

**Courses**  
**ENGLISH AND AMERICAN STUDIES DEPARTMENTS**  
**University of Graz**

**BACHELOR PROGRAM**

**LANGUAGE TRAINING**

**511.010 English for Academic Purposes, KS, 2st.**

Group	Time	Place	Start
A: Burkert, A.	Mo, 10.15-11.45	SR 11.13	05.10.2009
B: Campbell, N.	Mo, 8.30-10.00	SL 11.K2	05.10.2009
C: Campbell, N.	Di, 8.30-10.00	SR 11.12	06.10.2009
D: Campbell, N.	Do, 11.15-12.45	SR 34.K2	08.10.2009
E: Elicker, M.	Mo, 11.15-12.45	SR 11.12	05.10.2009
F: Elicker, M.	Di, 12.15-13.45	SR 11.12	06.10.2009
G: Kunze, A.	Di, 10.15-11.45	SR 11.13	06.10.2009
H: Kunze, A.	Di, 12.00-13.30	SR 11.13	06.10.2009

**Description:** A two-hour course for students in their first year of study which focuses on the written English required for academic purposes.

**Aims:** The main aims of this course are to help students to a) develop skills in researching, structuring and writing an academic paper, and b) take adequate notes from written and spoken sources, and to summaries them in a coherent form.

**Methods:** Reading and listening tasks; short writing tasks.

**Materials:** Download via UniGraz-online.

**Assessment:** Home assignments and two written exams.

**511.020 Language Systems, KS, 3st.**

Group	Time	Place	Start
A: Burkert, A.	Mo, 8.30-10.00 und Mi, 8.30-9.15	SR 11.13 und SR 11.K2	05.10.2009
B: Wally, J.	Di, 15.45-16.30 und Mi, 9.30-11.00	SL 11.K2	06.10.2009
C: Wally, J.	Di, 16.45-17.30 und Mi, 11.15-12.45	SL 11.K2	06.10.2009
D: Elicker, M.	Mo, 10.00-11.00 und Mi, 12.45-14.00	SR 11.12 und SR 11.13	05.10.2009
E: Vaupetitsch, R.	Di, 10.30-12.00 und Mi, 16.00-17.30	SL 11.K2	06.10.2009
F: Weissenböck, K.	Di, 8.00-9.30 und Do, 8.15-9.00	SR 34.K2 und SR 11.12	06.10.2009
G: Weissenböck, K.	Di, 9.30-11.00 und Do, 9.15-10.00	SR 34.K2 und SR 11.12	06.10.2009
H: Weissenböck, K.	Mi, 12.30-14.00 und Do, 12.00-12.45	SR 34.K2 und SR 11.12	07.10.2009

**Description:** Building up a system of grammatical concepts based on the notional approach to grammar (Focus: time + tense).

**Aims:** To enable students to decode increasingly complex language; to increase the variety of structures learners can use in order to communicate appropriately; to "defossilize" erroneous features of the learners' English by encouraging learners to "test their hypotheses about the target language".

**Methods:** Exploration and transfer activities (practice through both guided and free tasks), awareness activities.

**Materials:** Hashemi, Louise, and Raymond Murphy. (2004) *English Grammar in Use*. OUP. (New Edition!) Hashemi, Louise, and Raymond Murphy (2004). *Supplementary Exercises with Answers*. CUP. (New Edition!) Swan, Michael (2005). *Practical English Usage*. OUP. (New Edition!)

**Assessment:** Class tests; obligatory homework; continuous assessment of participation.

### 511.050 Language Awareness and Contrastive Analysis, KS, 2st.

**Prerequisite:** Completion von Language Systems (Module B.1.a.)

Group	Time	Place	Start
A: Wally, J.	Di, 12.15-13.45	SL 11.K2	06.10.2009
B: Reitbauer, J.	Do, 10.45-12.15	SL 11.K2	08.10.2009
C: Weissenböck, K.	Di, 11.15-12.45	SR 34.K2	06.10.2009

**Description:** Aspects of text building; lexical patterns ("word partnerships"); register: spoken/written English; modal meanings.

**Aims:** Sensitizing the students to the more complex features of the language they are learning, also through comparison with German.

**Methods:** Exploration and transfer activities (practice through both guided and free tasks); selected translation E-G ("L1 awareness as a resource").

**Materials:** Download via UniGraz-online. Hashemi, Louise, and Raymond Murphy (2004). *English Grammar in Use*. CUP. (New Edition!) Hashemi, Louise, and Raymond Murphy (2004). *Supplementary Exercises with Answers*. CUP. (New Edition!) Swan, Michael (2005). *Practical English Usage*. OUP. (New Edition!).

**Assessment:** Class tests; obligatory homework (3 writing assignments); continuous assessment of participation.

### 511.031 Language Production Skills, KS, 2st.

Group	Time	Place	Start
A: Elicker, M.	Mi, 11.15-12.45	SR 11.13	07.10.2009
B: Mercer, S.	Di, 10.45-12.15	SR 11.11	06.10.2009
C: Mercer, S.	Do, 13.00-14.30	SR 11.12	08.10.2009
D: Schumm-Fauster, J.	Mi, 9.00-10.30	SR 34.K2	07.10.2009

**Description:** Comparing spoken and written English. Examining text types, contextual factors and dialogic relationships. Using written and spoken language appropriately for a range of contexts.

**Aims:** To sensitize learners to aspects of written and spoken language. To raise learners' awareness of register, style, tone and genre. To produce spoken language appropriate to various contexts. To create texts for a variety of communicative purposes.

**Methods:** Contrastive analysis; Discourse/textual analysis; Genre awareness activities; Register transfer tasks; Language production tasks (oral and written).

**Materials:** Handouts.

**Assessment:** Oral exam; Two written exams – mid and final; Possible coursework assessment.

### 511.032 Advanced Language Production Skills, KS, 2st.

**Prerequisite:** Completion of Module C

Group	Time	Place	Start
A: Campbell, N.	Do, 9.30-11.00	SR 34.K2	08.10.2009
B: Mercer, S.	Do, 14.45-16.15	SR 11.12	08.10.2009
C: Mercer, S.	Mo, 12.45-14.15	SR 34.K2	05.10.2009
D: Schumm-Fauster, J.	Mo, 9.15-10.45	SR 34.K2	05.10.2009

**Description:** This two-hour course will build on skills and competencies developed in Language Production Skills. Students must have successfully completed LPS before taking this course.

**Aims:** To develop further learners' understanding of various text types. To sensitize learners to the nuances of spoken language in use. To produce written and spoken language with a sensitivity to context.

**Methods:** Contrastive analysis; Discourse/textual analysis; Genre awareness activities; Register transfer tasks; Advanced

language production tasks (oral and written).

**Assessment:** Oral exam; Two written exams – mid and final; Possible project work.

### 511.041 Pronunciation, KS, 1st.

Group	Time	Place	Start
A: Elicker, M.	Mo, 13.00-13.45	SL 11.K2	05.10.2009
B: Elicker, M.	Mo, 14.00-14.45	SL 11.K2	05.10.2009
C: Pfandl-Buchegger, I.	Block, Vorbesprechung: Di, 12.15-13.00	HS 11.01	06.10.2009
D: Phillips, M.	Mi, 13.45-15.15	SL 11.K2	07.10.2009
E: Phillips, M.	Do, 14.15-15.45	SL 11.K2	08.10.2009
F: Phillips, M.	Do, 15.45-17.15	SL 11.K2	08.10.2009
G: Phillips, M.	Do, 17.30-19.00	SL 11.K2	08.10.2009

**Description:** A one-hour pronunciation course for students in the first year of their studies focusing on pronunciation skills for the production of individual sounds and combinations of sounds, a description of the sound systems of British and/or American English and skills for reading aloud.

**Aims:** The main aims of this course are

- to introduce students to practical aspects of pronunciation
- to sensitize learners to individual sound formation
- to familiarize learners with the sound systems of British and American English
- to help students to produce individual sounds in English, in particular those sounds that are pronounced differently in their mother tongues
- to provide intensive practice of these areas
- to introduce students to ways of correcting inadequate pronunciation

**Methods:** Intensive practice of the areas discussed, by means of various texts and tapes, making use of the language laboratory.

**Materials:** Printed materials are provided. Course cassettes are available.

Baker, Ann, and Sharon Goldstein (1990). *Pronunciation Pairs*. Cambridge: CUP. Hollingsworth, Keith, and Edward Martin (1994). *Sounds Good*. München: Hueber. James, Linda, and Olga Smith (2007). *Get Rid of your Accent*. London: Business and Technical Comm. Services. Ponsoby, Mimi (1983). *How Now, Brown Cow*. Oxford: Pergamon Press. Hancock, Mark (2003). *English Pronunciation in Use*. Cambridge: CUP. Hewings, Martin (2007). *English Pronunciation in Use*. Cambridge: CUP.

**Assessment:** One oral examination to assess the students' pronunciation. Regular attendance is a requirement of the course

**Tutorial:** Servatius, C., 1st., ZuOnV.

### 511.043 Advanced Pronunciation, KS, 1st.

**Prerequisite:** Completion von Module A und B

Lecturer	Time	Place	Start
A: Elicker, M.	Di, 14.00-15.30	SL 11.K2	06.10.2009
B: Elicker, M.	Di, 14.00-15.30	SL 11.K2	24.11.2009

**Description:** A one-hour pronunciation course offering a revision of individual sounds, aspects of pronunciation beyond the single sound (connected speech, stress, rhythm and intonation), in order to develop students' awareness of the sound system of English and of various aspects of the production of speech sounds and patterns as compared to their native language; discussion of pedagogical applications (with focus on adult learners) and remedial work.

**Aims:** To help students improve their own pronunciation and produce connected speech patterns in English by revising key individual sounds and exploring aspects of connected speech (assimilation, linking), stress, rhythm, and intonation; to raise awareness of cognitive aspects of pronunciation, of the phonetic and phonological characteristics of English and of the most common pronunciation problems of foreign learners; to provide a variety of tools and techniques for teaching pronunciation.

**Methods:** Analysis, discussion, and intensive practice of the areas mentioned above, making use of the language laboratory.  
**Materials:** Printed materials are provided. Recorded sound materials are available.  
**Assessment:** Regular attendance, active participation, written analysis of pronunciation problems and suggestions for remedial exercises, final oral examination to assess the students' pronunciation and analytical skills.

## COURSES FROM THE FIELD OF APPLIED LANGUAGE STUDIES, KS, 2st.

### 511.740 The Teaching of English in Adult Education

Lecturer	Time	Place	Start
Fürstenberg, U.	Block	SR 2 des Internationalen Sprachzentrums, Harrachgasse 3, 1. Stock	06.11.2009
Fr, 06.11.2009	13.00-16.30	Fr, 27.11.2009	13.00-17.30
Fr, 13.11.2009	13.00-17.30	Sa, 28.11.2009	9.00-17.00
Sa, 14.11.2009	9.00-17.00		

**Description:** This course aims to give a basic overview of the field of English in Adult Education. Topics will include Course Design, Methods and Materials and Teaching English for Specific Purposes in the context of adult education.

**Aims:** This course aims to make students aware of the special aspects of teaching English in the context of adult education. A choice of relevant teaching materials will be introduced and discussed.

**Methods:** Practical exercises in the areas covered by the course (esp. Materials Design); critical analysis of texts on topics discussed in the course.

**Materials:** Texte im Handapparat sowie relevante Kapitel aus: Harmer, Jeremy (2001). *The Practice of English Language Teaching*. London: Longman. Carter, Ronald, and David Nunan, eds. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: CUP. Larsen-Freeman, Diane (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP. Graves, Kathleen (2000). *Designing Language Courses: A Guide for Teachers*. Boston: Heinle.

**Assessment:** Active participation in class, short oral report, term paper.

### 511.741 Socio-Cultural Competence

Lecturer	Time	Place	Start
Schumm-Fauster, J.	Mon, 11.00-12.30	SR 34.K2	05.10.2009

**Description:** The focus of this course is on intercultural communication.

**Aims:** The aims of this course are: to investigate the concept of culture and its various levels, explore students' perception of their own culture, which is a prerequisite for developing intercultural awareness, to examine the role culture plays in both verbal and nonverbal communication, to develop tolerance towards otherness, empathy and a deeper understanding of different assumptions, values and beliefs, as well as of why and how they have developed, to promote students' own research and presentation skills.

**Methods:** Pair work, group work and awareness activities.

**Materials:** Axtel, Roger E. (1993). *Do's and Taboos around the World*. 3<sup>rd</sup> ed. New York: Parker Pen Company. Bennett, Milton J. (1998). *Basic Concepts of Intercultural Community: Selected Readings*. Yarmouth Maine: Intercultural Press. Gudykunst, William B., and Young Yun Kim (2003). *Communicating with Strangers*. New York: McGraw-Hill. Hofstede, Geert (1997). *Cultures and Organizations. Software of the Mind*. New York: McGraw-Hill. Kohls, L. Robert (1981). *Developing Intercultural Awareness*. Washington D.C.: Society for Intercultural Education, Training and Research. Kramsch, Claire (2001). *Context and Culture in Language Teaching*. Oxford: OUP. Lustig, Myron W., and Jolene Koester (2000). *Among Us. Essays on Identity, Belonging, and Intercultural Competence*. New York: Longman. Samovar, Larry A., and Richard E. Porter (2003). *Intercultural Communication*. 10<sup>th</sup> ed. Belmont, CA: Wadsworth/Thomson Learning. Seelye, H. Ned, ed. (1996). *Experiential Activities for Intercultural Learning*. Yarmouth, Maine: Intercultural Press. Seelye, H. Ned. (1974). *Teaching Culture: Strategies of Intercultural Communication*. Lincoln, Illinois: National Textbook. Storti, Craig (2001). *The Art of*

*Crossing Cultures*. Yarmouth, Maine: National Book Network. Storti, Craig (1994). *Cross-cultural Dialogues*. Yarmouth, Maine: Intercultural Press. Storti, Craig (1999). *Figuring Foreigners Out: A Practical Guide*. Yarmouth, Maine: Intercultural Press. Tomalin, Barry, and Susan Stempleski (1993). *Culture Awareness*. Oxford: OUP. Utley, Derek (2004). *Intercultural Resource Pack*. Cambridge: CUP. Valdes, Joyce M., ed. (1986). *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge Language Teaching Library. Cambridge: CUP. Download via UniGraz-online.  
**Assessment:** Class participation, presentations, home assignments.

### 511.742 Professional Presentation Skills

Lecturer	Time	Place	Start
Phillips, M.	Wed, 15.30-17.00	SR 34.K2	07.10.2009

**Description:** Emphasis in this course is on using visual aids effectively, structuring the message, using the "stage" and dealing with anxiety when speaking in public.

**Aims:** Preparing a presentation, addressing an audience with confidence, using visual aids.

**Methods:** Theoretical background, individual presentations, peer feedback.

**Materials:** Handout.

**Assessment:** Continuous assessment of class participation, written analysis.

### 511.750 Marketing in English

Lecturer	Time	Place	Start
Griz, W.	Mon, 10.00-11.45	SR 11.11	05.10.2009

**Description:** Foundations of marketing; Marketing plans; Product, price and distribution; Communicative strategies in marketing; Marketing research; Buyer behavior; International marketing; ESP focus: Terminology of marketing, Language of presentations and meetings, Speaking: discussing marketing topics.

**Aims:** Understanding the basic concepts of marketing; Ability to discuss topics of marketing; Presenting specific marketing problems and solutions.

**Methods:** Theory. Case studies. Exercises.

**Materials:** Handout.

**Assessment:** Continuous assessment of class participation; Final oral exam.

### 511.751 Communicative Competence in Business

Lecturer	Time	Place	Start
Reitbauer, M.	Fr, 10.45-12.15	SR 11.12	09.10.2009

**Description:** Company structure; Responsibilities of company personnel; Differences in departmental structures between American and British companies; Communicative strategies in business; Psychology of selling ESP focus: Terminology "Language of presentations and meetings", Speaking: discussing business topics "Negotiating", Reading authentic texts.

**Aims:** Understanding the basic concepts of contemporary business; Make students familiar with the language requirements they will have to meet in their future jobs; Preparing students for job interviews and assessments.

**Methods:** ShPlace oral presentation of topics in meetings, Role plays, Case studies, Pair work and group work.

**Assessment:** Continuous assessment of class participation, Final oral exam.

### 511.752 Business Skills in English

Lecturer	Time	Place	Start
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**Description:** The economic framework of business. Supply, demand and the market. Money and the development of modern banking. The classification of businesses. Accounting. Costing. Financing.

**Aims:** Introduction to and discussion of questions of economics and business administration.

**Methods:** Frontal presentation using practical examples; transfer activities such as problem solving tasks for pair or group work; oral presentations.

**Materials:** Appleby, Robert C. (1994). *Modern Business Administration*. Pitman. Beardshaw, J. (1989). *Economics. A Student's Guide*. Pitman. Begg, D., et al. (1987). *Economics*. McGraw-Hill. Smith, P., and D. Begg (1988). *Economics. Workbook*. McGraw-Hill. Hammond, S. (1988). *Business Studies*. Longman. Spurling, D. (1988). *Economics*. Penguin.

**Assessment:** Oral presentation and final written exam.

### 511.753 Commercial English

Lecturer	Time	Place	Start
Weissenböck, K.	Thurs, 10.15-11.45	SR 11.12	08.10.2009

**Description:** Buying + Selling, Insurance, Foreign Exchange, Types of Business, Letters of Credit, Bills of Exchange etc.

**Aims:** General Introduction into ESP, Introduction to Business Terminology.

**Methods:** Presentations, Pair and Group Work also in the field of Listening and Reading Comprehension, Papers on Selected Topics.

**Assessment:** Written Test, Class Participation, Presentation of Selected Topics.

## LINGUISTICS

### 511.100 Introduction to English Linguistics, PS, 2st.

Group	Time	Place	Start
A: Eberl, E. M.	Fri, 8.15-9.45	SR 11.13	09.10.2009
B: Landsiedler, I.	Mon, 13.00-14.30	SR 11.12	05.10.2009
C: Landsiedler, I.	Tue, 9.00-10.30	SR 11.11	06.10.2009
D: Marko, G.	Tue, 13.45-15.15	SR 11.13	06.10.2009
E: Penz, H.	Thur, 8.30-10.00	SR 11.13	08.10.2009
F: Wawra, D.	Tue, 8.30-10.00	SR 11.13	13.10.2009

**Description:** A two-hour course (Proseminar) for students in the first year of their studies which does not presuppose any previous knowledge of English linguistics.

**Aims:** The principal aims of this course are:

- To provide an overview of basic concepts and theories in the study of language structure (sounds, words, sentences, meanings), language acquisition, and the relations between language and the mind.
- To facilitate awareness of language and ways of categorizing and analyzing it.

**Methods:** The course will take the form of a lecture, supplemented by video, audio and printed materials for analysis, which serve as awareness-raising exercises.

**Materials:** Download via UniGraz-online. Yule, George (2006). *The Study of Language*. Cambridge University Press: Cambridge.

**Assessment:** Class participation, regular written assignments, one written examination in the last week of the semester.

### 511.120 Language in Use, PS, 2st.

**Prerequisite:** completion of Module A

Group	Time	Place	Start
A: Campbell, N.	Di, 10.30-12.00	SR 11.12	06.10.2009
B: Eberl, E. M.	Fr, 12.30-14.00	SR 11.12	09.10.2009
C: Marko, G.	Mo, 12.00-13.30	SR 11.13	05.10.2009
D: Penz, H.	Do, 10.15-11.45	SR 11.13	08.10.2009

**Description:** A two-hour course for students in the second year of their studies focusing on the study of language in its social context.

**Aims:** The principal aims of this course are:

- a) to provide an overview of the fields of sociolinguistics, discourse analysis and pragmatics
- b) to introduce students to practical linguistic research based on authentic data (looking at different types of data, methods of data collection and analysis, etc).

**Methods:** Teacher presentation and group discussions.

**Materials:** To be provided by the lecturer.

**Assessment:** Class participation, written exam and written term paper.

### 511.110 Forms of English Past and Present, VO, 2st.

**Prerequisite:** completion of Module A

Lecturer	Time	Place	Start
Reitbauer, M.	Thur, 12.00-13.30	HS 11.01	08.10.2009

**Description:** Introduction to the history of the English language, from Old English to Middle English, Early Modern English and Modern English and its varieties.

**Aims:** The students will gain a basic historical understanding of the grammatical and lexical peculiarities of the English language and its modern varieties; be able to describe major changes that have taken place in the English language over the centuries; be able to describe patterns of variation and change in present day English; become aware of the diversity of contemporary English.

**Methods:** Lecture using video and audio materials.

**Materials:** Baugh, Albert C., and Thomas Cable (2001). *A History of the English Language*. 5<sup>th</sup> ed. London: Prentice Hall. Graddol, David, Dick Leith, and Joan Swann (1996). *English, History, Diversity and Change*. London, New York: Routledge. Grzeg, Joachim. (2006). *EuroLinguistischer Parcours: Kernwissen zur europäischen Sprachkultur*. Frankfurt: IKO.

**Assessment:** Written exam at the end of the semester.

### 511.133 Linguistics Lecture: The Language of Politics, VO, 2st.

**Prerequisite:** completion of Module A

Lecturer	Time	Place	Start
Kettemann, B.	Mon, 10.15-11.45	HS 11.01	05.10.2009

**Description:** We will discuss the uses of political rhetoric in speeches by American and British politicians over the last few decades. Political rhetoric is pivotal in the process of selling one's message to the audience. We will analyze rhetorical devices (e.g. alliteration, repetition, contrast, parallelism) and persuasive strategies (e.g. polarization, simplification, emotionalization, reduction, identification) as ways of influencing the audience. We will look into the semiotics, pragmatics, semantics, syntax, morphology and phonology of various figures of speech and rhetorical strategies.

**Aims:** The aim of the course is a heightened awareness towards manipulation and a certain immunization against manipulative strategies. At the end of the course, students should be able to appreciate the role that language plays in politics and public life

in general. They should also have become familiar with the inventories and methods of analysis of political rhetoric. Finally students should know the most important speeches and their historical, social and cultural contexts.

**Methods:** Lecture (PowerPoint-assisted, video and audio material), in-class discussion and analysis of examples.

**Materials:** Handouts will be available for each session. Atkinson, M. (1984). *Our Masters' Voices. The language and body language of politics*. New York, London: Methuen. Bolinger, D. (1980). *Language - The Loaded Weapon*. New York, London: Longman. Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press. Fairclough, N. (2000). *New Labour, New Language?* London: Routledge. Fairclough, N. (2003). *Analysing Discourse*. London: Routledge. Goetsch, P. and G. Hurm, eds. (1993). *Die Rhetorik amerikanischer Präsidenten seit F. D. Roosevelt*. Tübingen: Narr.

**Assessment:** Written exam at the end of the course.

**Tutorial:** Redi-Milatovic, A., ZuOnV.

## LINGUISTICS PROSEMINAR, PS, 2st.

**Prerequisite:** completion of Module A

### 511.140 Linguistics Proseminar: Syntax

Lecturer	Time	Place	Start
Marko, G.	Mon, 15.30-17.00	SR 11.13	05.10.2009

**Description:** 'My fulat ate more styrup.' How do you know that 'fulat' and 'styrup' are nouns even though you have never seen these words? And why do 'easy to learn' and 'eager to learn' mean so completely different things in 'Syntax is easy to learn if you are eager to learn' if they look so much alike? – This course will provide you with the basic tools for examining English sentence structure and the rules underlying it (including the secret code of tree diagram drawing). It will thus shed some light on mysteries such as those above (and make you find new ones). The course is also intended to introduce you to the practical problems of linguistic research such as data collection, methods of analysis, scientific argumentation, and forms of presentation (talks and written papers).

**Aims:** At the end of the course, students should be able to apply the descriptive syntactic concepts to their own language learning as well as to analyses in applied linguistic fields such as psycholinguistics, language acquisition research, sociolinguistics, text and discourse analysis, etc.

**Methods:** Lecture (with PowerPoint), in-class-discussion of examples, group work.

**Materials:** An elaborate handout will be available for download on the Internet.

Miller, Jim (2001). *An Introduction to English Syntax*. London: Edward Arnold. Radford, Andrew (1988). *Transformational Grammar*. Cambridge: CUP.

**Assessment:** Class participation (including response journal and homework), oral presentation, written paper.

### 511.141 Linguistics Proseminar: Textlinguistics

Lecturer	Time	Place	Start
Reitbauer, M.	Fri, 9.00-10.30	SR 11.12	09.10.2009

**Description:** A two-hour linguistics course for students who are interested in finding out more about the textual structure of different text types ranging from short stories, jokes, ads and academic texts to hypertexts and the new perspectives they have brought about. The course will focus on changes in the concept of text which has been reconsidered with the new electronic writing technology. We will take a close look at changes in the concepts of textual coherence, signaling, mapping of information, nodes as containers of electronically presented information and the role of culturally popular patterns of textual organization.

**Aims:** To develop linguistic awareness of patterns of textual organization.

**Methods:** Four introductory lectures are followed by presentations to be given by the students, group work, supplemented by interactive awareness raising exercises and task-based activities on features of electronic texts.

**Materials:** In der Fachbibliothek für Anglistik/Amerikanistik steht ein Handapparat mit der wichtigsten Literatur zu diesem Thema, u.a.: Beaugrande, R.A. and W.U. Dressler (1981). *Introduction to Textlinguistics*. London: Longman Coulthard, M. (1985). *An Introduction to Discourse Analysis*. London: Longman Henning, Lobin, ed. (1999). *Text im digitalen Medium*:

### 511.142 Linguistics Proseminar: Body Language

Lecturer	Time	Place	Start
Eberl, E. M.	Fri, 14.15-15.45	SR 11.12	09.10.2009

**Description:** "There are, in effect, several types of language. Any system of signs permitting the expression of ideas in a manner that is more or less intelligible, more or less complete, and more or less rapid, is a language in the most general sense of the word." Paul Broca, 1861. As Paul Broca suggested already in the 19th century, language per se is basically modality-independent, as long as the modality used supports a sufficiently rich structure. That the first human language was a sign language, fully or partially based on gestures, is a possibility conjectured by Etienne de Condillac (1746) and Charles Darwin (1871), popularized lately by psychologists and neuroscientists, including Mike Corballis and Giacomo Rizzolatti. Sign language displays the same features as spoken language, not only in its mature form, but also in its development and in its neurological organization. Among people using spoken language, gesturing is firmly wedded to language use – people gesture while talking on the telephone, and even congenitally blind people gesture while speaking, also when addressing a blind listener. Normal hearing children acquire the use of communicative gestures in parallel with speech acquisition and there is evidence that gesturing actually precedes speech in acquisition. The manual dexterity required for gesturing is present in many non-human primates, including our closest living relatives, so it may be assumed that it has been present for a long time among our ancestors. The transition to bipedalism may have been an important step in the development of hominid gestural communication, as it freed the hands for gesturing in early hominids.

**Aims:** We will discuss various fields of gesture research, including the interplay of gesture-speech acquisition in children, gestural communication in adult speakers and second language learners, and use of gesture in various disorders, such as aphasia, autism, and blindness. The neurological foundations of gesture in the human brain will be considered, and we will attempt to trace the evolutionary path of gestural communication from apes to humans.

**Methods:** The first sessions provide a state-of-the art primer on this vast research discipline, where the topics for the later student presentations will be introduced. The topics discussed in the main part will span the gamut from evolutionary theory to language acquisition and communication disorders.

**Materials:** A recommended reading list will be given to the participants in the first session.

**Assessment:** The participants are invited to give an oral presentation of their individual topics and to prepare a term paper (about 10 pages), continuous assessment of class participation.

### 511.143 Linguistics Proseminar: Meaning, Representation and Cultur

Lecturer	Time	Place	Start
Wawra, D.	Mon, 17.00-18.30	SR 11.12	12.10.2009

**Content:** This course will introduce basic concepts of linguistic semantics. We will deal with lexical meaning, sentence and utterance meaning. The internal structure of English words and the structure of the English lexicon will be examined. A cognitive dimension will be added, we will discuss different theories about the cognitive representation of meaning. Non-linguistic semantics will be integrated as well, so we will look at various ways in which we "make" meaning in different cultures. Previous knowledge expected no

**Objective:** This course aims to familiarize you with major issues of modern English semantics. It wants to increase your awareness for the different ways in which we make meaning and how this is influenced by our cultural background. Languages of instruction

**Assessment:** final written exam, term paper Exam dates & registration, continuous assessment Further information

**Recommended scholarly reading:** A reading list will be made available online. Jackson, Howard/Amvela, Etienne Zé. 2000. Words, meaning and vocabulary. London.

### LINGUISTICS SEMINARS, SE, 2st.

**Prerequisite:** Completion of Module E and Fachprüfung Sprachwissenschaft (Module F.1.a.)

#### 511.151 Linguistics Seminar: Origins of human communication

Lecturer	Time	Place	Start
Peltzer-Karpf, A.	Thur, 15.00-16.30	SR 11.13	15.10.2009

**Description:** This course takes an interdisciplinary account of the evolutionary origins of human communication. We shall draw on empirical research into gestural and vocal communication by great apes and human infants. Particular emphasis will be placed on the idea that humans' cooperative communication emerged first in the natural gestures of pointing and pantomiming. Cognitive anthropologists hold the view that conventional communication, first gestural and then vocal, evolved only after humans had developed these prerequisites along with skills of cultural learning. How their view challenges Chomsky's genetic blueprint for language shall be given considerable attention. Answers are drawn from evolutionary theory, cognitive neuroscience, developmental linguistics and animal studies.

**Aims:** The aims of the program are (1) to provide an up-to-date insight into a fast moving and expanding domain of research and (2) to encourage independent fieldwork.

**Methods:** The first sessions provide a state-of-the art primer. The ensuing meetings are reserved for the presentation of papers, interactive work and data-based discussions.

**Materials:** Website, audio/video materials. A tutor will offer general guidance and practical help with the tasks set and the problems discussed in the course.

Buller, David J. (2006). *Adapting minds. Evolutionary psychology and the persistent quest for human nature*. Cambridge, MA: MIT Press. Christiansen, Morton H. & Simon Kirby (2003). *Language Evolution*. Oxford: Oxford University Press. Levinsson, Stephen C, & Pierre Jaisson, eds. (2005). *Evolution and culture. A Fyssen Foundation Symposium*. Cambridge, MA: MIT Press. A Bradford Book. Paivio, Allan (2006). *Mind and its evolution. A dual coding theoretical approach*. Mahwah, NJ: Lawrence Erlbaum. Renfrew, Colin, Chris Frith & Lambros Malafouris, eds. (2009). *The Sapien Mind. Archeology meets neuroscience*. Oxford: Oxford University Press. Risager, Karen (2006). *Language and culture. Global flow and local complexity*. Clevedon, Avon: Multilingual Matters. Tomasello, Michael (2008). *Origins of human communication*. Cambridge, MA: MIT Press.

**Assessment:** The participants are invited to give an oral presentation of their individual topics and to prepare a term paper (about 20 pages), continuous assessment of class participation, team-work is welcome.

**Tutorial:** Lipp, T., ZuOnV.

#### 511.152 Linguistics Seminar: The Language of Health

Lecturer	Time	Place	Start
Kettemann, B.	Wed, 9.30-11.00	SR 11.13	07.10.2009

**Description:** Health and illness have always been dominant forces, informing and influencing the way we live as individuals and as members of a society. In this course, we are less interested in the physical realities of health and illness, but rather in our beliefs and attitudes, which we assume have a strong impact on the way we perceive and experience these phenomena. The way we write and talk about health lies at the core of such beliefs and attitudes, we therefore will be exploring different discourses in order to find out about them. These discourses range from scientific books and articles, political statements on healthcare and self-help books and forums for people suffering from chronic diseases to advertisements for health-related services (hospitals, doctors, gyms, etc.) and products (drugs, food supplements) and texts on complementary, alternative and esoteric treatments and practices. We will take a Critical Discourse Analytical approach, with a strong emphasis on the use of electronic corpora as our data.

**Aims:** At the end of the course, students should appreciate the role that language plays in the social domain of health. On a

more general plane, they should have developed an understanding for the importance that discourse analysis can have in the explorations of cultural issues. In addition, the course will promote students' awareness of methodological issues (selection of data and analytical instruments).

**Methods:** Lecture (PowerPoint-assisted), in-class discussion and analysis of examples, group work.

**Materials:** A comprehensive handout will be available on a Web platform for download.

Blaxter, Mildred (2004). *Health*. Cambridge: Polity Press. Nettleton, Sarah (2006). *The Sociology of Health and Illness*. Cambridge: Polity Press. Bloor, Meriel and Thomas Bloor (2007). *The Practice of Critical Discourse Analysis: An Introduction*. London: Hodder Arnold. Fairclough, Norman (1992). *Discourse and Social Change*. Cambridge: Polity Press.

**Assessment:** Active in-class and out-class participation (including contributions to discussions on a Web platform), oral presentation (PowerPoint-assisted), written paper (max. 5,000 words).

**Tutorial:** Redi-Milatovic, A., ZuOnV.

### 511.153 Linguistics Seminar: Communicating across Cultures (Theory and Practice)

Lecturer	Time	Place	Start
Wawra, D.	Tue, 15.30-17.00	SR 11.13	13.10.2009

**Content:** Crosscultural communicative competence is a prerequisite for success in the global marketplace. In this course we will discuss the theoretical foundations of crosscultural communication. We will deal with verbal and non-verbal aspects of interpersonal communication and with different cultural standards for written communication. The starting point for our contrastive analyses will always be Anglo-American cultures and a special focus will be on business contexts. We will also examine selected examples of current crosscultural training practice.

**Objectives:** This course mainly aims

- to increase your understanding of the complex interconnections between communication and culture,
- to increase your crosscultural communicative competence and
- to provide the necessary theoretical foundation for informed discussions in the field and for the critical assessment of crosscultural trainings.

**Recommended scholarly reading:** A reading list will be made available online.

Beamer, Linda/Varner, Iris. 2008. *Intercultural communication in the global workplace*. Boston.  
 Chung, Leeva/Ting-Toomey, Stella. 2005. *Understanding intercultural communication*. New York.  
 Gudykunst, William (ed.). 2003. *Cross-cultural and intercultural communication*. Thousand Oaks.

### 511.157 Linguistics Seminar: Classroom talk in English as a lingua franca

Lecturer	Time	Place	Start
Smit, U.	Thur, 15.00-18.15	SR 34.K2	08.10.2009

**Description:** The use of English as medium of instruction in tertiary education has become popular practice in mainland Europe. This reflects the roles English has come to play as leading academic language, on the one hand, and, on the other, as wide-spread lingua franca, i.e. only common language lecturers and international students share. This pragmatic language choice results in teachers and learners constructing their educational talk in a language which comes second or third in their linguistic repertoires, thus having potential implications not only on classroom discourse, but also on group and individual learning processes. This course will involve studying various aspects of how English is used in such an educational setting by analyzing an existing data-base of tertiary classroom ELF talk recorded in an international hotel management program. After an initial intensive phase that introduces basics about (a) English as a lingua franca in education and (b) the analysis of classroom discourse, participants will work on their individual projects. Oral presentations will be given during a second intensive phase in December.

**Aims:** Getting to know ELF and its use in education, reflecting on its socio- and applied linguistic status and pedagogical implications, practicing discourse analytic methods.

**Methods:** Lecturing, discussion, group work, presentations, individual research project and project report (Seminararbeit).

**Materials:** A reading list will be made available online.

Walsh, S. 2006. *Investigating classroom discourse*. London, Routledge. Young, R.F. 2008. *Language and Interaction: An*

*Advanced Resource Book*. London: Routledge.

**Assessment:** Assessment will be based on class participation and the individual research project (oral presentation and written research paper (Seminararbeit)).

### 511.158 Linguistics Seminar: World Englishes

Lecturer	Time	Place	Start
Smit, U.	Fri, 9.00-12.15	SR 34.K2	09.10.2009

**Description:** The notion of 'World Englishes' for describing the varieties of English in use all over the world has become mainstream in sociolinguistics. It reflects the impressive diversity of forms that English displays on practically all continents, but also the wide range of functions the varieties fulfill – ranging from first language to lingua franca – and the largely independent status a good many Englishes have in their respective communities, as implemented in language policies and reflected in dictionaries and grammars of varieties such as New Zealand English or Indian English. At the same time, this increasing diversity of 'Englishes' stands in a theoretically interesting and practically challenging tension with the understanding and/or reality of 'English' as those aspects that are shared by, and common to, all. This course will involve describing and analyzing World Englishes within a sociolinguistic framework by drawing on available data collections as well as illustrative interviews undertaken with World Englishes speakers. After an initial intensive phase that introduces basics about (a) World Englishes and (b) sociolinguistic research methodology, participants will work on their individual projects. Oral presentations will be given during a second intensive phase in December.

**Aims:** Getting to know the 'World Englishes' paradigm, describing specific varieties and analyzing them within a sociolinguistic framework, becoming familiar with sociolinguistic research methods.

**Methods:** Lecturing, discussion, group work, presentations, individual research project and project report (Seminararbeit).

**Materials:** A reading list will be made available online.

Jenkins, J. 2005. *World Englishes. A Resource Book for Students*. London, Routledge. Mesthrie, R. 2008. *World Englishes. The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press.

**Assessment:** Assessment will be based on class participation and the individual research project (oral presentation and written research paper (Seminararbeit)).

## LITERARY STUDIES

### 511.210 Introduction to Literary Studies I, PS, 2st.

Group	Time	Place	Start
A: Keiper, H.	Thur, 17.00-18.30	SR 11.11	08.10.2009
B: Löschnigg, Maria	Fri, 10.00-11.30	SR 11.13	09.10.2009
C: Mahler, A.	Mon, 16.15-17.45	SR 11.11	12.10.2009
D: Wolf, W.	Thur, 9.15-11.00	SR 11.11	15.10.2009
E: Schaltermandl, S.	Mon, 11.30-13.00	SR 34.D2	05.10.2009
Group E has the LV-Nr. 512.210!			

**Description:** This course offers a theoretical and practical introduction to literary studies and academic discourse on literary texts. Emphasis will be placed on ways of reading and interpreting poetry in English, providing examples of various literary devices and methods of analyzing them.

**Aims:** The aim of this course is to provide basic insights into the nature of literature and to introduce students to practical and theoretical aspects of academic work. It will help students become competent and sensitive readers and to develop descriptive and analytical skills. In addition, they will be taught how to present the results of their analysis in an academic paper.

**Methods:** Various teaching methods (including lecturing, discussions, task-oriented exercises etc.).

**Materials:** Culler, Jonathan D. (1997/2000). *Literary theory: a very short introduction*. Oxford : Oxford University Press. Eicher, Thomas and Volker Wiemann, eds. (1996/2001<sup>3</sup>). *Arbeitsbuch Literaturwissenschaft*. Paderborn: Schöningh. Fabian, Bernhard, ed. (1971/1998). *Ein anglistischer Grundkurs. Einführung in die Literaturwissenschaft*. 8th, rev.ed. Berlin: Schmidt. Nünning,

Vera and Ansgar (2001). *Grundkurs anglistisch-amerikanische Literaturwissenschaft*. Stuttgart: Klett. Nünning, Vera and Ansgar (2007). *An introduction to the study of English and American literature*. Transl. by Jane Dewhurst. Stuttgart [u.a.]: Klett. Bertens, Hans (2001). *Literary Theory. The Basics*. London: Routledge.

**Assessment:** Regular attendance and active participation in class, minutes of one session, mid term and/or final exam, written term paper (approx. 8-10 pages).

### 511.220 Introduction to Literary Studies II, PS, 2st.

**Prerequisite:** completion of Introduction to Literary Studies I (Module A.1.c.)

Group	Time	Place	Start
A: Löschnigg, Maria	Thur, 16.30-18.00	SR 11.12	08.10.2009
B: Mader, D.	Wed, 11.00-12.30	SR 11.12	07.10.2009
C: Pfandl-Buchegger, I.	Wed, 11.00-12.30	SR 11.11	07.10.2009
D: Eckhart, P.	Thur, 12.00-13.30	SR 34.D2	15.10.2009

Group D hat die LV-Nr. 512.220!

**Description:** This course which is based on „Introduction to Literary Studies I“, provides an introduction to the analysis and interpretation of narrative and dramatic texts. Unlike to poetry, narrative and dramatic texts originate from a 'story'. Depending on the medium (stage, book etc.) and genre (narrative or dramatic text) or different cultural historical contexts, these stories manifest themselves in varying ways. Students will be taught to analyze and interpret texts from different periods, to apply various methods and to use appropriate English and German terminology.

**Aims:** The aim of this course is to help students

- appreciate and enjoy reading
- develop analytical and interpretive skills for analyzing narrative and dramatic texts
- and to provide students with descriptive and analytical tools and terms.

**Methods:** Various teaching methods (including lecturing, discussions, task-oriented exercises, presentations, etc.)

**Materials:** Beck, Rudolf, Hildegard und Martin Kuester (1998). *Terminologie Literaturwissenschaft: Ein Handbuch für das Anglistikstudium*. Ismaning: Hueber. Fabian, Bernhard, ed. (1971/1998). *Ein anglistischer Grundkurs: Einführung in die Literaturwissenschaft*. 8th rev. and enl. Ed. Berlin: Schmidt. Nünning, Vera and Ansgar (1996). *Uni-Training englische Literaturwissenschaft*. Stuttgart: Klett. Nünning, Vera and Ansgar (2001). *Grundkurs anglistisch-amerikanische Literaturwissenschaft*. Stuttgart: Klett. Nünning, Vera and Ansgar (2007). *An introduction to the study of English and American literature*. Transl. by Jane Dewhurst. Stuttgart [u.a.]: Klett. Pfister, Manfred (1977/1993). *The Theory and Analysis of Drama*. Cambridge: CUP. Rimmon-Kenan, Shlomith (1983). *Narrative Fiction. Contemporary Poetics*. London: Methuen. Stanzel, Franz Karl (1979/2001). *Theorie des Erzählens*. 7<sup>th</sup> ed. Göttingen: Vandenhoeck. Download via UniGraz-online.

**Assessment:** Regular attendance and active participation in class, minutes of one session and/or a short presentation, mid term and/or final exam, written term paper (approx. 8-10 pages).

### LITERARY STUDIES PROSEMINAR, PS, 2st.

**Prerequisite:** completion of Module A and Module B

#### 511.230 Literary Studies Proseminar: English and American Ballads; Tradition and Innovation

Lecturer	Time	Place	Start
Keiper, H.	Thur, 11.15-12.45	SR 11.11	08.10.2009

**Description:** From the late medieval 'Judas'-ballad to contemporary pop and rock songs by Bob Dylan, Don McLean, Iron Maiden, Nick Cave, and many others; from early modern street-ballads (or broadsheets) to American popular ballads; from the Scottish border-ballads to ballad operas (e.g. Gay's *Beggar's Opera*) and literary ballads (by Coleridge, Keats and many others), the long and varied tradition of 'the ballad' offers a wide and multifarious range of highly interesting, indeed fascinating texts as well as of specific conventions that are sometimes not easily understood. At the same time, ballads, many of which are also important examples of a still vital, 'strong' tradition of oral poetry in many English-speaking countries, often straddle the line between oral and written discourse, between listening and reading, as well as being frequently, in fact

usually, at least potentially intermedial in that they combine text and music (and/or even performative aspects, as e.g. in the ballad operas).

**Aims:** This class proposes to take a close look at the various types of 'ballad' as well as at the specific textual and literary conventions underlying them by analyzing a selection of the most important texts belonging to (while at the same time creating and developing) the tradition from its early beginnings to the present day.

**Methods:** Mixed method: introduction provided by instructor; oral presentations, plenary discussions; use and discussion of audio and visual media.

**Materials:** Texts: in the absence of any comprehensive (and affordable) collection of texts, a reader/anthology will be provided; moreover, it is recommended to take a close look at *The Oxford Book of Ballads* as well as the bilingual Reclam collection *Englische und amerikanische Balladen* (both out of print, but available in the Fachbibliothek); participants should also acquire a basic familiarity with F. Child, *The English and Scottish Popular Ballads* (repr. Dover, 5 vols, 2003) (see also: <http://www.contemplator.com/child/index.html>)

Gilbert, Suzanne (2009). *Ballad*. New Critical Idiom (scheduled for publication autumn 2009); Müller, Wolfgang G. (1983). *Die englisch-schottische Volksballade*. Bern: Francke; Würzbach, Natascha (1990). *Anfänge und gattungstypische Ausformung der englischen Straßenballade* (engl.: *Rise of the English Street Ballad, 1550-1659*. Cambridge: CUP.

**Assessment:** Class attendance and participation; 1 oral presentation (10-20 minutes) + handout; 1 term-paper (10 pages).

### 511.233 Literary Studies Proseminar: Thomas Hardy and the Rural Tradition in English Literature

Lecturer	Time	Place	Start
Löschnigg, Martin	Wed, 16.15-17.45	SR 11.12	07.10.2009

**Description:** This course will look at the works of major writer Thomas Hardy in the context of the vivid tradition of rendering country life in English literature. We shall explore the socio-historical dimension of Hardy's novels, short stories and poems as well as Hardy's idea of a regional novel. Introductions to relevant concepts connected with the rendering of rural life, such as for instance the pastoral, and excerpts from the works of other writers of the English countryside such as William Cobbett, John Clare or Edward Thomas will help to understand the special place occupied by Thomas Hardy in the rural tradition. Also, we shall analyze the narrative techniques employed by Hardy to render e.g. the characteristics of the speech of his characters.

**Aims:** Understanding major aspects of the works of Thomas Hardy and their place in the rural tradition in English literature.

**Methods:** Preparatory reading and (guided) discussion of texts, oral presentations.

**Materials:** Penguin English Classics-editions of *The Return of the Native*, *The Mayor of Casterbridge*, *Tess of the d'Urbervilles* and *Jude the Obscure*; Hardy, Thomas (1992). *Selected Poems*. Ed. Richard Willmott, Oxford: Oxford University Press (Oxford Student Texts).

**Assessment:** Regular attendance and active participation in discussions, oral presentation, written paper (10-15 pages).

### 512.231 Literary Studies Proseminar: Domesticity in American Culture

Lecturer	Time	Place	Start
Schultermandl, S.	Tue, 12.00-13.30	SR 34.D2	06.10.2009

**Description:** This course is designed to analyze the multiple meanings of 'home' in American literature. A selection of texts by women writers in the US will invite discussions of concrete as well as of abstract concepts of home in the context of gender studies and culture studies. In particular, in that some address issues of immigration and Diaspora, these texts lend themselves well for an analysis of prevalent issues in ethnic American literature. These issues include: visibility and cultural emancipation; individuality vs. collectivity; cultural memory; gender consciousness and womanhood; hybridity; acculturation and assimilation; identity and its ambivalence 'at home' and 'abroad.'

**Aims:** Introduce students to reading practices and research methodology of American literature that espouses concepts from Cultural Studies.

**Methods:** Guided Interpretation and discussion in class coupled with lectures on background information.

**Materials:** Relevant Literature: *The Yellow Wallpaper*, *Uncle Tom's Cabin*; *A Room of One's Own*; *The House on Mango Street*; *Brown Girl, Brownstones*; *Gish Jen*, *Typical American*; *An American Childhood in the Dominican Republic*, as well as shorter texts by Betty Friedan, Bell Hooks, Chandra Mohanty and Biddy Martin.

**Assessment:** Requirements/Assessment: class participation; reading journal; presentation; paper.

### 511.242 Survey of English Literary History, VO, 2st.

Lecturer	Time	Place	Start
Löschnigg, Martin	Mon, 13.15-14.45	HS 11.01	05.10.2009

**Description:** This lecture course provides a historical survey of English literature from the Middle Ages to the present. The focus is on major periods and genres, and on the discussion of key texts.

**Aims:** Enable students to achieve a basic understanding and knowledge of the historical dimensions of English literature that will help them to place works in their cultural context.

**Methods:** Lecture + preparatory reading and discussion of texts.

**Materials:** *The Norton Anthology of English Literature*; William Shakespeare, *Othello*; Charlotte Brontë, *Jane Eyre* (Penguin English Classics); Iris Murdoch, *The Black Prince*.

**Assessment:** Final written exam.

### 512.241 Survey of American Literary History, VO, 2st.

Lecturer	Time	Place	Start
Hölbling, W.	Wed, 11.00-12.00	HS 34.K1	07.10.2009

**Description:** The course discusses representative examples of American Literature throughout the centuries, with an emphasis on regional, thematic and formal innovations and their socio-cultural and ethnic contexts.

**Aims:** To provide students with a survey of the development of the aesthetic, functional, theoretical, and cultural aspects of American literature.

**Methods:** The course structure is based on weekly reading assignments; after a few introductory lecture-type sessions, students are expected to prepare short class presentations that can serve as starters for a general discussion of the assigned texts.

**Materials:** Syllabus, reading list, and bibliography are available in the course folder on the reserve shelf in the Amerikanistik library and also online. Copies of short texts are available from the Amerikanistik secretary. Download via UniGraz-online.

**Assessment:** Considers oral presentation, participation in classroom discussion, and a written final examination.

**Tutorial:** Urch-Friedl, Ch., ZuOnV.

### LITERARY STUDIES SEMINAR, SE, 2st.

**Prerequisite:** completion of the Fachprüfung Literary Studies (Module H.1.a.) as well as Module G

### 511.251 Literary Studies Seminar: Reading Joyce: Dubliners and Portrait

Lecturer	Time	Place	Start
Mahler, A.	Mon, 18.15-19.45	SR 11.11	12.10.2009

**Description:** Joyce's oeuvre can be characterized as a shift from realist mimesis via a modernist questioning of representation to the celebration of textuality. The seminar focuses on the first phase, discussing the relevant aspects of Joyce's mimeticism.

**Aims:** Insight into the development of narrative about 1900.

**Methods:** Peer group guided seminar discussion.

**Materials:** Joyce, James (1993). *Dubliners*. Ed. H.W. Gabler, New York. Joyce, James (1993). *A Portrait of the Artist as a Young Man*. Ed. H.W. Gabler, New York. Füger, Wilhelm (1994). *James Joyce. Epoche – Werk – Wirkung*. München.

**Assessment:** Discussion paper, term paper.

### 511.252 Literary Studies Seminar: Problems of Intermediality

Lecturer	Time	Place	Start
Mahler, A.	Tue, 17.45-19.15	SR 11.11	13.10.2009

**Description:** Intermediality may be seen as a dialogue between two (or more) medial ways of expression (e.g. painting and poetry, lyrics and music, novel writing and film). The analysis of this dialogue presupposes an appropriate language of description. The development of some such terminology will be the main aim of course discussion.

**Aims:** Insight into intermedial processes.

**Methods:** Peer group guided seminar discussion.

**Materials:** Rajewsky, Irina O. (2002). *Intermedialität*. Tübingen.

**Assessment:** Discussion paper, term paper.

### 511.253 Literary Studies Seminar: The representation of animals in literature (in English)

Lecturer	Time	Place	Start
Wolf, W.	Fri, 9.15-11.00	SR 11.11	16.10.2009

**Description:** Throughout cultural history the way in which humans have conceived of animals, our fellow-creates but also our 'Other', has shed light on how we conceive of ourselves. This self-'construction' by means of representing the 'Other' will be a leitmotiv of the seminar, in which we will explore forms and functions of select representations of animals in literature. Texts discussed will include extracts from Sterne, *A Sentimental Journey*, Coleridge, "The rime of the ancient mariner", Jack London, *White Fang*, and Coetzee, *Disgrace*.

**Aims:** Exploring forms and functions of literary representations of animals as an indication of the changing constructions of both animals and humans throughout cultural history; sensitizing students to literary techniques of representation and their manifold intratextual and contextual functions.

**Methods:** Oral presentations by the seminar convener and students, in-class discussion of (extracts from) select texts.

**Materials:** A number of texts/text extracts will be provided in a reader (fee applicable); seminar participants must acquire some novels individually including in particular: Jack London, *White Fang*, Coetzee, *Disgrace*. See also my noticeboard for further notice/further texts!

**Assessment:** Contributions in class, (contribution in an) oral presentation, seminar paper.

### 512.251 Literary Studies Seminar: US Fictions of War in Literature and Film

Lecturer	Time	Place	Start
Höbling, W.	Wed, 14.30-16.30	SR 34.D2	07.10.2009

**Description:** This seminar discusses representative US texts and films on war, with a focus on the diversity of styles and techniques as well as specifically American themes.

**Aims:** To examine the varieties of literary discourses in a genre that has seen a remarkable development over the past 100 years, with a focus on different cultural contexts, goals, and significance.

**Methods:** The course is based on weekly reading assignments; participants are expected to give short oral presentations in class that can serve as a starter for general discussion.

**Materials:** Syllabus, reading list, bibliography, and master copies of short texts are available in the Seminar folder on the reserve shelf in the Amerikanistik library.

**Assessment:** Evaluation includes oral presentation, participation in classroom discussion, and a research paper of 25pp.

**Tutorial:** Braschel, A., ZuOnV.

### 512.254 Literary Studies Seminar: Contemporary US Ethnic Literatures (A New Compact for the Nation)

Lecturer	Time	Place	Start
Sesnic, J.	tba		

## CULTURAL STUDIES

### 511.331 Foundations of Cultural Theory, VO, 2st.

Lecturer	Time	Place	Start
Kettemann, B.	Thur, 10.15-11.45	HS 11.01	08.10.2009

**Description:** The themes covered will be specified in class, the main emphasis will however lie on cultural and social aspects that are central to English and American Studies, in particular the following: A definition of culture and cultural studies (What is culture? Cultural narratives, cultural discourses, cultural expression). Cultural studies approaches to history, society, nation, politics, ideology; identity (interpretative strategies, analytical methods, social and cognitive constructionism). Race and racism, ethnicity, migration, colonialism and post-colonialism. Media, popular culture, visual communication. Gender and sexuality.

**Aims:** Starting from a semiotic basis, this class aims to introduce students to the most pertinent aspects of cultural analysis. It also intends to give them a first methodological orientation for autonomous cultural studies work within English and American Studies. Thereby students should be enabled to "read" cultural artefacts, processes and discourses and to develop their critical thinking and gain intercultural competence.

**Methods:** The methodological approach is mostly inductive and exemplary. That is, we will start out from cultural phenomena and present approaches to analyze them by using a selection of texts, exhibitions, films and artefacts. From there students are led to access cultural theory.

**Materials:** I expect students to buy the following book for class:

Hall, Stuart, ed. (2001). *Representation: Cultural Representations and Signifying Practices*. London: Sage. (The book will be available at "Englische Buchhandlung"). Each week, before coming to class, you have to read half a chapter or a whole chapter (about 35 to 50 pages) of the book above. Note: This includes the readings in the book connected to the main text ("Reading A, B, ..."). Based on the weekly reading you are expected to participate actively in class discussion.

**Assessment:** At the end of the semester an obligatory written exam will be held, based on the readings and the class discussions.

**Tutorial:** Fernandez Ramos, V. M., ZuOnV.

### 511.300 British Culture: History and Society, VO, 2st.

Lecturer	Time	Place	Start
Wolf, W.	Tue, 10.15-12.00	HS 11.01	13.10.2009

**Description:** This lecture course offers a survey of landmarks of, and important developments in, the cultural, political and social history of Britain from Roman antiquity to the 20<sup>th</sup> century, including select aspects of the history of architecture, painting, music and mentalities. We will explore subjects as diverse as 1066 and the consequences, medieval cosmology and view of man, the 18<sup>th</sup>-century landscape garden, the Romantic celebration of 'green' nature and the innocent child, the emergence of Darwinism in the 19<sup>th</sup> century, and the disintegration of the Empire after World War I. Special emphasis will be laid on the evolution of the British social structure and the development of dominant worldviews over the centuries.

**Aims:** This newly established lecture course (which has a counterpart in American cultural history) is destined to close the gaps in general cultural historical knowledge which students often have at the Starting of their studies of Anglistik/Amerikanistik

by providing a more coherent survey than is possible in courses that focus on individual periods, authors or thematic subjects. At the same time it aims to provide an overview of 'backgrounds' that are relevant both to a better understanding of the history of English literature of the past and today's culture, including contemporary aspects of (post-bourgeois) mentality, the position of Britain in the world and Europe, and the meaning of monuments of the past which students encounter when visiting Britain as tourists.

**Methods:** Presentations of individual aspects of and phases in cultural history in lecture-course style, studies of select texts and cultural artifacts/representations.

**Materials:** Handouts with texts and illustrations will be provided as photocopies, fee applicable.

**Assessment:** End-of-term exam.

### 512.321 American Culture: History and Society, VO, 2st.

Lecturer	Time	Place	Start
Rieser, S.	Mon, 9.30-11.00	SR 34.D2	12.10.2009

**Description:** The course offers a general introduction to key aspects of US history and society: major historical developments, identity studies (ethnicity, gender, sexuality), area studies (regionalism and urbanism), contemporary developments (post-nationalism and the "New American Studies").

**Aims:** A deeper knowledge of US history and culture throughout the past centuries, with special focus on the 20<sup>th</sup> century and the development of the "New American Studies".

**Methods:** Lecture and Discussions.

**Materials:** To be announced in class.

**Assessment:** Mid-term, Final test.

### CULTURAL STUDIES PROSEMINAR, PS, 2st.

**Prerequisite:** completion of Module A and I

### 511.311 British Cultural Studies: Britain at War

Lecturer	Time	Place	Start
Löschnigg, Martin	Mon, 15.15-16.45	SR 11.12	05.10.2009

**Description:** The course will deal with social and cultural aspects of Britain's involvement in major wars since the early eighteenth century, with a focus on the Napoleonic Wars and the First and Second World Wars. We shall analyze the cultural memory of these wars and how they have made a significant contribution to the development of a sense of 'Britishness'.

**Aims:** Understanding the cultural significance of Britain's military history.

**Methods:** Preparatory reading and (guided) discussion of texts, oral presentations.

**Materials:** A reader of texts plus select bibliography will be handed out at the Starting of the course.

**Assessment:** Regular attendance and active participation in discussions, oral presentation, written paper (10-15 pages).

### 511.312 British Cultural Studies: English and American Ballads: Their Cultural Impact

Lecturer	Time	Place	Start
Keiper, H.	Fri, 11.15-12.45	SR 11.11	09.10.2009

**Description:** From the late medieval 'Judas'-ballad to contemporary pop and rock songs by Bob Dylan, Don McLean, Iron Maiden, Nick Cave, and many others; from early modern street-ballads (or broadsheets) to American popular ballads; from the Scottish border-ballads to ballad operas (e.g. Gay's Beggar's Opera) and literary ballads (by Coleridge, Keats and many others), the long and varied tradition of 'the ballad' offers a wide and multifarious range of highly interesting, indeed fascinating texts as well as of specific conventions that are sometimes not easily understood. At the same time, ballads, many of which are also important examples of a still vital, 'strong' tradition of oral poetry in many English-speaking countries, often straddle the

line between oral and written discourse, between listening and reading, as well as being frequently, in fact usually, at least potentially intermedial in that they combine text and music (and/or even performative aspects, as e.g. in the ballad operas). The various cultural contexts of these different forms are of considerable interest in terms of shaping and dynamizing such traditions and developments.

**Aims:** This class proposes to take a close look at the various types of 'ballad' as well as at the specific textual and literary conventions underlying them by analyzing a selection of the most important texts belonging to (while at the same time creating and developing) the tradition from its early beginnings to the present day. Particular emphasis is placed on the function of the ballad and its development within its cultural contexts, and as reflecting such contexts and 'realities'. Thus, specific questions of cultural studies and history will be highlighted, but still based on a lit.crit. fundament.

**Methods:** Mixed method: introduction provided by instructor; oral presentations, plenary discussions; use and discussion of audio and visual media.

**Materials:** Texts: in the absence of any comprehensive (and affordable) collection of texts, a reader/anthology will be provided; moreover, it is recommended to take a close look at *The Oxford Book of Ballads* as well as the bilingual Reclam collection *Englische und amerikanische Balladen* (both out of print, but available in the Fachbibliothek); participants should also acquire a basic familiarity with F. Child, *The English and Scottish Popular Ballads* (repr. Dover, 5 vols, 2003); (see also: <http://www.contemplator.com/child/index.html>).

Literature: Gilbert, Suzanne (2009). *Ballad*. New Critical Idiom. (erscheint voraussichtlich Herbst 2009); Müller, Wolfgang G (1983). *Die englisch-schottische Volksballade*. Bern: Francke; Würzbach, Natascha (1990). *Anfänge und gattungstypische Ausformung der englischen Straßenballade* (engl.: *Rise of the English Street Ballad, 1550-1659*). Cambridge: CUP.

**Assessment:** Class attendance and participation; 1 oral presentation (10-20 minutes) + handout; 1 term-paper (8-10 pages).

### 511.313 British Cultural Studies: British Cultural Identities

Lecturer	Time	Place	Start
Mercer, S.	Tue, 14.00-15.30	SR 11.12	06.10.2009

**Description:** This course will explore the relationship between culture and identity in the British context. It will examine some of the theoretical thinking behind cultural identities but the primary focus will be to explore the range of British cultural identities in modern Britain and their development. The course will also explore issues of intercultural competence and cultural sensitivity in relation specifically to Britain and the English language.

**Aims:** To provide an insight into contemporary British cultural identities and to sensitize students to cultural variation. To raise students' awareness of their own culture and cultural identities. To develop students' intercultural communicative competence.

**Methods:** Class presentations, discussions, group work and possible internet based project with a British university.

**Assessment:** Active participation in class (and if relevant internet) work. An oral in-class presentation and written portfolio.

### 511.314 British Cultural Studies: British Cultural Identities

Lecturer	Time	Place	Start
Mercer, S.	Tue, 15.45-17.15	SR 11.12	06.10.2009

**Description:** This course will explore the relationship between culture and identity in the British context. It will examine some of the theoretical thinking behind cultural identities but the primary focus will be to explore the range of British cultural identities in modern Britain and their development. The course will also explore issues of intercultural competence and cultural sensitivity in relation specifically to Britain and the English language.

**Aims:** To provide an insight into contemporary British cultural identities and to sensitize students to cultural variation. To raise students' awareness of their own culture and cultural identities. To develop students' intercultural communicative competence.

**Methods:** Class presentations, discussions, group work and possible internet based project with a British university.

**Assessment:** Active participation in class (and if relevant internet) work. An oral in-class presentation and written portfolio.

### 512.301 American Cultural Studies: Myths that rule US: American Cultural Narratives

Lecturer	Time	Place	Start
Kriebernegg, U.	Tue, 10.30-12.00	SR 35.K3	13.10.2009

**Description:** In this course we will deal with central myths and cultural narratives of American culture. We will explore the conflicts that have divided Americans, and the dreams and myths that have united them. This exploration will draw upon a broad range of materials, including political documents, historical accounts, literary essays, poetry, fiction, drama, paintings, cartoons, photographs, film, and music.

**Aims:** The aim of this course is to acquire an in-depth knowledge in the area of American Cultural Studies.

**Materials:** Colombo, Gary; Robert Cullen, and Bonnie Lisle, eds. (2007). *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 7. ed. Boston, Mass.: Bedford/St. Martin's.

**Assessment:** Active participation, written exam, paper.

### 512.302 American Cultural Studies: Thinkers, Artists, Theorists

Lecturer	Time	Place	Start
Rieser, S.	Tue, 9.00-10.30	SR 34.D2	13.10.2009

**Description:** "American Cultural Studies: Thinkers, Artists, Theorists" will focus on a large variety of intellectual, political, and artistic achievements of outstanding US-American personalities throughout the past centuries: A "Who is Who" of the most exceptional US-American theoreticians, politicians, and intellectuals.

**Aims:** This course is designed to familiarize students with a selection of the most challenging, radical, and innovative US-American thoughts and theories and to contextualize these US-American achievements within global developments.

**Methods:** Readings, Student presentations, Team and group work.

**Materials:** To be announced in class.

**Assessment:** Active participation, Professional presentations, final test.

### 512.303 American Cultural Studies: African-Americans

Lecturer	Time	Place	Start
Arnold, K.	Mon, 13.00-15.30	SR 34.D2	5.10.2009

**Description:** This course is an introduction to general issues of ACS and investigates US history and the most important aspects of US culture and society. This will be mostly based on individual, out-of-class readings, brief presentations, and in-class discussions of these readings. Simultaneously, we will take an in-depth look at African-Americans and relevant subtopics such as the African Diaspora, Slavery and Abolition, the Civil War, Racism, the Civil Rights Movement, Black Latinos, etc.

**Aims:** A general overview of American Cultural Studies with a particular focus on African-Americans in the United States.

**Methods:** Teaching and Learning Methods: lecture, presentations, team- and group work, and discussions.

**Materials:** Reader will be provided.

**Assessment:** Participation, presentation, essays/project, written test.

### CULTURAL STUDIES SEMINAR, SE, 2st.

**Prerequisite:** Completion of Module J

### 512.311 Cultural Studies Seminar: Family Relations in Film

Lecturer	Time	Place	Start
Rieser, K.	Di, 14.00-15.30	SR 34.D2	13.10.2009

**Description:** In this course we will look at the representation of family relations in US cinema. A central aspect of this, is, of course the question of gender. We will thus read and apply feminist film theory. However, family relations also operate outside (or beyond?) gender aspects and we will therefore look at sibling relations, the question of non-normative families, adopted parents, etc. We will also compare and contrast different modes (mainstream film vs. independent cinema vs. documentary vs. experimental film) and genres. Central is also obviously the issue of relations, that is not of characters or even characterization but the relationality and contingency of identities.

**Aims:** Film analysis techniques, knowledge about the subject, theoretical sophistication.

**Methods:** Readings, Viewings, Discussions, Presentations.

**Materials:** On the reserve shelf at the department library.

**Assessment:** Participation, regular readings, professional presentation, Seminar paper, Test.

**Tutorial:** Kostron, H., ZuOnV.

511.152 Linguistics Seminar: The Language of Health
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512.251 Literary Studies Seminar: US Fictions of War in Literature and Film
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## MASTER STUDIES

### LANGUAGE TRAINING

#### 511.060 Professional Writing Skills, KS, 2st.

Group	Time	Place	Start
A: Campbell, N.	Wed, 9.00-10.30	SR 11.11	07.10.2009
B: Schumm-Fauster, J.	Wed, 10.45-12.15	SR 34.K2	07.10.2009

**Description:** This is a two-hour writing course for students in the second part of their studies. It builds on the skills acquired in "Advanced Language Production Skills".

**Aims:** Language, style and layout for reviews, newspaper report and observation texts will be analyzed. Students will be required to produce these text types, bearing in mind selected language points.

**Methods:** Analysis and comparison of a variety of authentic written material, language awareness exercises, writing and reading activities.

**Materials:** Download via UniGraz-online.

**Assessment:** Writing portfolio (includes drafts and final drafts of written homework) and one written exam.

#### 511.070 Professional Speaking Skills, KS, 2st.

Group	Time	Place	Start
A: Campbell, N.	Mon, 10.30-12.00	SL 11.K2	05.10.2009
B: Mercer, S.	Thur, 9.00-10.30	SR 34.K3	08.10.2009

**Description:** This course gives students the opportunity to practice and perfect their English speaking skills for professional use.

**Aims:** Developing oral competency in professional domains.

**Methods:** Vary. Include case studies, oral presentations, role play, model lessons.

**Materials:** Various materials.

**Assessment:** Continuous assessment of class participation, written assignments, final oral exam.

### LINGUISTICS

#### 511.130 Applied Linguistics Lecture: Theoretical Foundations of Applied Linguistics, VO, 2st.

Lecturer	Time	Place	Start
Wawra, D.	Tue, 13.15-14.45	HS 11.01	13.10.2009

**Description:** This course will give an overview of selected linguistic, cultural and media theories which constitute a framework and firm grounding for empirical research in the field of applied linguistics. We will also discuss selected examples of empirical research based on different theories.

**Objective:** The main goal of this course is to provide the necessary theoretical knowledge for sound empirical research projects in applied linguistics. Students should become familiar with the different theories, be able to apply and critically assess them. Also, awareness of and openness for the frequently interdisciplinary character of applied research should be increased.

**Teaching and learning method:** Lecture, in-class discussion and small assignments (group work).

**Assessment:** written final written exam

**Recommended scholarly reading:** Davies, Alan. 2007. An introduction to applied linguistics. From practice to theory. Edinburgh. Locke, Terry. 2004. Critical discourse analysis. London. Searle, John. 2005. Expression and meaning. Studies in the theory of speech acts. Cambridge.

### 511.137 Theoretical Linguistics Lecture: Linguistic milestones, VO, 2st.

Lecturer	Time	Place	Start
Peltzer-Karpf, A.	Wed, 15.00-16.30	HS 11.01	14.10.2009

**Description:** "To dismiss two thousand years of linguistic study in Asia and Europe is just plain stupid." (John Rupert Firth). Traditional grammars are the oldest and best-known form of description circulated since antiquity. The trouble arose later when Latin Grammar was misapplied to an ever increasing number of languages. How linguists past and present have been coping with the onslaught of data and rules is topical in this course. Apart from drawing a timeline of increasingly interdisciplinary research this lecture spotlights the activities of two outstanding octogenarians over the past 50 years, i.e. we follow Noam Chomsky's iterated remodeling of Generative Grammar, discuss the outcome of his joint venture with anthropologists and pay tribute to William Labov's internationally acclaimed contribution to sociolinguistics.

**Aims:** The aim of the program is to provide an up-to-date insight into a fast moving and expanding domain of research. The participants shall make acquaintance with the thoughts and activities of the most inspiring figures of linguistic research past and present.

**Methods:** Discussion of ongoing research and information about the methods for collecting, organizing and analyzing data in the individual fields of study.

**Materials:** Website, audio/video materials; a reserve shelf with background material and related reading will be provided. Beaugrande, Robert de (1991). Linguistic theory. *The discourse of fundamental works*. London & New York: Longman. Blake, Barry J. (2008). *All about language*. Oxford: OUP. Chomsky, Noam (2000). *New horizons in the study of language and mind*. Cambridge: CUP. Heine, Bernd & Heiko Narrog, eds. (2009). *The Oxford handbook of linguistic analysis*. Oxford: Oxford University Press. Jackendoff, Ray (2003). *Foundations of language*. Oxford: OUP. Jones, Mari & Ishita Singh (2005). *Exploring language change*. London: Routledge. Strazny, Philipp, ed. (2004). *Linguistics Encyclopedia*. London: Routledge.

**Assessment:** Written test (60mins).

### 511.136 Tutorium to the Theoretical Linguistics Lecture, TU, 1st.

Lecturer	Time	Place	Start
Lipp, T.	tba		

### LINGUISTICS SEMINAR, SE, 2st.

511.151 Linguistics Seminar: Origins of human communication
511.152 Linguistics Seminar: The Language of Health
511.153 Linguistics Seminar: Communicating across Culture: Theory and Practice
511.157 Linguistics Seminar: Classroom talk in English as a lingua franca
511.158 Linguistics Seminar: World Englishes

### MASTER RESEARCH SEMINAR, SE, 2st.

#### 511.514 Master Research Seminar: A linguistic tribute to Darwin

Lecturer	Time	Place	Start
Peltzer-Karpf, A.	Thur, 16.30-18.00	SR 11.13	15.10.2009

**Description:** In 2009 Charles Darwin celebrates his 200<sup>th</sup> birthday alongside with the 150<sup>th</sup> anniversary of the Origin of species. But, is he everybody's Darwin? Less than half of Americans accept the theory of evolution and in the past 5 years political clashes over the issue have occurred in countries all across Europe. Snapshots from various parts of Africa show high agreement with the statement; "It is certain that God created life". So where do we find ourselves with the origins of language? The committed pluralist Darwin was convinced that natural selection has been the main but not the exclusive means of modification (Darwin 1872). The pitfalls of his 19<sup>th</sup> century reasoning are that (1) natural selection works its way up from the gene to social groups, (2) evolutionary change goes far beyond natural selection and that (3) nature does make leaps. Needs to be added that The Origin of Species makes no mention of "evolution". In this seminar we shall circle around the interplay of the brain and the environment both across the ages and in the individual. The incredibly large number of interacting mechanisms provides ample research ground for both, evolutionary neuroscience and developmental linguistics.

**Aims:** The aims of the program are (1) to provide an up-to-date insight into a fast moving and expanding domain of research and (2) to encourage independent fieldwork.

**Methods:** Apart from in-class discussions of recent developments in a rapidly growing field we shall address tough problems in the individual participants' research projects and join forces to help them find a workable solution.

**Materials:** Website, reference lists, congress report & programs, audio & video materials.

Buller, David J. (2006). *Adapting minds. Evolutionary psychology and the persistent quest for human nature*. Cambridge, MA: MIT Press. Dehaene, Stanislas, Jean-René Duhamel, Marc D. Hauser & Giacomo Rizzolatti, eds. (2005). *From monkey brain to human brain*. Cambridge, MA: MIT Press. Christiansen, Morten H. & Simon Kirby (2003). *Language Evolution*. Oxford: Oxford University Press. Corballis, Michael C. (2002). *From hand to mouth. The origins of language*. Princeton and Oxford: Princeton University Press. Gontier, Nathalie, van Bendegem, Jean-Paul & Aerts, Diderik, eds. (2006). *Evolutionary Epistemology, Language and Culture*. Berlin et al.: Springer, series Theory and Decision Library A, vol. 39. Gould, Stephen Jay (2002). *The structure of evolutionary theory*. Cambridge, MA: Harvard University Press. Lightfoot, David (1999). *The development of language: Acquisition, change and evolution*. Malden: Blackwell. Platek, Steven, Julian Paul Keenan & Todd Shackelford, eds. (2006). *Evolutionary cognitive neuroscience*. Cambridge, MA: MIT Press.

**Assessment:** Master's thesis or dissertation under my supervision. Oral presentation and discussion; active participation in class discussions.

#### 511.515 Master Research Seminar: Data and Methods in Discourse Analysis

Lecturer	Time	Place	Start
Kettemann, B.	Wed, 15.30-17.00	SR 11.13	07.10.2009

**Description:** The Master Research Seminar primarily addresses the interests and needs of students intending to write a M.A. thesis on discourse analysis. The course will introduce them to meta-theoretical and practical aspects of discourse analytical research, with an emphasis on corpus-based Critical Discourse Analysis. We will be concerned with tracing and exploiting background sources, formulating research questions and hypotheses, compiling and processing empirical data, and the practice of academic writing. But there will always be room for dealing with concrete problems addressed by the participants.

**Aims:** At the end of the course, participants should not only consider themselves capable of doing the research required for an M.A. thesis, they should already have developed a (preliminary) plan for how to go about their research projects, including research questions and hypotheses.

**Methods:** Presentation and discussion.

**Assessment:** Active class participation, two oral presentations, one written paper (an elaborate proposal for your thesis).

## LITERARY STUDIES

### 511.272 Genres/Periods of English Literature: 17th-century poetry

Lecturer	Time	Place	Start
Mahler, A.	Mon und Tue, 15.00-16.00	HS 11.01	12.10.2009

**Description:** English poetry in the seventeenth century is marked (among other things) by a process of resacralisation and a process of individualization. Poets write about personal experience and locate it in a framework of inexpressibility (e.g. mysticism, skepticism, etc.). This may be interpreted as a decisive step towards the 'aesthetic'.

**Aims:** Insight into the development of early modern poetry.

**Methods:** Lecture & question time.

**Materials:** To be announced.

**Assessment:** Written test.

### 512.273 Genres/Periods of American Literature: American Literature since 1950

Lecturer	Time	Place	Start
Höbbling, W.	Tue, 14.00-16.00	HS 34.K1	06.10.2009

**Description:** The course traces the development of American literature over the second half of the 20<sup>th</sup> Century. Special emphasis lies on the plurality of texts produced during that period, as well as on thematic and formal innovations and their socio-cultural contexts.

**Aims:** To advance students' understanding of and familiarity with the aesthetic, functional, theoretical, and socio-cultural aspects of American writing of this period.

**Methods:** The course structure is based on weekly reading assignments; after a few introductory lecture-only sessions, students are expected to prepare short class presentations and participate in classroom discussions of the assigned texts.

**Materials:** Considers oral presentation, participation in classroom discussion, and a written final examination.

**Assessment:** Syllabus, reading list, and bibliography are available in the course folder on the reserve shelf in the Amerikanistik library and also online. Copies of short texts are available at the Amerikanistik secretary. Download via UniGraz-online.

### LITERARY STUDIES SEMINAR, SE, 2st.

511.251 Literary Studies Seminar: Reading Joyce: Dubliners and Portrait
511.252 Literary Studies Seminar: Problems of Intermediality
511.253 Literary Studies Seminar: The representation of animals in literature (in English)
512.251 Literary Studies Seminar: A new Compact for the Nation
512.254 Literary Studies Seminar: Contemporary US Ethnic Literatures (A New Compact for the Nation)

### MASTER RESEARCH SEMINAR, SE, 2st.

#### 511.520 Master Research Seminar: The 'metareferential turn' in contemporary literature and other media

Lecturer	Time	Place	Start
Wolf, W.	Fri, 11.15-13.00	Büro Prof. Wolf (Zi. 312)	16.10.2009

**Description:** 'Metaization' – the movement from a first cognitive or communicative level to a higher one on which the first-level utterances and above all the means and media used for such utterances self-reflexively become objects of reflection and communication – was for a long time mostly restricted to a relative minority of works or artefacts and in particular to 'high

art'. In the twentieth century, notably in the context of postmodernism, this situation changed drastically: metaization and its product, 'metareference', has not only increased dramatically in the arts and media as far as quantity is concerned but has also spread to areas in which it could rarely, if at all, be observed in the past, in particular to popular genres (where it has produced 'metapop') but also to the new media. In fact, no matter whether we read a new novel or comic, watch a film such as *Stranger Than Fiction* or listen to music – everywhere we will nowadays encounter metaphenomena. This 'metareferential turn', which informs literature as well as other media, will be in focus in the seminar. In addition, there will be occasion for the presentation of work in progress by the students (diploma, M.A. and PhD theses).

**Aims:** Sensitization to an important contemporary cultural phenomenon; providing, and exercising the use of, appropriate tools of interpretation for literature and other media; support for scholarly work in progress.

**Methods:** Oral presentations by the seminar convener and students, in-class discussion of (extracts from) select texts and artefacts. Language: German or English.

**Materials:** Will be provided as photocopies; proposed texts/films/artefacts may be changed according to propositions by seminar participants.

**Assessment:** Contributions in class and (contribution to an) oral presentation (if the seminar is attended as a freies Wahlfach), in addition a seminar paper, if the seminar is attended as a gebundenes Wahlfach or M.A. research seminar).

### 512.521 Master Research Seminar: The Mobility Myth in American Literature and Culture

Lecturer	Time	Place	Start
Höbbling, W.	Tue, 17.00-19.00	SR 34.D2	06.10.2009

**Description:** The seminar discusses various manifestations of this particular 'American' characteristic, from the westward movement to expansionist politics, road movies, and space travel.

**Aims:** To examine the varieties of discourses on that topic with a focus on different cultural contexts, goals, and significance.

**Methods:** The course is structured on reading assignments; participants are expected to give oral presentations in class that can serve as a basis for general discussion.

**Materials:** Syllabus, reading list, bibliography, and master copies of short texts are available in the Seminar folder on the reserve shelf in the Amerikanistik library.

**Assessment:** Evaluation includes oral presentation, participation in classroom discussion, and a research paper of 25pp. Download via UniGraz-online.

## CULTURAL STUDIES

### 512.331 Cultural Studies Lecture, VO, 2st.

Lecturer	Time	Place	Start
Rieser, K.	Tue, 10.30-12.00	HS 34.K1	13.10.2009

**Description:** This lecture will give an overview of central issues and concepts in American Cultural Studies: What is culture, definition of cultural studies, popular culture, gender, race and ethnicity, migration, post-coloniality, queer, media studies. In the lecture I will give some insight into theoretical approaches to these parameters and discuss them with the students through pertinent examples. The lecture will be accompanied with a reading list suitable for preparation for Diplomprüfungen in Cultural Studies.

**Aims:** An overview over central parameters of US society and history. Knowledge of central texts and theories from American Studies and Cultural Studies.

**Methods:** Lecture, Discussions, Analyses.

**Materials:** Reserve shelf at the department.

**Assessment:** Mid-term, Final test.

CULTURAL STUDIES SEMINAR, SE, 2st.

512.311 Cultural Studies Seminar: Family Relations in Film
511.152 Linguistics Seminar: The Language of Health
512.251 Literary Studies Seminar: US Fictions of War in Literature and Film

MASTER RESEARCH SEMINARE, SE, 2st.

**512.531 Master Research Seminar: Cultural Studies**

Lecturer	Time	Place	Start
Rieser, K.	Wed, 11.00-12.30	SR 34.D2	14.10.2009

**Description:** In this course, students will present their thesis projects (or their search for one, or chapters from it...) both in writing and in a short presentation. Members of the class will critically but supportively analyze and review these ideas. Beyond that we will also work on project development tools and fine-tune analytical practices. Finally, we will also select and then read a number of theoretical texts from American Studies and Cultural Studies pertaining to the general field within which student projects are situated.

**Aims:** Project techniques, theoretical insights, improvement of thesis projects.

**Methods:** Readings, Discussions, Presentations.

**Materials:** On the reserve shelf of the department library.

**Assessment:** Participation, regular readings, professional presentation, written paper or project proposal, written and oral feedback to other students, book review.