing in a society engaged in the process of self-definition?

Requirements: A presentation in class and a term paper. Please purchase Lauter, Paul et al, eds., *The Heath Anthology of American Literature*, Vol.1 and the class reader which will be available at Copyshop Schwarzspanierstraße.

### **London and the London Theatre Scene (Field Trip)**

(auch als 426/428 und als /K 531/532 anrechenbar)

Werner Huber, Fri 14-17, Room 5 (ab 9.3.)

(intro session on 9 March, thereafter workshop sessions on 20 April, 4 May, 11 May, 15 June and field trip)

This course is built around a field trip (‘Exkursion’) to London between June 3-8. Our main objective will be to see as many plays and theatres as is possible during our visit. Apart from play-going (the exact titles of plays will be announced as theatre schedules become available in early spring), we will study the theatre scene as such by exploring different venues and their role and significance for English theatre history as a whole, e.g. the Royal Court (experimental and contemporary), the National Theatre (theatre for the nation), the West End (commercial). Naturally, we will also explore Shakespeare’s London and the reconstructed Globe Theatre.

N.B.: Due to excessive demand for early registration booking already had to close. Nevertheless, students are encouraged to join the waiting list and participate in the “AR” as regular members.

Requirements for credit: regular attendance, active participation in class, workshop presentations, written contributions to on-line documentation.

### **Beginning the Novel: Exploring the Magic of the First Page in Early English Narrative Fiction**

(anrechenbar für ein Literaturmodul und als K 525/K 531)

Eva Müller-Zettelmann, Mon 12-14, Room 5 (ab 19.3.)

This is a course on beginnings: it focuses on first words and first works, on the opening section of narrative texts and the initial stages of a new genre. After a theoretical introduction centring on Sternberg’s study of expository modes in narrative fiction, Watt’s seminal work on the rise of the novel and Jahn’s practical advice on the analysis of narrative fiction, we shall read the first chapter of novels by Richardson, Fielding, Sterne, Defoe, Walpole, Shelley-Wollstonecraft, Radcliff, Scott, Austen, the Brontës, Dickens, Thackeray, Eliot, and Hardy.

In our close reading of expository passages we shall try to answer the following questions: Which are the aims ideally covered by a novel’s first one thousand words? Which are the expository strategies developed to accomplish these aims? Which opening devices have proved particularly successful? Which of a novel’s discourse elements and thematic features are already hinted at in its first few lines?

Assessment will be on the basis of attendance, active participation and a short seminar paper.

### **Edgar Allan Poe**

(anrechenbar für ein Literaturmodul und als **K525, K531/32**)

J. K. Van Dover, Wed 14-16, Room 3 (ab 14.3.)

Poe has never fit easily into the scheme of American literature. He does not sit comfortably with Emerson, Thoreau, Hawthorne, Melville, and Whitman at the table of “The American Renaissance.” The adults of American literature – Emerson, James, Eliot – tended to dismiss him (and his readers) as incurably immature. The French enthusiasm for Poe is often regarded as an inexplicable Gallic lapse, comparable to their enthusiasm for Jerry Lewis. But Poe’s popularity remains undiminished, and his work has been the object of scrutiny from many theoretical perspectives. Recent Poe criticism has attempted to set Poe in his historical context and to find in Poe’s “grotesques” and “arabesques” provocative responses to social and political issues in antebellum America: issues of race, gender, democracy, the anonymous city. The seminar will read most of Poe’s short stories and poetry, his one novel, and selections from his literary criticism and philosophical speculations.

Text: *Poetry, Tales, and Selected Essays of Edgar Allan Poe*, Library of America.

### **The Harlem Renaissance**

(anrechenbar für ein Literaturmodul und als **K531/32**)

J. K. Van Dover, Thu 10-12, Unterrichtsraum (ab 8.3.)

The Harlem Renaissance is no longer the fairly simple – mainly male, mainly heterosexual, mainly poetry, and largely coherent – phenomenon it was once taken to be. Since the 1980s, a new emphasis upon the feminist Renaissance, the gay Renaissance, the fictional Renaissance and, above all, the subversive Renaissance has brought new authors and new themes to the forefront. We will look at the work of the central male poets – McKay, Cullen, and Hughes – but also at the variety of statements, memoirs, short stories, novels, and poems that now constitute the focal texts of the Harlem Renaissance.

Texts: David Levering Lewis, ed., *The Portable Harlem Renaissance*, Penguin; James Weldon Johnson, *Autobiography of an Ex-Colored Man* [any edition]; Nella Larsen, *The Complete Fiction (Quicksand and Passing)*, Anchor Books.

### **Fictions of the Pacific Rim**

(anrechenbar für ein Literaturmodul und als **K531/32**)

Waldemar Zacharasiewicz, Wed 10-12, Unterrichtsraum (ab 14.3.)

This interactive course will focus on fictional texts produced on the North American part of the Pacific Rim. It will examine, for instance, novels by Ethel Wilson (*Swamp Angel*), Sheila Watson (*The Double Hook*), and Jack Hodgins (*The Invention of the World*, and/or *The Resurrection of Joseph Bourne*), as well as short fiction by temporary residents of that region, like Malcolm Lowry, and excerpts from experimental texts, such as George Bowering, *Burning Water*. It will also address the indigenous presence in “Cascadia”, a recently adopted name for that transnational region (for instance, O. Hagan, *Tay John* and prose by Jeannette Armstrong), and fiction reflecting the ethnic experience (for instance, Fred Wah, *Diamond Grill*). The

ecological concerns aired by authors in that region will also be considered (for instance, Ernest Callenbach, *Ecotopia*).

Participants in the course will be invited to make a brief oral presentation and to take a written essay exam at the end of the semester. Excerpts from some texts will be included in a Reader, other texts should be purchased, for instance, at the campus bookstore "Facultas".

## KULTURWISSENSCHAFT/ADVANCED CULTURAL STUDIES

### Lehrveranstaltungen im Rahmen des Kulturwissenschaftlichen Moduls bzw. Advanced Cultural Studies (UniStG Studienplan Lehramt)

#### Courses:

#### 426/428: Shipping Out

(anrechenbar als K 531/32 für Zweitfachanglisten und als K 701)

2st, AR

/ NEW

Carmen Birkle, Mon 16-18, Unterrichtsraum (ab 19.3.)

Sea voyages across the Atlantic, adventure trips to the South Sea Islands in the Pacific, and piracy in the Caribbean or Mediterranean Seas are not activities traditionally associated with women. And yet, women have populated the waters of the world in numerous and often unexpected ways. In this class, we will look at literary (novels, short stories) and visual (paintings, films) representations of sea voyages in American literature and culture with references to gender-specific reasons for and means of traveling. We will also analyze the idea of women going to sea cross-dressed as men. Generally, working as a mate, traveling for adventure or pleasure or freedom, (im)migrating from Europe to America, or being transported as a slave in the triangular slave trade are only some of the historical, social, and economic contexts of shipping out.

**Requirements:** oral participation, oral report, final exam

#### **Texts to be purchased:**

London, Jack. *The Sea-Wolf*. 1904. New York: Bantam Classics, 1992.

Melville, Herman. *Redburn: His First Voyage Being the Sailor-Boy Confessions and Reminiscences of the Son-of-a-Gentleman, in the Merchant Service*. 1849. New York: The Modern Library, 2002.

Porter, Katherine Anne. *Ship of Fools*. 1962. Boston: Bay Back Books, 1984.

#### **Films:**

*Titanic*. Dir. James Cameron, 1997.

*Pirates of the Caribbean: The Curse of the Black Pearl*. Dir. Gore Verbinski, 2003.

A reader with additional material (e.g., by Bob Marley, Edwidge Danticat, "Children of the Sea"; Herman Melville, "Benito Cereno"; Joseph M. W. Turner, *The Slave Ship*; Mary Prince, *The History of Mary Prince*) will be available at the local *Copy Studio* at the beginning of the semester.

## 426/428: "Negotiating Cultural Identities through Film and TV Comedy"

(anrechenbar als **K531/K532 für ZweifachanglistInnen** – Diplom und Lehramt – und als **K701**)

2st, AR

Werner Huber, Tue 17-19, Unterrichtsraum (ab 13.3.)

“I’m a Glaswegian Pakistani teenager woman of Muslim descent who supports Glasgow Rangers in a Catholic School.” This is how one of the main characters in the film *Ae Fond Kiss* (2004; dir. Ken Loach) establishes her identity quite early on. Admittedly, this is an extreme case of the quest for multicultural identity, but the issue (“Black British”) is a highly topical one. - The aim of this course is to analyse how issues of ethnic, social, and cultural identities have been negotiated in feature films and TV comedies since the early 1990s. We will also look into the ways in which cultural identities may be de-constructed through parody and the playful reversal of cultural/ethnic stereotypes. Examples to be studied will include: *Little Britain*, *Bend It Like Beckham*, *Bride and Prejudice*, *Goodness Gracious Me*, *The Kumars at No. 42*, *Yu Ming Is Ainm Dom*, *Father Ted*.

Requirements for credit: regular attendance, team work, oral presentation, final test.

Required reading: *British Cultural Identities*, ed. Mike Storry & Peter Childs. London: Routledge, 1997. Other course material will be made available on an e-learning platform. Therefore, students are asked to familiarise themselves with the WebCT Vista platform; for introduction and self-guided tour, please see

<https://www.univie.ac.at/ZID/elearning-infos-studierende/>

## 426/428: Intercultural Communication

(anrechenbar für applied linguistics Modul und als **K531 für ZweifachanglistInnen** – Diplom und Lehramt – und als **K701 ALTER STUDIENPLAN!**)

2st, AR

Ardith Meier, Block 12 May – 15 June 2007. Schedule see below

The central project of intercultural communication as a discipline has been to uncover barriers to effective communication and search for strategies to overcome these barriers. The purpose of this class is to develop insights and skills that will contribute to effective intercultural communication in a variety of contexts. To this end, the class will explore the interface between language and culture (e.g., how cultural differences and worldviews are reflected in communication practices and in the pragmatic systems of languages, how cultural identity impacts communication). Intercultural communication will be presented from both a philosophical and pragmatic perspective as it provides an overview of basic concepts, principles, and their application. Possibilities for exploring implications for second and foreign language pedagogy will be offered. Students will be expected to critically discuss readings and films, make oral presentations, and participate in and evaluate in-class activities. The class sessions will be highly interactive. Response essays, concept research, and a set of summaries on a chosen topic will also be required.

**Required Textbook:**

Martin, Judith N., & Nakayama, Thomas K. 2005. *Experiencing intercultural communication* (2<sup>nd</sup> ed.). McGraw Hill. ISBN: 007-286-2890

**Additional readings will be available from the Zentralsekretariat at the end of March.**

**Schedule** - when registering for this course, make sure you are free at the following times:

Sat 12 May 10-17 SE3

Tue 22 May 18-21 SE3

Tue 5 June 18-21 SE3

Fri 8 June 15-19 Unterrichtsraum

Tue 12 June 18-21 SE3

Fri 15 June 17-19 Unterrichtsraum

**438: Ways of Thinking. Approaches to Cultural Analysis – The British Way.**

(bei kulturwissenschaftlicher Diplomarbeit anrechenbar als **821, K522, nicht K 521**)

2st, SE

**Registration:** Please send an e-mail to [monika.seidl@univie.ac.at](mailto:monika.seidl@univie.ac.at) by 1.3.2006.

Monika Seidl, Thu 15-17, Room 5 (ab 8.3.)

Cultural Analysis makes use of a plurality of approaches and methodologies that have been developed in the contexts of different disciplines and positions, ranging from philosophy to sociology, from Marxism to psychoanalysis, and from linguistics to literary theory. This diversity reflects the plurality of possible meanings that can be associated with the concept of „culture“. Cultural analysis draws on these different disciplines and positions either by adopting a conceptual framework derived from them - for instance theories of meaning from linguistics, or the unconscious from psychoanalysis – or by rejecting or displacing concepts essential to them, such as the concept of the unified subject or the concept of truth. On a general level we will take a look at some of the most influential approaches and methodologies that have been developed and proposed for the study of culture during the last 50 years. These are known under key words such as structuralism, post-structuralism, feminist criticism or cultural materialism. In particular, we will read articles or sections from books by British critics representing these approaches, such as David Lodge adopting structuralism and John Dollimore adopting cultural materialism or Catherine Belsey as a post-structuralist among many others.

Introductory Course Texts:

Peter Barry, *Beginning Theory. An Introduction to Literary and Cultural Theory*, Manchester: Manchester University Press 2002 (2<sup>nd</sup> edition)

John Storey, *Cultural Theory and Popular Culture. An Introduction*, Harlow: Prentice Hall 2006 (4<sup>th</sup> edition)

Requirements: regular attendance, regular set readings, participation in class discussions, paper presentation on recent cultural artefacts viewed from two different approaches of your choice (seminar conference format on a Friday afternoon and Saturday, attendance obligatory), research paper of 20 (minimum) to 25 pages (maximum), final written essay.



## 526/528: Interdisziplinäres Modul

(alter Studienplan: **K701**; für ZweitfachanglistInnen im alten Studienplan auch als **K531/K532**)

2st, AR

**Registration see p. 19**

### Advanced Gender Studies: Nursing the Nation

Carmen Birkle, Tue 18-20, Room 5 (ab 13.3.)

“Every woman is a nurse”! This is what Florence Nightingale, the initiator of modern nursing in the 19<sup>th</sup> century, claims in her *Notes on Nursing* (1859). She thus postulates an almost essentialist connection between the female sex and the occupation of nursing. However, nursing has been presented in American literature in a variety of manifestations. On the one hand, women have indeed been presented as the nursing angels, above all in war literature (Louisa May Alcott, Florence Nightingale, Mary Seacole). On the other hand, nurses have also turned into agents of misery (Stephen King) and death (Ken Kesey), have cross-dressed (Shani Mootoo), have been both black and white and male and female during times of epidemics (Charles Brockden Brown), and, by now, are to a large extent members of ethnic and recently immigrated groups (Diana Abu-Jaber). Last but not least, the nursing of children has often led to women’s madness (Charlotte Perkins Gilman). In this class, we will discuss forms of nursing as presented in American literature by specifically considering issues of gender in relation to the respective historical and cultural contexts as well as by analyzing these examples’ contribution to the shaping of the American nation.

**Requirements:** oral participation, oral report, final exam

**Texts to be purchased:**

Abu-Jaber, Diana. *Arabian Jazz*. 1993. New York: Norton, 2003.

Kesey, Ken. *One Flew Over the Cuckoo’s Nest*. 1962. New York: Penguin Putnam, 1992.

King, Stephen. *Misery*. 1987. Bornheim: Knv Import, 2006.

Seacole, Mary. *Wonderful Adventures of Mrs Seacole in Many Lands*. 1857. Ed. Sara Salih. New York: Penguin, 2005.

A reader with additional material (e.g., by Florence Nightingale, Louisa May Alcott, Shani Mootoo, Charlotte Perkins Gilman) will be available at the local *Copy Studio* at the beginning of the semester.

### Coping with Death and Bereavement as a Theme in English Literature. An Interdisciplinary Approach.

Franz-Karl Wöhrer, **Wed 12-14, Room 4 (ab 14.3.)**

**/ NEW**

In this interdisciplinary workshop a wide variety of texts dealing with both Christian and non-Christian attitudes to death and/or with ways of coping (or not coping) with the loss of a beloved person will be placed against the appropriate religious and/or cultural contexts. The works dealing within the spiritual environment of Christianity will be considered from the perspective of the late medieval tradition of the “art of dying well” (*ars moriendi*); those set in a largely

secularized or non-Christian milieu will be approached from the perspective of Viktor Frankl's logotherapy and existential analysis. – The texts selected for discussion will include death scenes and reflections on death by characters from several plays by Shakespeare (e.g. *Henry VI/2*, *Measure for Measure*, *Hamlet*, *Macbeth*), poems by John Donne illustrating the poet's changing attitude to death from agonizing fear of eternal damnation to meek surrender to God's will and anticipation of eternal bliss, elegies by Vaughan and Milton (*Lycidas*), poems by Herbert and Vaughan featuring the mystic's ardent desire for death (eschatologically motivated *thanatos*) and contemporary works of fiction dealing with death and bereavement in late 20<sup>th</sup> c. society: Cecelia Ahern's bestselling novel *PS, I Love You* (1999), short stories by Eilis Ni Dhuibhne and other contemporary authors of short fiction. Finally, Bharati Mukherjee's story *The Management of Grief* (1988) has been chosen to illustrate the clash between western and oriental cultures in dealing with death and bereavement in the wake of the (historical) terrorist attack on ill-fated Air India Flight 182, which exploded mid-air off the coast of Ireland on 23 June, 1985, killing all 329 people on board – 82 of whom were children.

**Requirements:** regular attendance; active participation in group assignments (team-work) and forum discussions, final essay.

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Note: Cecelia Ahern's *PS, I Love You* is available from Kuppitsch bookstore; a mastercopy of all the other texts as well as a list of recommended reading will be put up in the secretary's office early in March, 2007.

## FACHDIDAKTIK /LANGUAGE TEACHER EDUCATION

Hinweis für Studierende des Lehramtsstudiums nach dem **alten Studienplan**:

**K 601** (Methodik des Englischunterrichts, 629) und **K 602** (Kurse 622 bis 624) können prinzipiell erst nach vollständig abgelegter 1. Diplomprüfung besucht werden und sind **nicht vorziehbar**.

Es wird außerdem **dringend empfohlen**, diese Lehrveranstaltungen erst nach Absolvierung der Lehrveranstaltung **Fachdidaktik 1 und des Schulpraktikums** zu besuchen, nachdem man bereits praktische Unterrichtserfahrung gewonnen hat.

**Keine Begleitübung!**

Wenn Sie das Lehramtsstudium **nach WS 2002 begonnen** haben oder **umgestiegen** sind:

**621:** Das Schulpraktikum und die dazugehörige Begleitlehrveranstaltung zum Schulpraktikum können **nach Abschluss von 602** in den ersten Studienabschnitt **vorgezogen** werden.

**622/23/24:** Nach Abschluss von 621 sowie dem Schulpraktikum ist **ein** themenspezifischer Kurs vorziehbar.

**629** kann erst nach Absolvierung von **zwei** themenspezifischen Übungen besucht werden.

## **621: Begleitlehrveranstaltung zum Schulpraktikum**

1st, UE

**Registration see p. 19**

The aim of this course is to assist and support student teachers during their so called FAP (fachbezogenes Praktikum) with regard to observation techniques and criteria, planning tasks in connection with their teaching practice, and guided reflections on the experiences gained.

NB: Each of these courses consists of three blocks, the dates and places of which will be announced at registration. Another essential component is the preparation of participants' critical reflection, which is to be presented at an individually arranged date towards the end of the semester. Full participation is essential, so please bear this in mind when you register!

### **Course:**

Gabriele Dirnberger

Sigrid Katzböck

Sigrid Katzböck

Daniela Weitensfelder

**Dates and places for 621**

**/ NEW**

## **622/623/624: Themenspezifische Kurse Fachdidaktik: (Einführung in die Fachdidaktik des Englischen II K602) (für das Modul Spracherwerb im Diplomstudium als 625/626 anrechenbar)**

2st, UE

**Registration see p. 19**

### **Courses:**

#### **622: Hooked by the book!?! – Literature and ELT**

Christian Holzmann, Mon 16-18, Room 1 (ab 19.3.)

Why should we read? What should we read? What is the place of literature in the ELT classroom? Or can you get everything off the net anyway? Does reading make the heart grow fonder? Is life just mirroring trashy novels? Or is it the other way round?

These are some of the questions asked, and maybe answered, in this course. We will cover nearly everything: simple stories, hefty novels, graded readers, young adult potboilers, recent bestsellers and literature with a capital L. And on all of them we will cast a teacher's eyes.

Voracious readers and reluctant readers are both welcome (as long as they can justify their ways to us).

Assessment will be based on regular (and active) participation and a portfolio.

#### **622: The US in the Context of ELT**

Susanne Moser-Ramsauer, Tue 12-14, Room 4 (ab 13.3.)

The US as one of the major English speaking countries should – according to the curriculum – also be covered in ELT classes. So what do we choose to teach at what level and how do we use the selected materials?

In this course we will try to take cultural studies as a point of departure to take a look at various aspects of US life and culture (the choice of specific topics will be made by the participants themselves). We will then put them in the context of English language teaching.

We will look at the materials included in Austrian course books for *Unter-* and *Oberstufe* and then try to develop our own material collection as well as try to come up with various ways of how to use and exploit them in class.

Finally we will also try to justify and reflect upon our selections of topics, materials and suggested activities and procedures.

Assessment will mainly be based on oral participation in class and on participants' own projects.

### **622: Lost in a good book: Literature in the EFL classroom**

Susanne Reichl, Mon 14-16, Room 1 (ab 19.3.)

In this class we will look at the potential of reading literature in the EFL classroom, and how we can make good use of this potential within a variety of teaching contexts. Issues addressed will range from selection of texts via creative writing to assessment, and we will have the opportunity of putting a prepared lesson plan into practice with "real" students in a "real" school.

### **622: Cinema and Language Teaching**

Monika Seidl, Wed 16-18, Room 4 (ab 14.3.)

This class starts from the assumption that movies and films firmly belong to young people's everyday lived experience. This means that both the ability to analyse film and a critical understanding of film need to be integral parts of literacy. We will examine the use of movies and film in foreign language learning and practical applications for the classroom will be suggested. We will cover a wide range of topics, ranging from using film as a pedagogical aid in the classroom and for self-study. You will have the opportunity to visit schools, observe lessons and gain some teaching practice.

Requirements: regular attendance, regular set readings & portfolio notes, participation in class discussions, teaching project.

### **623: Methodology and ESP (English for Special Purposes)**

Barbara Mehlmauer-Larcher, Mon 12-14, Room 4 (ab 19.3.)

This course is part of the **ESP Module** and its aim is to introduce participants to different ESP teaching contexts (e.g. HAK, HLA, HTL, adult education etc.) and to provide them with the necessary background knowledge for developing and implementing ESP teaching programs. Participants will have the opportunity to visit schools and educational institutions offering ESP classes for observations and some teaching practice.

Assessment will be mainly based on participants' own projects.

## **624: Express yourself – productive skills in language teaching**

Sigrid Katzböck, Wed 16-18, Room 2 ([ab 21.3.](#))

**/ NEW**

This course aims at introducing participants to different ways of teaching the productive skills of speaking and writing in a communicative classroom. We will analyse the essential components of both the speaking and the writing process and discuss their implications for the language classroom. Techniques for practising speaking and writing with different groups of learners will be demonstrated. Participants will have the opportunity to visit schools, observe classes and gain some teaching experience. Assessment will be mainly based on regular, active participation, set reading tasks and participants' own teaching projects.

## **624: Teacher Resources: a survey and critical assessment**

Barbara Mehlmauer-Larcher, Tue, 16-18, Besprechungszimmer (ab 13.3.)

In this course a survey of relevant materials for EFL teachers will be given including course books for various target groups, resource books for teachers as well as educational web sites, journals, videos and DVDs. We will investigate procedures and criteria for the selection and assessment of different materials. Furthermore the adaptation of materials and ways of producing so called "home grown" materials will be explored.

Participants will have the opportunity to visit schools and gain some teaching practice. Assessment will be based on students' own projects and their active participation in class. In this course we will make use of the e-learning platform BSCW, which is very user friendly.

## **624: Reading and the Teaching of Reading in a Second Language**

Mike Beaumont, Wed 14-16, Room 2 (ab 14.3.)

This course will first explore the nature of reading in English and then set up a framework for the teaching of reading English as a second language. The course will examine the teaching of reading in English at the initial stage, and then investigate techniques for the teaching of reading at more advanced levels. Central to the course will be the consideration of appropriate text and task types for the teaching of reading, and the role of visual material in supporting reading development. Approaches to researching the teaching of reading will also be covered. Assessment will comprise the preparation of a reading lesson for a specified group of learners of English as a second language accompanied by a theoretical rationale which is informed by suitable background reading.

Core text: Grabe, W. & F. Stoller 2002. *Teaching and Researching Reading*, Harlow: Pearson Education.

**629: Principles of ELT Methodology**  
(anrechenbar als **K 601**)

2st., AR

Barbara Mehlmauer-Larcher, Wed 10-12, Besprechungszimmer (ab 14.3.)

**Registration see p. 19**

This course explores the relevance of applied linguistics to language education. It will introduce participants to principles, concepts and terminology which form the basis of EFL methodology. We shall concentrate on a few central issues and use these to investigate ideas about language learning and teaching. These will include: models of teacher education, language description for pedagogy, second language learning, curriculum and syllabus design, individual learner differences, classroom assessment, analysis and critique of communicative language teaching and other approaches. The focus will not be on practising teaching skills but on critical reflection.

Please note: There will be a reading list, regular assignments and a final written exam.

Textbook: Widdowson, H. G. 2003. *Defining Issues in Language Teaching*. OUP.

**629: Principles of ELT Methodology**

2st., AR, p.A.

Mike Beaumont, Tue 13-15, Room 2 (ab 13.3.)

**Registration see p. 19**

This course will first adopt a historical approach to the teaching and learning of foreign or second languages, demonstrating how pedagogy has move from a pretheoretical phase, where methodology was essentially based on established custom and practice, through a theoretical phase, where methodology was closely linked to a rational and empirical research base, to a posttheoretical phase, where pedagogic decisions are informed by the complex interaction of social, cognitive, affective, and physical factors. We will then consider how individual theories of teaching are created and developed from an informed, critical perspective on what is appropriate in a given context, and how socalled “traditional” and “innovative” approaches to teaching may therefore not be as incompatible as they first appear.

Assessment will consist of the critical examination of a chosen pedagogic technique, the aim of which will be to establish precisely what language skill/s the technique sets out to teach, and how, in a particular teaching and learning context.

Core text: Howatt, A.P.R. & H.G. Widdowson 2004. *A History of ELT*, Oxford: Oxford University Press.

## **DIPLOMARBEITSPHASE**

### **822/K801: Special Seminar for diploma and doctoral students (Linguistics)**

2st, SE

#### **Courses:**

#### **Specialized seminar for M.A. and Ph.D. candidates**

Christiane Dalton-Puffer, Fri 15-17, Room 2 (ab 9.3.)

This is an informal seminar for students planning to start their Diplomarbeit or Dissertation, or already working on it. The meetings give students the opportunity to discuss the progress of their work, obtain critical feedback, and get practical advice on areas such as self-management, project-planning, research techniques, the writing process and the like. Another aspect of the seminar will be the discussion and critical examination of ideas about language and language study. In all this the peer group is an important element, so regular attendance is important.

After the initial meeting on Fri 9 March (15-17.00) the seminar will take place not as a weekly event but in the form of 4-5 Friday afternoon workshops running beyond the core time-slot. Exact dates and times will be arranged during the initial meeting.

#### **Specialized seminar for M.A. and Ph.D. candidates**

Nikolaus Ritt, n. Ü.

This seminar will focus on ongoing research carried out by students working on their MA or PhD theses. We shall exercise and develop our skills at formulating linguistic problems and developing methods for tackling them. This means that, quite generally, we shall attempt to increase our understanding of what it means to do science, to describe phenomena in intersubjectively verifiable ways, to formulate hypotheses, to test them against suitable data, and to develop explanations and theories. While we shall concern ourselves mainly with problems as they arise in the course of our own work, we shall also look at and discuss methods and theories which the linguistic scientific community has developed for dealing with them. In order to get credit for this course, students will present their on ongoing research to each other, and take an oral exam on a selection of texts about the theory and methodology of linguistic and/or general science.

**822/K801: Special Seminar for diploma and doctoral students (Literature)**

2st, SE p.A.

**Registration in the first session****Specialized seminar for M.A. and Ph.D. candidates**

Ewald Mengel &amp; Rudolf Weiss, Thu 18-20, Besprechungszimmer (ab 8.3.)

This course is intended to provide a forum for students working on a diploma thesis or a doctoral dissertation (or planning to do so in the near future). Participants will have the opportunity to present their research projects and discuss problems arising from them, problems which we will attempt to solve in class. We will also consider aspects of literary theory and methodology as well as such practical issues as evaluating findings and structuring theses.

**Specialized seminar for M.A. and Ph.D. candidates**

Monika Seidl, Wed 18-20, Besprechungszimmer (ab 14.3.)

This is an informal seminar for students who are working on their MA or PhD, or are planning to do so. The class will give students the opportunity to introduce their projects, discuss the progress of their work and address possible problems arising from their research.

Requirements: Participants will be expected to present their research projects in class and to actively contribute to class discussions.

Registration: Please send an e-mail to [monika.seidl@univie.ac.at](mailto:monika.seidl@univie.ac.at) by 1.3.2006.

**VORPRÜFUNGSFACH (K 701)**

The following courses can be credited as *Vorprüfungsfach* (alter Studienplan, Erstfach):

**Courses:**

- 405: Contemporary India (Landesmann)
- 501: 'Often only a place in the mind' (Fellner / Heissenberger)
- 501: 'Unhappy is the land that needs a hero' (Feratova-Loidolt)
- 501: Language and Politics (Jenner)
- 426: Shipping Out (Birkle)
- 426: Negotiating Cultural Identities through Film (Huber)
- 426: Intercultural Communication (Meier)
- 526: Advanced Gender Studies: Nursing the Nation (Birkle)
- 526: Coping With Death and Bereavement (Wöhrer)
- Freies Angebot: Drama as a Teaching Method (Turecek)

**Registration for all AR classes: See p. 19 for details!**



## **FREIES ANGEBOT (als freie Wahlfächer wählbar)**

### **Courses with the codes K 801/K 301 (alter Studienplan)**

#### **Phonetic Transcription**

1st, UE

Bryan Jenner, Mon 10-11, Hs C2 (ab 19.3.)

This course will provide an opportunity for the development of practical skills in phonetic transcription and analysis related to the lecture course 201: Introduction to the Study of Language I. It is intended only for students who are currently following, or who have already followed that course

#### **Language Workout: Grammar, Vocabulary and Writing Skills** (freies Wahlfach, auch K301)

2 St, UE

**Registration: first session**

Isobel Lipold-Stevens, Thu 10-12, Room 4 (ab 8.3.)

Course description see p. 31

**Klaus Heissenberger, Wed 16-18, Besprechungszimmer**

**/ NEW**

This class is intended for students who are in their third or a higher semester.
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In this class, we will train language skills useful for academic work, that is, reading and writing skills important for your own production of longer academic texts in English. To do so, we will read texts such as essays, articles, and excerpts from books that have a common theme—they are all about whiteness and masculinity in the Western world—but are taken from a variety of fields and disciplines and range from personal to academic. We will evaluate and discuss arguments that these texts present in spoken and written form, with particular emphasis on your own production of short summaries, responses, opinion statements, reviews and critical essays in academic prose. In both the reading and writing components, we will focus esp. on those features of language (e.g. vocabulary, syntactical structures) that make academic English both difficult to understand and to produce, and our “workout” will be to hone these skills consciously and actively.

## Research Methods in Linguistics

2st, UE

Julia Hüttner, Thu 12.15-13.45, Besprechungszimmer (ab 8.3.)

In this course for students undertaking linguistic projects (seminar, MA thesis) we will address a range of issues related to the appropriate and scientifically sound use of a variety of research methods. We will consider research design, quantitative and qualitative methods, including interviews, questionnaires, matched guise, observation, using language corpora, case studies and experimental elicitation of (learner) data. Appropriate ways of analysis, including the basics of statistical analysis, will also be introduced.

The precise topics will be determined in conjunction with participants' current research projects – if required, the date and time of the course can be altered.

**If you're interested in joining this course, please contact me before March 1<sup>st</sup>.**

(Email address: [julia.isabel.huettner@univie.ac.at](mailto:julia.isabel.huettner@univie.ac.at))

### Conducting research into English as a lingua franca: theoretical frameworks and analysis

2st, KO

Barbara Seidlhofer, n.Ü.

This Konversatorium (small seminar) is intended to provide a specialized forum for PhD students who are currently carrying out doctoral research into English as a lingua franca, one of the main areas of linguistic research at this department. Participants will report on work in progress and collaborate in the close and critical examination of both relevant theoretical ideas and practical issues arising from their work.

**Registration: by e-mail to [Barbara.Seidlhofer@univie.ac.at](mailto:Barbara.Seidlhofer@univie.ac.at) by March 1<sup>st</sup> (please put "ELF KO" in the subject line).**

### Undertaking Research Projects in Literary and Cultural Studies

2st, VO

/ NEW

Karin Lach & Ludwig Schnauder, Wed 18-20, Computer Lab (ab 18.4.)

There will be one longer session on Sat. 23.6., 10-13, and 14-17.

Information session & Registration: 21.3., Besprechungszimmer

(If you cannot make it to this session please send an e-mail to [ludwig.schnauder@univie.ac.at](mailto:ludwig.schnauder@univie.ac.at) and come to the first regular session on 18.4.)

This course addresses students who are already working on or are about to start a research project in literary and cultural studies (e.g. seminar paper, diploma thesis, doctoral thesis). The course is less concerned with the "what" but with the "how" of your project, that is with the whole process of planning, organising and carrying it out. Questions which will therefore be addressed are

- Determining which information you need and how you can find it;
- Dealing with secondary literature (taking notes; avoiding plagiarism; incorporating literature into your own text; putting together a bibliography);
- Planning and organising your research project;

- Drafting, writing and revising a paper or thesis (paragraph writing; argumentation; structuring a thesis; style and vocabulary, etc.);
- Writing an abstract; presenting a paper at an academic conference; possibilities of getting published;

After having attended this class students will not only have acquired skills essential for planning, organising and carrying out their own research projects, but will also have gained an insight into the concept of information literacy. Students will be able to relate this concept to academic research skills in literary and cultural studies and understand it as a key competency for life-long learning.

**Requirements:** regular attendance; active participation in class; handing in of a portfolio at the end of the course;

### **abgesagt! Research Seminar: The Reception of Anglophone Classics / NEW on the Viennese stage**

2st, SE

Ewald Mengel & Ludwig Schnauder, Mon 14-16, Unterrichtsraum (ab 19.3.)

This seminar offers students the unique chance of gaining an insight into the major interdisciplinary research project *Weltbühne Wien/World-Stage Vienna* based at our department. The project's overall aim is to explore processes of cultural transfer by looking at various aspects of the performance and the reception of anglophone plays on the major Viennese stages in the 20<sup>th</sup> century (see <[http://www.univie.ac.at/weltbuehne\\_wien/](http://www.univie.ac.at/weltbuehne_wien/)>). In this seminar we will not only discuss the theoretical premises of the project but we will also look at practical examples, such as the performance and reception of plays by Samuel Beckett, Harold Pinter and William Shakespeare. **To register for the seminar please send an e-mail until 1 March 2007 to [ludwig.schnauder@univie.ac.at](mailto:ludwig.schnauder@univie.ac.at).** Although this seminar is open to everyone, those students are particularly encouraged who might be interested in writing a diploma-thesis in the areas concerned.

### **Drama as a teaching method in the classroom**

2st, UE

Egon Turecek, Thu 17-19, Room 5 (ab 15.3.)

Drama is a creative and holistic form of learning, which helps students to acquire a wide range of skills. It can be used as a teaching method in all subjects as well as in cross-curricular projects. In addition, it serves superior educational purposes: communication skills, personality training, social learning, etc. The course deals with the methodology and didactics of drama in education:

- Games and activities for interaction and communication, awareness, concentration
- Non-verbal and verbal methods of expression: movement and mime, breathing, voice
- Guided and unguided improvisation, role play, dramatisation of texts
- Specific elements and techniques of drama work: freeze frame, hot seating, interior monologue, teacher-in-role, etc.
- Drama and history/cultural studies
- Drama and literature
- Combining drama with other teaching methods, e.g. creative writing, story-telling

Wir machen InteressentInnen an afrikanischer Kultur auch auf folgende Lehrveranstaltungen aufmerksam:

### **Systematischer Überblick: Afrikanische Literatur IV**

2st, VO

Anna Gottschligg-Ogidan (anna.gottschligg-ogidan@univie.ac.at)

Mittwoch 9 - 11

Afrikanistik, AAKH, Hof 5, SR 3

#### **THEMEN:**

Die Literaturen folgender Länder werden in diesem Semester vorgestellt:

Ägypten, Gambia, Liberia, Sierra Leone, Ghana, Nigeria

#### **AUFBAU UND VERLAUF** der Lehrveranstaltung:

Zu Beginn der einzelnen Vorlesungen wird jeweils auf die Entwicklung der Schriftliteratur in den oben angeführten Ländern eingegangen. Dabei wird auf gesellschaftliche, politische und wirtschaftliche Einflüsse bezüglich der literarischen Entwicklung Bedacht genommen.

Näher vorgestellt werden die wichtigsten SchriftstellerInnen (Drama, Prosa, Lyrik) der einzelnen Länder und deren literarisches Werk.

In dieser Lehrveranstaltung wird keine Literaturanalyse, sondern Literaturgeschichte geboten. Die Analyse einzelner Werke erfolgt in Proseminaren, Arbeitsgemeinschaften und Seminaren.

#### **ZIEL** der Lehrveranstaltung:

Die TeilnehmerInnen sollen einen ersten Überblick über die literarische Entwicklung in den oben angeführten Ländern erhalten. Verständnis für die spezielle Problematik der afrikanischen Literaturproduktion soll geweckt werden. Kennenlernen von länderrelevanten Werken der Primär- und Sekundärliteratur.

#### **PRÜFUNGSMODUS:**

Mündliche Prüfung des vorgetragenen Stoffes ab Ende des Semesters

### **Proseminar Afrikanische Literatur: Theater und Performance**

2st, PS

Anna Gottschligg-Ogidan

Beschränkte TeilnehmerInnenzahl (30)

Anmeldung vom 19.-25.02.2007 per e-mail an: [anna.gottschligg-ogidan@univie.ac.at](mailto:anna.gottschligg-ogidan@univie.ac.at) ;

Antwortmail ab 26.02.2007.

Do 9-11, Afrikanistik, AAKH Hof 5, Seminarraum 3

#### **Didaktik:**

In mehreren Einheiten wird von der Leiterin in der Präsentation der einführenden Theorie Bezug auf die von den StudentInnen zur Interpretation/ Analyse verwendeten Werke afrikanischen Theaters genommen.

#### **Aufbau und Verlauf** der Lehrveranstaltung:

Bedeutung von Theater in/ für Afrika

Relevanz von Performance in Theater und Drama

Rolle der KünstlerInnen in der Performance von Theater in Afrika; Besonderheiten der Aufführung;

Beziehung zwischen SchauspielerInnen und Publikum;

verschiedene Formen der Rezeption von Theater und Drama in Afrika etc.

Themen des afrikanischen Theaters/ Gegenwartsbezug;

Verteilung der Themen, Besprechung relevanter Literatur

Vortrag der einzelnen Referate

**Ziel** der Lehrveranstaltung:

Anleitung zum ersten wissenschaftlichen Arbeiten (Erarbeitung eines Themas –Beschaffung von Sekundär-Literatur- Kritische Analyse - schriftliche Ausarbeitung eines Themas - Erstellen einer Bibliographie)

Die Auseinandersetzung mit der relevanten Primär- und Sekundärliteratur soll die TeilnehmerInnen befähigen, verschiedene Aspekte von **Theater und Performance in Afrika** selbständig zu bearbeiten.

**Zeugnisse:**

Referate + Schriftliche Ausarbeitung der Referate

**ANWESENHEITSPFLICHT !!**