

Institut für Anglistik/Amerikanistik

Lehrangebot Sommersemester 2018

(Stand: 09.04.2018)

70100 – Änderung Kommentar
70190 – Änderung Titel und Kommentar
70076 – Änderung Titel und Kommentar
70041 – Änderung Titel und Kommentar
70334 – Änderung Name
70353 – Änderung Name
70190 – Änderung Name
70160 – Änderung Raum
70076 – Änderung Namen
70041 – Änderung Namen
70074 – Änderung Raum

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1 Liste der Raumkürzel

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-9028	SR 9028, August-Bebel-Straße 28
SCHW-HS	HS, Schwaansche Straße 3
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U69-H3-222	SR 222, Ulmenstraße 69, Haus 3
U69-H3-223	SR 223, Ulmenstraße 69, Haus 3
U69-H3-322	SR 322, Ulmenstraße 69, Haus 3
U69-H3-416	SR 416, Ulmenstraße 69, Haus 3
U69-H3-421	SR 421, Ulmenstraße 69, Haus 3
U69-H1-224	HS 224, Ulmenstraße 69, Haus 1
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Bitte beachten Sie, dass die Vorlesungen obligatorische Bestandteile verschiedener Module sind.

Rosow: Collective Identities in a Globalised World

Vorlesung, 70407, Montag 13.15-14.45 Uhr, UP-HG-218

The lectures cover key areas of Cultural Studies and introduce additional theoretical foundations for other courses in Cultural Studies. The course aims to familiarise students not only with broad theoretical concepts but also with the specialised terms and practices utilised in Cultural Studies. The individual sessions start by reviewing the topics first covered in the Grundkurs "Introduction to Cultural Studies", and then expand on them. The main thematic focus is on the concept and continued significance of collective identities in a globalised context. In addition to the global context, the course problematises and investigates collective identities such as national identity, class, ethnicity, and sex and gender. Participants are encouraged to buy Hartley, John (2011) *Communication, Cultural and Media Studies. The Key Concepts*. London and New York: Routledge (ISBN 0-415-26889-3).

Linke: From colony to Confederacy: A survey of the history of the USA to the Civil War

Vorlesung, 70408, Freitag 11.15-12.45 Uhr, U69-AEHS1

In this lecture course, I will provide a survey of major events and developments in North American history up to the Civil War. I intend to establish a framework of key facts and concepts on which other more specialized courses can build. After a very brief glance at the pre-colonial situation, the focus will be on the process of the settlement and colonization of the North American continent by Europeans, and, after 1776, on the formation of the United States of America. The description of selected historical events will be complemented by various historians' interpretations and assessments. Beside the history of events, the discussion of a selection of relevant documents will point to the discursive dimensions of the historical narratives. The lecture will be taught in English. Lecture notes and selected short readings will be made available on StudIP.

Schmitt-Kilb: Survey Lecture English/British Literary History, 16th – 20th Century

Vorlesung, 70393, Dienstag 17.15-18.45 Uhr, U69-AEHS1

In this first of a two-part lecture, you will be introduced to important developments in English Literature from the 16th to the 20th century. An overview of English, Scottish, Welsh and Irish writers and their texts will be backed up, when and where necessary, with excursions into cultural and social history as well as the history of events and ideas. Reflections on the nature and the function of literary history, of genre and (literary) theory as well as critical discussion of selected texts will contribute to an overview of the larger story of English Literature since ca 1500. More information and a selection of texts will be provided on StudIP.

Kornexl: Language Change in the History of English

Vorlesung, 70403, Dienstag 09.15-10.45 Uhr, UP-HG-218

This lecture charts the historical development of English from its beginnings up to the present day, exploring major changes in the fields of spelling and phonology, morphology, syntax, vocabulary and semantics and investigating pragmatic factors of language use. Special attention will be given to aspects of variation as well as processes of standardization and to the linguistic properties and extra-linguistic forces that have turned English into an international language of unique currency and status.

3 Literaturwissenschaft

Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70443, Freitag 09.15-10.45 Uhr, AB28-8023

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden. Eine Sitzung beginnt üblicherweise mit der gemeinsamen Interpretation eines literarischen Werks und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

- Klarer, Mario (2007) *Einführung in die Anglistisch-Amerikanistische Literaturwissenschaft*, WBG. ISBN- 10: 3534204832
- Hemingway, Ernest (1952) *The Old Man and the Sea*. Reclam: ISBN 3-15-009075-x
- Williams, Tennessee (1945) *The Glass Menagerie*. Reclam: ISBN 3-15-009178-0

(Die Bücher von Klarer, Hemingway und Williams sind bei Thalia vorrätig.)

Yesilbas: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70100, Mittwoch 11.15-12.45 Uhr, U69-H3-222

This course serves as an introduction to the study of English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – each of these issues will be touched upon in the course. We will start with an attempt to define what literature (and particularly English literature) is. Looking at text samples from different genres, cultures and historical periods, you will become acquainted with the fundamentals of literary analysis and interpretation, i.e. the terminology and concepts necessary for a critical analysis and interpretation of literary texts. Please buy the following book many chapters of which we will discuss in class:

Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh: Edinburgh University Press. ISBN-13: 978-0748691326. Further literature will be announced in time. 'Please also buy Chinua Achebe (1959), *Things Fall Apart*, ed. Francis Abiola Irele (2009; Norton Critical Edition), New York: Norton. ISBN-13: 978-0393932195'

Mackenthun: Ishmael Reed, *Mumbo Jumbo*. A Case Study in Literary Criticism

Proseminar, 70128, Donnerstag 15.15-16.45 Uhr, AB28-8023

A classic of African American Literature, Reed's "neo-hoodoo" detective novel *Mumbo Jumbo* (1972) paints a world in crisis not so absolutely unlike our own: an America torn between the Atonists, who are violently fighting to install a world without cultural diversity, and the Jes Grew movement whose members are mindlessly dancing in the streets after the tunes of an exciting new music. Reed satirizes both the brutal racism of the KKK and the spiritual cults of the Black Power movement. In discussing this rather wild novel, we will look at the way it imagines an America out of control at the height of the Civil Rights Movement, and we will also examine the literary devices, such as intertextuality, that Reed uses in order to conduct his lustful critique of American society.

Students will have to purchase a Reader (Copy&Paste), as well as the following novel:

- Reed, Ishmael (1972/1996) *Mumbo Jumbo*. Scribner. ISBN-10: 0684824779

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) on the first 100 pages of Reed's novel in the first session. Please read and bring the text. If you pass the quiz, you're enrolled in the class regardless of Stud.IP registration.

Schmitt-Kilb: Late Victorian Gothic: Robert Louis Stevenson's Strange Case of Dr. Jekyll and Mr. Hyde (1886) and Bram Stoker's Dracula (1897)

Proseminar, 70446, Mittwoch 11.15-12.45 Uhr, AB28-8028

The genre of supernatural fiction known as 'Gothic' emerged in the second half of the 18th century. Ever since then, it has seen various renaissances, which may be due to the fact that the themes of horror, terror and the breaking of taboos lend themselves easily to fascinating reawakenings in all kinds of historical and cultural environments. In this course, we will discuss two famous gothic novels published in the last two decades of the 19th century. The aim of the course is a) to deepen your skills in analysing and interpreting narrative texts, b) to work with secondary literature and develop your own critical thesis claims, and c) to investigate how novels written in a genre which is apparently far off the realities of society can tell us much about contemporary attitudes to important issues such as gender relationships, nation(alism) and rac(e)ism), constructions of identity, fear of invasion, etc. Please buy the Norton Critical Editions of both texts:

- *Dracula* (ISBN-13: 978-0393970128) and
- *Jekyll and Hyde* (ISBN-13: 978-0393974652).

Wallat: Great Poems by American Women

Proseminar, 70447, Freitag 11.15-12.45 Uhr, AB28-8023

Focusing on a range of authors, from the colonial-era poets to such twentieth-century writers as Marianne Moore and Sylvia Plath, this seminar offers a retrospective of more than three centuries of poems by American women.

Writing from the female perspective, these women poets embrace a wide range of themes and motifs: meditations on the meaning of existence, celebrations of life's joys, appreciations of the natural world, and many more.

The seminar intends to introduce some of these women poets as resourceful and rewarding agents of American literature. Particular emphasis will be put on the analysis and discussion of different modes of poetry written by women, its roots, meaning and the historical background of female writing in the U.S.

Participants are asked to buy Susan L. Rattiner's *Great Poems by American Women: An Anthology* (Dover Thrift Editions ISBN-10: 0486401642 / ISBN-13: 978-0486401645)

Christinidis: Literature as Social Criticism

Proseminar, 70116, Donnerstag 11.15-12.45 Uhr, U69-H3-416

This proseminar will build on some of the basic concepts examined in the Grundkurs by investigating in more depth the different techniques literary texts use to exercise social criticism, such as satire, irony, parody, and allegory. We will be looking at texts that use different modes and genres, including fantasy, alternate history, science fiction, and poetry, in order to discuss what the texts' criticism is directed against, and what means they use to express it. We will also discuss the status of literary texts in relation to the question: what difference, if any, does it make whether you encounter social criticism in a literary text as opposed to, for instance, a sociological study or a newspaper article? Please buy and read Jo Walton's novel *Farthing* (2006) as preparation for the seminar. A *Reader* will also be provided at the beginning of the semester.

Bartsch Veselá: English Literature for Elementary Schools (LA an Grundschulen)

Proseminar, 70425, Freitag 09.15-10.45 Uhr, AB28-8028

Johann Wolfgang von Goethe once wrote that every day one should at least hear one little song, read one good poem and see one fine painting. Literature, music and art certainly play an important role also

in children's development. This course is designed for any student teachers who are interested in using children's literature in elementary schools. Participants will become acquainted with different genres, periods of English and American literatures, fundamentals of literary analysis and interpretation of texts suitable for young learners of English. A wide variety of children's literature will be introduced, including traditional stories, classical fairy-tales, fables, animal stories, poems, rhymes, and other literary texts (e.g. *Where's Spot? The Very Hungry Caterpillar, Little Red Riding Hood, Jungle Book, Winnie the Pooh, The Paper Bag Princess, Alice in Wonderland, Gulliver's Travels*, etc.). Students will read and analyse important children's texts in English and explore how they can be implemented in a primary school learning setting and will be asked to participate in discussions and give presentations on given topics. A copy of the following book is recommended:

- NÜNNING, V. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014. ISBN 978-3-12-939025-2.

Mackenthun: Romanticism, Race, Rebellion: Frederick Douglass and His Times (BATS und LA ab 5. Sem.)

Hauptseminar, 70503, Freitag 11.15-12.45 Uhr, AB28-9028

The class is dedicated to commemorating the work and times of Frederick Douglass, who spent his life fighting for the abolition of slavery. Douglass's presence radiated far beyond the internal cycle of dedicated abolitionists: with his writings and his voice he influenced the public discourse of half a century. Douglass drew his power from the brutal experience of slavery, as well as his mastery of language. His texts resonate with those of contemporaries like Harriet Beecher Stowe, Herman Melville, Martin Delaney, William Wells Brown, Lydia Maria Child, and other reformists. Concentrating on the decade that Michael Rogin, alluding to the 'spectral' force of the *Communist Manifesto* in Europe, once called the "American 1848," we will look at how the texts of Douglass and his compatriots reflect on the injustices of imperialism and slavery, and the subjugation of women, and which literary paths they take in imaginatively working through these issues.

Students will have to purchase a *Reader* (Copy&Paste), as well as the following books (ideally the indicated editions):

- Douglass, Frederick (2016) *The Portable Frederick Douglass*. Penguin. ISBN-10: 0143106813
- Stowe, Harriet Beecher (1852/2008) *Uncle Tom's Cabin*. Signet. ISBN-10: 0451530802
- Melville, Herman (1856/2006) *Benito Cereno*. Ed. Wyn Kelley. Bedford. ISBN-10: 031245242X
- Brown, William Wells (1853/2003). *Clotel*. Penguin. ISBN-10: 0142437727

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read Frederick Douglass's novella *The Heroic Slave* (to be found on Stud.IP, online, and in the library) and bring along the text to the first session. If you pass the quiz, you're enrolled in the class regardless of Stud.IP registration.

Mackenthun: Margaret Atwood: Prose and Criticism

Hauptseminar, 70141, Donnerstag 11.15-12.45 Uhr, AB28-8023

Margaret Atwood is undoubtedly the most important Canadian writer. Besides having contributed to raising Canadian literature to universal recognition, she is also one of the earliest and most intense representatives of second-wave feminism. While she continues to excavate forgotten female voices from the historical archive, Atwood has always been interested in translating her social analysis into fictional future scenarios. This class will look at some of her major works and trace major stations of a remarkable intellectual career.

Students will have to purchase a *Reader* (Copy&Paste), as well as the following books (either these or earlier editions):

- Atwood, Margaret (1972/1997) *Surfacing*. Virago. ISBN-10: 0860680649
- Atwood, Margaret (1985/2016) *The Handmaid's Tale*. Vintage. ISBN-10: 178487096X

- Atwood, Margaret (1996/2001) *Alias Grace*. Virago. ISBN-10: 1860492592
- Atwood, Margaret (2003/2013) *Oryx&Crake*. Virago. ISBN-10: 0349004064

There are many more novels and short stories that can be chosen for class presentations!

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read Atwood's novel *Surfacing* and bring along the text to the first session. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Schmitt-Kilb: Shakespeare's Sonnets

Hauptseminar, 70133, Dienstag 11.15-12.45 Uhr, AB28-8023

This course will offer an approach to Shakespeare through his sonnets. Studying the 154 poems in relation to a variety of literary, social and cultural contexts, the course aims to provide participants with a range of skills in critically reading, analyzing and interpreting early modern poetry. Critical theories of various kinds (i.e. gender studies, performance studies, new historicism) will be consulted where necessary. Topics for discussion will include the history of genre and form and their function in interpreting poetry; aesthetics and poetics of the sonnet; but also of course approaches to major themes which have, in equal measure, fascinated and scandalized readers ever since the sonnets were first published: the confessions of heterosexual lust, homoerotic love, envy, jealousy, misogyny, etc. Please buy the *Oxford World's Classics Edition of The Complete Sonnets and Poems* (ISBN-13: 978-0199535798). Further material will be provided as we go along.

Schmitt-Kilb: The Country and the City in Victorian Fiction: Charles Dickens and Thomas Hardy

Hauptseminar, 70142, Donnerstag 13.15-14.45 Uhr, AB28-8023

"A myth functioning as memory" – this, in the words of Raymond Williams, is the effect of conventional literary representations which juxtapose images of an unspoiled and innocent rurality with the alienating and disenchanting modernism of the city. Williams claims that an investigation of the forms in which the contrast between country and city is rendered in literature may help us to become "conscious ... of the crises of our society" (p. 289). In the seminar, we will engage with the theses set forth in Williams' seminal study *The Country and the City* (1973) and read Charles Dickens' *Dombey & Son* (1846-1848) and Thomas Hardy's *Tess of the d'Urbervilles* (1891) in the light of Williams' (and other critics') ideas. Please buy the novels and start reading as soon as you can!

Wallat: Nineteenth-Century American Naturalism

Hauptseminar, 70154, Donnerstag 09.15-10.45 Uhr, AB28-8023

Although its beginnings were basically European, naturalism was an important movement in American literature from the 1890s until the 1920s. While it is strongly associated with realism, due to its combined emphasis on depicting surface reality, naturalism is more than a literary technique, involving as it does the idea of determinism.

This course will introduce students to the most prominent early agents of naturalist writing and discuss a selection of novels with respect to the alleged function of scrutinizing the ills of society: Frank Norris (1870-1902), Stephen Crane (1871-1900), Theodore Dreiser (1871-1945) and Jack London (1876-1916).

Participants are asked to buy & read:

- Norris, Frank (1899). *McTeague*. Signet Classics. ISBN-10: 0451528913
- Crane, Stephen (1899). *Maggie: A Girl of the Streets*. Reclam. ISBN-10: 3150092892
- Dreiser, Theodore (1900). *Sister Carrie*. Penguin Classics. ISBN-10: 0140188282
- London, Jack (1903). *The Call of the Wild and Selected Stories*. Signet Classics. ISBN-10: 0451531345

**Bartsch Veselá: Exam preparation English Literature and Culture
(1. Staatsexamen LA Grundschule)**

Übung, 70153, Mittwoch 13.15.-14.45 Uhr, AB28-8028

This course is designed for students who will take the “1. Staatsexamen Englisch für das Lehramt an Grundschulen: Mündliche Prüfung Grundschulfach, Teilprüfung Literatur- und Kulturwissenschaft” in Sommersemester 2018. The main aim of the course is to clarify and discuss the key concepts of literary and cultural studies as required for this exam and offer participants a forum for asking questions and discussing relevant matters.

The first session will be on 11 April 2018 in room 8028.

4 Sprachwissenschaft

Kornxl: English Morphology and Word-formation

Proseminar, 70029, Mittwoch 09.15-10.45 Uhr, AB28-8023

This seminar explores the structure of English words and the various processes that can be employed to enrich the lexicon by means of word-formation. Seminar topics will include important theoretical issues in linguistic morphology such as the differences between inflexion and derivation, the notion of productivity, the connection between word-formation and semantics and the cognitive functions and sociopragmatic values of specific word-formation patterns. Seminar work will also include practical tasks in word-building and analyzing word-structure and a critical discussion of established and newly created formations that defy a straightforward morphological analysis and firm classification.

Course book: Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation. An Introduction*. 3rd revised and enlarged edition. Berlin: Erich Schmidt Verlag (ISBN: 978-3-503-17012-8).

Lorenz: Linguistic Variation and Change

Proseminar, 70041, Dienstag 15.15-16.45 Uhr, AB28-8023

"No man ever steps in the same river twice, for it's not the same river and he's not the same man."
(Heraclitus)

One cannot make the same utterance twice; it will not be the exact same utterance. There is constant variation and change in language on all levels.

In this course we will:

- survey the range of variation found in the English language. This includes social and regional variation (accents, dialects, sociolects), as well as articulatory variation (e.g. phonetic reduction) and pragmatic variation;
- study how changes in the English language are connected to variation;
- learn about the linguistic research in variation and change.

Spohr: Pragmatics

Proseminar, 70070, Donnerstag 13.15-14.45 Uhr, U69-H3-223

– "Will you marry me?"

– "Of course – the day hell freezes over."

Speakers do not always mean what they say – sometimes, they mean the exact opposite. This class will examine how we manage to communicate and understand more than is actually said, and how we perform actions just through the power of words. Areas we will look at include: Relevance Theory, Speech Acts, and Discourse Analysis. Phenomena such as metaphor, irony, and politeness will also be examined.

This course will be largely presentation/discussion-based, so active participation is a must. All students are required to purchase and read Yule's *Pragmatics* (1996) before the course begins.

Course book: Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

Additional texts will be announced in class.

Kähm: Analyzing English-German Contrasts

Proseminar, 70074, Montag 15.15-16.45 Uhr, U69-H3-421

In this seminar, we will carry out a fine-grained analysis of the major contrasts between modern English and modern German, looking at various linguistic levels such as phonology, morphology, syntax and the lexicon. Some of our topics are mainly theoretical, including the demonstration of how far and in which areas the two historically related languages have moved apart. Following the modern practice-orientated approach of contrastive analysis, we will also explore in which ways Contrastive Linguistics proves useful for (foreign) language teaching and translation. This seminar will be most beneficial for students interested in the German language and those involved in future (foreign) language teaching and language acquisition (i.e. students of German Philology and Lehramt students are especially welcome). Course book: König, Ekkehard and Volker Gast (2012), *Understanding English-German Contrasts*, 3rd ed. Berlin: Erich Schmidt. – Please make sure you buy the third edition (ISBN: 3503137262).

Kornel: English as a 'mixed language': Settings – processes – results (BATS)

Hauptseminar, 70499, Dienstag 11.15-12.45 Uhr, AB28-8028

Throughout its long history, and even before it became a separate language, English has been exposed to various kinds of foreign influence that have left their traces on all linguistic levels, creating, for instance, an exceptionally rich and diversified vocabulary. Based on a study of various theoretical approaches to language contact and of the major types and mechanisms of contact-induced change, this seminar will explore the specific socio-cultural conditions and linguistic processes that changed English from a Germanic tongue to a 'Mischsprache' – a disputed term that invites detailed scrutiny and critical evaluation.

Kornel: English in the Long 18th Century

Hauptseminar, 70075, Mittwoch 11.15-12.45 Uhr, AB28-8023

Linguistic processes operative during the so-called "long eighteenth century" have substantially contributed to the shape of present-day English, especially as regards the stabilization and standardization of certain linguistic patterns. This seminar explores major developments in this formative period at various linguistic levels (spelling and pronunciation, lexis and grammar), studies different types of variation (regional, social, register-, medium- and text type-specific) and their long-term effects, and takes a critical look at prevalent attitudes, above all the wide-spread desire for regulation and linguistic correctness. Illustrative texts from different fields and linguistic comments by contemporary writers will serve as a basis for comparative analysis and critical evaluation.

Lorenz: Analyzing Spoken English: Varieties, Variation and Processing

Hauptseminar, 70076, Montag 15.15-16.45 Uhr, AB28-8023

In spoken language, words and structures are often not as fixed and invariant as they would seem in writing. There may be only one way to write a given word ('goose', 'bicycle', 'exist', etc.), but there are infinite ways of pronouncing it. Spoken language often appears to be less precise and less complete. For example, the sentence 'I don't know what you are trying to say' might be rendered as something like "I uno whaya treña se". And yet, we (mostly) understand each other...

In this course we will:

- study spoken language from the viewpoint of communication and cognition: We will discuss recent research on how humans produce and process speech, and how communication is organized;
- consider how English is spoken in its different varieties and how they differ.

Bartsch Veselá: Fundamentals of Grammar (LA Grundschule)

Übung, 70067

Gruppe 1: Donnerstag 09.15-10.45 Uhr, U69-H3-322

Gruppe 2: Donnerstag 11.15-12.45 Uhr, U69-H3-322

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). Competent speakers of all age groups do not only have to master the vocabulary of a given language. Instead, they need to know how to combine words into larger units, such as clauses and sentences. A profound knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language, and for guiding young learners towards linguistic success. This course is intended to assist students in their study of the grammar of English on an advanced level. It provides practice in applying the principles and rules formulated in various grammars, focusing on word-classes and the structure of words (morphology) in the first half of the semester and on the principles of English sentence structure (syntax) in the second one. Additionally, we will explore different approaches to the teaching of English grammar, as well as further theoretical and practical issues the course participants wish to discuss.

Course Book: Biber, Douglas, Susan Conrad & Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.

Sprau: Fundamentals of Grammar

Übung, 70068

Gruppe 1: Montag 09.15-10.45 Uhr, U69-H3-223

Gruppe 2: Montag 11.15-12.45 Uhr, U69-H3-223

Gruppe 3: Mittwoch 09.15-10.45 Uhr, U69-H3-322

Gruppe 4: Mittwoch 11.15-12.45 Uhr, U69-H3-322

Grammar is the backbone or architecture of a language since a competent speaker does not only have to master the vocabulary of a given language, but also has to know how to combine words into larger units, such as clauses and sentences. A theoretical knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language. This course is intended to assist students in their study of the grammar of English on an academic level. It provides practice in applying the principles and rules formulated in scientific grammars, focusing on word-classes and the structure of words (morphology) in the first half of the semester and on the principles of English sentence structure (syntax) in the second one.

Course Book: Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.

Sprau/Kähm: Phonetics and Phonology (LA an Grundschulen)

Übung, 70077

Gruppe 1: Sprau, Dienstag 09.15-10.45 Uhr, U69-H3-223

Gruppe 2: Kähm, Dienstag 11.15-12.45 Uhr, U69-H3-416

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). We will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two

varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Where it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to guide young learners towards linguistic success. Additionally, we will explore different approaches to the teaching of pronunciation, as well as further theoretical and practical issues the course participants wish to discuss.

Course book: Davis, John F. 2015. *Phonetics and Phonology*. 2nd ed. Stuttgart et al.: Klett.

Recommended reference: Roach, Peter, Jane Setter and John Esling (eds.). 2011. *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th ed. Cambridge: Cambridge University Press.

Spohr: Phonetics and Phonology

Übung, 70078

Gruppe 1: Dienstag 13.15-14.45 Uhr, U69-H3-322

Gruppe 2: Dienstag 15.15-16.45 Uhr, U69-H3-322

Gruppe 3: Mittwoch 19.15-20.45 Uhr, AB28-8028

Gruppe 4: Donnerstag 11.15-12.45 Uhr, U69-H3-223

This class will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Learning to read and produce IPA transcriptions will be another important aim of this course. Where it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

The course book (which all students must have) is: Collins, Beverly and Inger M. Mees. 2013. *Practical Phonetics and Phonology: A Resource Book for Students*. 3rd ed. London: Routledge. (ISBN 978-0415506496) – Please make sure you buy this edition!

The following book is recommended as a reference: Roach, Peter, Jane Setter and John Esling (eds). 2011. *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th edition. Cambridge: Cambridge University Press. (ISBN 978-0521152556; pb with CD-ROM)

5 Kulturwissenschaft

Rosow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160, Montag 09.15-10.45 Uhr, U69-H1-224

This course introduces students to the study of culture and provides them with some of the theoretical foundations for later courses in cultural studies. The course is divided into two main sections. It starts with a brief outline of the origins of the field and its history and then progresses by giving students an accessible introduction to some of the core concepts used in cultural studies to analyse and describe social phenomena: globalisation, nation and national identity, class, multiculturalism, ethnicity and 'race', and sex and gender. Students will be shown how these theoretical concepts can be applied to investigate concrete cases. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies. Participants are encouraged to buy Hartley, John (2011). *Communication, Cultural and Media Studies. The Key Concepts*. London and New York: Routledge (ISBN 0-415-26889-3). This book can serve as a versatile source of information throughout your studies in English.

A *Reader* will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3.

Rossow: After Identity? Britain at the Beginning of the 21st Century

Proseminar, 70186, Mittwoch 17.15-18.45 Uhr, AB28-8023

This course examines identity, exploring its continuing relevance in twenty-first century Britain. It starts from the observation that the question of identity lies at the heart of various current debates not only in cultural studies but also in other fields. The issue is whether those identities which defined our modern world for so long – class, place, nationality, gender, sexuality, ethnicity, 'race' – are in decline and whether new, more fragmented and fluid forms of identity are arising in their place. In order to address this issue, we will discuss a number of questions including the following ones: How does the alleged crisis of identity relate to the wider social changes affecting our societies? Do we need an identity? How can modern identities best be theorised? Is it still possible to speak of identity in the singular, or is it more adequate to think of a whole range of identities that we can and do choose from depending on the circumstances in which we find ourselves?

A *Reader* will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3.

Wallat: U.S. History: The Gilded Age

Proseminar, 70187, Dienstag 17.15-18.45 Uhr, AB28-8023

The late 19th century saw the creation of a modern industrial economy. A national transportation and communication network was created, the corporation became the dominant form of business organization, and a management revolution transformed business operations. Mark Twain called the late 19th century the "Gilded Age". By this, he meant that the period was glittering on the surface but corrupt underneath. In the popular view, the late 19th century was a period of greed and guile: of greedy Robber Barons, deceitful speculators, of shady business practices, corrupt politics, and vulgar display. It is easy to sketch the Gilded Age as an era of corruption, conspicuous consumption, and unfettered capitalism. But it is more useful to think of this as a formative period for modern America, when an agrarian society of small producers developed into an urban society dominated by industrial corporations.

This course aims at exploring the history of "Gilded Age". Classroom work will focus on historical documents and writings, and on critical texts illuminating the expectations and experiences, conflicts and accomplishments of the "Gilded Age".

The classes will be accompanied by handouts. However, participants are asked to buy:

- Calhoun, Charles W. (ed.). *The Gilded Age: Perspectives on the Origins of Modern America*. (ISBN-10: 0742550389 / ISBN-13: 978-0742550384)
- Mark Twain and Charles Dudley Warner (1873) *The Gilded Age: A Tale of Today*.
- Riis, Jacob (1890) *How the Other Half Lives*.

Zittlau: The Im/migrant and America: An Overview in Fragments

Proseminar, 70181, Montag 11.15-12.45 Uhr, AB28-8023

The USA brands itself as an "immigrant country" when it looks back to a history of European settlers who crossed the ocean and made their way from the East to the West. Mythologized as pioneers and the American frontier – regardless of the indigenous population who already lived on the land – that concept of immigration embraces only the white European heritage. Nevertheless, from African slaves to international college students, from Chinese workers to Mexican cowboys, the USA has struggled for terms to describe the varieties of cultural heritage that has come to define it. Melting pot, patchwork, or salad bowl – no concept contains the multiple ways immigration has shaped the country and continues to do so.

This class will discuss a set of examples from different historical periods and geographical areas to challenge the idea of migration. We will use theory, fiction, images, films and more to complicate the concept of the immigrant. Since our focus will change all the time, we will assemble a collection of fragments rather than a chronological overview to approach the subject. The numerous reading assignments will be available on Stud.IP. Please be prepared to do community work with refugees as part of this class.

Rossow: Neil Hegarty's Story of Ireland

Proseminar, 70215, Dienstag 09.15-10.45 Uhr, AB28-8023

This course analyses extracts from Neil Hegarty's fresh and intriguing version of Ireland's history, which, according to Amazon, "has traditionally focused on the localized struggles of religious conflict, territoriality and the fight for Home Rule. But from the early Catholic missions into Europe to the embrace of the euro, the real story of Ireland has played out on the larger international stage. Story of Ireland presents this new take on Irish history, challenging the narrative that has been told for generations and drawing fresh conclusions about the way the Irish have lived. Revisiting the major turning points in Irish history, Neil Hegarty re-examines the accepted stories, challenging long-held myths and looking not only at the dynamics of what happened in Ireland, but also at the role of events abroad. How did Europe's 16th-century religious wars inform the incredible violence inflicted on the Irish by the Elizabethans? What was the impact of the French and American revolutions on the Irish nationalist movement? What were the consequences of Ireland's policy of neutrality during the Second World War? Story of Ireland sets out to answer these questions and more, rejecting the introspection that has often characterized Irish history."

A *Reader* will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3.

Schmidt: Out of the Closet and Onto the Streets! - Queer Activism in Great Britain from the 1950s to Today

Proseminar, 70190, Dienstag 15.15-16.45 Uhr, AB28-8028

This Proseminar discusses a selection of British queer activist groups and the historical context in which they were formed. As a short introduction to the history of LGBT* rights in the UK, we will take a closer look at specific events and legal developments, and discuss the manifold implications for the private and public lives of non-normative individuals and how these events and developments motivated the formation of LGBT* rights organisations. After that, we will look at early activist groups, such as the Minorities Research Group and the Gay Liberation Front, as well as younger organisations like Lesbians and Gays Support the Migrants and discuss their strategies and motivations and how activism has changed over the decades towards a potentially more inclusive approach to equal rights. We will then examine the importance of intersectionality and solidarity in activism, and put special focus on a selection of important groups and publications, such as Lesbians and Gays Support the Miners, UK Lesbian & Gay Immigration Group, or Gay Left and how their work helps connect and support different issues and marginalised groups. We will discuss if and how intersectionality is omnipresent in discrimination and its importance to political activism.

Bartsch-Veselá: Roots and Wings: Teaching Culture in Elementary Schools (LA an Grundschulen)

Proseminar, 70218, Donnerstag 13.15-14.45 Uhr, U69-H3-322

Goethe once wrote that there are two things children should get from their parents: roots and wings. Roots to give them a sense of belonging, wings to help free them from constraints and prejudices. Also English teachers have to consider pupils' native culture and teach about English-speaking cultures. This course serves as an introduction to cultural studies in the English-speaking countries (Great Britain,

Republic of Ireland and Northern Ireland, Australia and New Zealand, United States of America and Canada). Students will learn about history, geography, institutions, system of education, multiculturalism, religion, values and attitudes, popular culture, literature and arts, sport, entertainment, everyday life and various feasts celebrated in Great Britain, the USA and Canada. This will be compared to the students' own cultural experience. In addition, participants will learn to develop didactic materials suitable for teaching culture in elementary foreign language classroom. They will be asked to participate in discussions and give presentations on given topics. Copies of the following books are recommended:

HARTLEY, J. *Communication, Cultural and Media Studies The Key Concepts*. New York: Routledge, 2004. ISBN 0-415-26889-3.

SKINNER, J. *Anglo-American Cultural Studies*. Tübingen: Francke, UTB basics, 2009. ISBN 978-3-8252-3125-5.

Additional material will be provided.

Linke: Geschlechter – gleich - stellung

Hauptseminar, 70204, vom 16.08.2018 bis 28.08.2018 von 09:00-16:00 Uhr, diverse Orte

Internationale Sommer-Akademie Rostock (ISAR) 2018 "Geschlechter - gleich – stellung" als Hauptseminar im Modul „Kultur – Vertiefung 1“ oder „2“

Die ISAR 2018 "Geschlechter - gleich – stellung", in der sich ausländische Studierende zwei Wochen lang, vom 16.8.-28.8.2018, mit diesem Thema beschäftigen, kann als Hauptseminar in „Cultural Studies“ besucht werden (Teilnahme einschließlich Exkursionen und Mittagessen ist für TN kostenfrei). In der Sommerschule wird es in Vorträgen, Seminaren, Workshops, Besuchen in Institutionen sowie Exkursionen um die Präsenz von Gender-Aspekten in allen Bereichen der (deutschen) Gesellschaft und um deren Vielfalt und Veränderlichkeit gehen. Dabei werden Beispiele aus Politik, Bildung, Medizin, Religion, Literatur, Musik und Kunst vorgestellt und diskutiert. Genaue und aktuelle Informationen finden Sie auf der Webseite <<http://www.uni-rostock.de/isar>>

Gesucht werden Studierende, die an diesem Thema sowie am Kontakt mit ausländischen Studierenden interessiert sind; die ISAR kann zudem regulär mit einer Modulprüfung in „Kultur“ abgeschlossen werden. Voraussetzung für die Modulprüfung ist die regelmäßige und aktive Teilnahme an den Veranstaltungen. Als Modulprüfungen sind eine mündliche Prüfung und eine Hausarbeit zu einem der genannten Aspekte **in Großbritannien oder den USA bzw. vergleichend mit Deutschland** möglich (keine Klausur, kein Leistungsreferat). Die ISAR wird auf Deutsch durchgeführt, die Prüfungsleistung muss aber auf Englisch erbracht werden.

Die ISAR findet vom 16.-28. August 2018 statt. Wenn Sie sich dafür anmelden, ist dies bindend und bei Ihrer Planung für das Sommersemester und den Sommer, bes. den August, zu berücksichtigen. Im Falle eines Rücktritts von der Teilnahme ist unbedingt sofort die Kursleiterin, Prof. Linke, zu informieren.

Linke/Wasserloos: Right-wing organisations in Germany, the UK and the USA: History - music - cinematic representations

Hauptseminar, 70219, Dienstag 13.15-14.45 Uhr, in den Räumen der HMT

This class, taught jointly by Y. Wasserloos (musicology) and G. Linke (cultural studies), will start with brief excursions into the history of right-wing organisations in the three countries and their ideologies, based on selected readings. Then examples of the music propagating these ideologies and the effects of this music will be analysed critically. The right-wing music of these three countries will be compared to identify the different concepts and meanings it carries. Furthermore, German, British and U.S.-American culture are to be scrutinized as prerequisites for the music and its differentiation.

In addition, selected films representing ultra-right organisations, e.g. "Made in Britain" (UK 1982), "American History X" (USA 1998) and "Oi! Warning" (D 1999) will be discussed. Selected readings will be made available in a *Reader*.

**Linke: Transculturality on film: Representations
of cultural contact in colonial Africa (BATS)**

Hauptseminar, 70501, Montag 11.15-12.45 Uhr, AB28-9028

In this class, participants will discuss various cases of colonial cultural contact and their representation on film. The main focus will be on the British in Southern Africa in the late 19th and early 20th centuries. To understand constructions of Europeans and Africans in the colonial context, several British and American films will be discussed, such as "Zulu" (1964), "Zulu Dawn" (1978), "Shaka Zulu", "The Ghost and the Darkness" (1996) or "Flame Trees of Thika" (1981). The analysis of the films will be embedded in readings and debates on colonial history, on characteristic features of the representation of colonial contact situations and on transculturality. Special attention will be paid to the circumstances of each film's production, the perspective from which it is shot and the various discourses it taps into, such as ethnography. Participants must be prepared to watch all films outside class. Selected secondary sources will be made available in a *Reader*, which can be bought in "Copy and Paste", Margaretenplatz.

Mackenthun: Cosmopolitanism

Hauptseminar, 70191, Freitag 09.15-10.45 Uhr, AB28- 9028

The ideal of universal human rights, which has been a yardstick of political practice since the two world wars (and will hopefully continue to shape international human relations) is increasingly coming under massive attack from various forms of irrational fundamentalism, cultural parochialism, and reactionary patriarchies. In this class, we will look at the idea of cosmopolitanism that stands behind Western societies' humanistic paradigm. The ability to extend one's love to complete strangers, first articulated in ancient Greece and then carried around the world by Christianity, found its most important political, and literary, expression at the time of the foundation of the United States, during the Age of Enlightenment. Besides looking at original texts, from Diogenes and Kant to Paine and Melville, we will discuss various contemporary debates about the meaning of cosmopolitanism (Martha Nussbaum, Anthony Appiah, Zygmunt Bauman, David Harvey, Edward Said, Ulf Hannerz among others). There will be opportunity for presenting papers on additional texts.

Students will have to purchase a *Reader* (Copy&Paste).

Please sign up via studIp. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the Prologue of David Harvey's book *Cosmopolitanism and the Geographies of Freedom* (pp. 1-14; to be found on Stud.IP and in the library) and bring along the text to the first session. If you pass the quiz, you're enrolled in the class regardless of Stud.IP registration.

**Bartsch Veselá: Exam preparation English Literature and Culture
(1. Staatsexamen LA Grundschule)**

Übung, 70153, Mittwoch 13.15.-14.45 Uhr, AB28-8028

This course is designed for students who will take the "1. Staatsexamen Englisch für das Lehramt an Grundschulen: Mündliche Prüfung Grundschulfach, Teilprüfung Literatur- und Kulturwissenschaft" in Sommersemester 2018. The main aim of the course is to clarify and discuss the key concepts of literary and cultural studies as required for this exam and offer participants a forum for asking questions and discussing relevant matters.

The first session will be on 11 April 2018 in room 8028.

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

Grundkurs, 70233, Montag 11.15-12.45 Uhr, UP-HG-218

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernorientierung im Englischunterricht.

Schütt: Frühbeginnender Englischunterricht (LA an Grundschulen)

Proseminar, 70248, Montag 11.15-12.45 Uhr, AB28-8028

Die Lehrveranstaltung vertieft die im Grundkurs und in der Übung Frühbeginnender Englischunterricht vermittelten Prinzipien des Lehrens und Lernens der englischen Sprache in der Grundschule in Theorie und Praxis. Typische Unterrichtssituationen und -materialien werden analysiert, entwickelt und gestaltet. Die kindgerechte Entwicklung fremdsprachlicher Kompetenzen wird ebenso thematisiert wie die Gestaltung des Übergangs zum "regulären" Englischunterricht in Klasse 5. Es wird empfohlen, das Proseminar frühestens im 4. Fachsemester zu belegen.

Schmidt: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240

Gruppe 1: Montag 09.15-10.45 Uhr, AB28-8028

Gruppe 2: Dienstag 09.15-10.45 Uhr, AB28-8028

Nicht für Lehramt Grundschule

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lehrens und Lernens anhand typischer Unterrichtssituationen und -materialien. Die Studierenden werden befähigt, diese zu analysieren, zu entwickeln und zu gestalten.

Morkötter: Umgang mit (Hör-)Texten im Englischunterricht

Hauptseminar, 70278, Dienstag 13.15-14.45 Uhr, AB28-8028

Der Schwerpunkt des Seminars liegt auf einer Förderung von Textkompetenz, wobei ein weiter Textbegriff zugrunde gelegt wird. Es sollen verschiedene Texte und Textsorten berücksichtigt werden, von Sach- und Gebrauchstexten, literarischen Texten bis hin zu Text-Bild-Kombinationen wie Comics oder Werbung. Auch Hör- und Hörsehtexte unterschiedlicher Länge sollen angesprochen werden. Neben Möglichkeiten (hör)textbezogener Wortschatzarbeit werden wir uns u.a. mit Strategien zum Lese- und Hör(seh)verstehen befassen und Aufgabenstellungen für unterschiedliche Phasen der rezeptiven (Hör-)Textarbeit erarbeiten. Den Studierenden soll die Möglichkeit zur selbständigen Planung von Unterrichtssequenzen und deren Reflexion gegeben werden.

Bartsch Veselá: CLIL in Practice - Content and Language Integrated Learning for Primary Teachers (LA an Grundschulen)

Übung, 70277, Mittwoch 17.15-18.45 Uhr, ungerade Wochen U69-H3-223

This course is designed for students who will be teaching English to young learners in elementary schools. The aim of the course is to clarify the key concepts of Content and Language Integrated

Learning (CLIL) and to focus on specific areas of primary classroom management and instruction. The participants will develop their skills in teaching non-language subjects through English, including Mathematics, Geography, History, Art, Music and Physical Education. The course includes practical sessions on preparing CLIL micro lessons and delivering these lessons to the trainer and peers to put learned methodology and new ideas into practical use. Participants will also work on adapting and creating their own teaching materials. Additional study material will be provided.

Bartsch Veselá: Teaching English to Learners with Specific Educational Needs

Übung, 70227, Mittwoch 17.15-18.45 Uhr, gerade Wochen U69-H3-223

This course is designed for students who will be teaching English to young learners at primary schools. It serves as a basic introduction to the area of teaching English to learners with specific educational needs (SEN).

Students will become acquainted with the terms of specific learning difficulties, dyslexia, dysgraphia, dysorthographia, dyscalculia, dyspraxia and hyperactivity, and their manifestations in foreign language learning. Attention will be paid to pupils' difficulties with spelling, reading and writing. In addition, we will discuss the importance of homework, parental support, assessment, testing, marking, production of appropriate teaching materials etc. Students will be asked to participate in discussions and give presentations on given topics.

**Schmidt: Planung und Gestaltung von Englischunterricht
(SPÜ begleitend für LA an Grundschulen und LA für Sonderpädagogik)**

Übung, 70276, Mittwoch 09.15-10.45 Uhr, AB28-8028

Vom 04.04.2018 bis 16.05.2018

Die Übung richtet sich an Studierende des Lehramts an Grundschulen und des Lehramts Sonderpädagogik, die im SS 2018 die Schulpraktischen Übungen absolvieren.

Einen Schwerpunkt der Übung bildet die Planung von Unterricht. Die TeilnehmerInnen setzen sich mit den verschiedenen Aspekten der Unterrichtsplanung auseinander und erhalten Gelegenheit, sich im Schreiben eines Langentwurfs zu üben.

Darüber hinaus widmet sich die Übung der Gestaltung eines kompetenzorientierten kommunikativen Fremdsprachenunterrichts. Die TeilnehmerInnen machen sich u. a. mit verschiedenen Methoden für den Englischunterricht vertraut, befassen sich mit Möglichkeiten der Differenzierung, lernen Aufgabenformate zur Förderung des Sprechens kennen und setzen sich mit den Herausforderungen der einsprachigen Gestaltung von Englischunterricht auseinander.

**Schmidt: How to make them talk? Förderung der Sprechkompetenz im
Englischunterricht der Sekundarstufen I und II**

Übung, 70230, Mittwoch 09.15-10.45 Uhr, AB28-8028

Vom 30.05.2018 bis 11.07.2018

Wie bringe ich Schülerinnen und Schüler zum Sprechen? Diese Frage gehört zu den Dauerbrennern in der fachdidaktischen Diskussion. In dieser Übung wollen wir uns ebenfalls mit dieser Frage beschäftigen und gemeinsam nach Wegen suchen, die Sprechkompetenz der Schülerinnen und Schüler zu fördern und ihre Sprechaktivität zu steigern. Dazu beschäftigen wir uns u. a. mit den verschiedenen Arten des Sprechens, motivierenden Sprechansätzen und der Bereitstellung sprachlicher Mittel. Weiterhin sollen abwechslungsreiche und motivierende Übungen zur Anbahnung der Sprechfertigkeit erprobt und auf ihre Wirksamkeit hin untersucht werden.

Schütt: Frühbeginnender Englischunterricht (LA an Grundschulen)

Übung, 70221, Montag 13.15-14.45 Uhr, 14täglich, gerade Wochen, AB28-8028

The *early bird twitters best*: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. In dieser Übung wird die Violdimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten befähigen zu anregender, kindgerechter Unterrichtsgestaltung. Die Übung vertieft die im Grundkurs erworbenen Kenntnisse.

Schütt: Planung und Gestaltung von Englischunterricht (SPÜ begleitend für LA für Gymnasien und LA für Regionale Schulen)

Übung, 70261, Montag 13.15-14.45 Uhr, 14täglich, ungerade Wochen, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen der LA Gymnasium und Regionalschule.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Fremdsprachenunterrichts beleuchtet, Lernstoffanalysen durchgeführt und methodisch sinnvolles Phasieren geübt.

Die Teilnehmer haben Gelegenheit, konkrete Unterrichtsprozesse für die schulpraktischen Übungen gemeinsam zu planen, planerische Alternativen zu entwerfen und Material für den Unterricht auszuwählen und zu gestalten. Durch das Schreiben von Unterrichtsskizzen und Langentwürfen wird der Blick für das sinnvolle methodische Handeln im Rahmen des kompetenzorientierten kommunikativen Fremdsprachenunterrichts geschärft.

Schütt/Schmidt/Bombach: Schulpraktische Übungen

Übung, 70273, an verschiedenen Schulen

Die Schulpraktischen Übungen ermöglichen den Lehramtsstudierenden, erste praktische Erfahrungen in der Schule während der universitären Ausbildung zu erlangen. Voraussetzung zur Teilnahme an SPÜs ist das erfolgreich absolvierte PS Fachdidaktik.

In Gruppen von fünf bis sechs Studierenden und unter der Anleitung und Begleitung durch DozentInnen der Fachdidaktik Anglistik erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren.

Die Vergabe der SPÜ-Plätze erfolgt durch Frau Schütt, ca. eine Woche vor Semesterbeginn. Der genaue Termin wird den Studierenden per Email bzw. durch einen Aushang bekannt gegeben.

7 Sprachpraxis

Bartsch Veselá: Sprachpraxis II: Getting Grammar and Vocabulary Right (for Primary Schools)

Übung, 70305

Gruppe 1: Freitag 11.15-12.45 Uhr, AB28-8028

Gruppe 2: Freitag 13.15-14.45 Uhr, AB28-8028

This course is designed for the future primary school teachers to assist their study of English skills, grammar and vocabulary (CEFR-C1). It focuses on the meaning and the use of the grammatical forms

and the use of vocabulary in several registers. Special attention is given to those points which are often a problem for students. A copy of the following book is recommended:
 HEWINGS, M. *Grammar and Vocabulary for Advanced*. Cambridge: CUP, 2015. ISBN 978-3-12-532933-1.

Vaughan: Sprachpraxis II: The Craft of Argument II

Übung, 70330

Gruppe 1: Montag 11.15-12.45 Uhr, U69-H3-322

Gruppe 2: Montag 13.15-14.45 Uhr, U69-H3-322

This course provides the second part of the Sprachpraxis II module. All students taking the course are required to have completed the first half of the module.

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses exclusively on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

Bowen: Sprachpraxis II: The Craft of Argument II

Übung, 70331

Gruppe 1: Dienstag 11.15-12.45 Uhr, U69-H3-223

Gruppe 2: Dienstag 13.15-14.45 Uhr, U69-H3-223

Gruppe 3: Donnerstag 11.15-12.45 Uhr, AB28-8028

Gruppe 4: Donnerstag 13.15-14.45 Uhr, AB28-8028

This course provides the second part of the Sprachpraxis II module. All students taking the course are required to have completed the first half of the module.

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses exclusively on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

Cathrow: Sprachpraxis III: Public speaking & speech writing

Übung, 70334

Gruppe 1: Dienstag 09.15-10.45 Uhr, U69-H3-222

Gruppe 2: Dienstag 11.15-12.45 Uhr, U69-H3-222

Speaking clearly and confidently in public is an essential skill for numerous professions, including teaching. This course aims to give students the theoretical background needed to understand spoken forms of rhetoric and to offer them the opportunity to present and prepare examples of public speaking. In the class students will learn how to analyse and model speeches and how to improve their skills in argumentation, formulation, and delivery. Perhaps most importantly, the class will aim to provide a friendly environment where students will feel comfortable speaking in front of others and receiving feedback.

Spohr: Sprachpraxis III: Informing & Instructing

Übung, 70332

Gruppe 1: Dienstag 11.15-12.45 Uhr, U69-H3-322

Gruppe 2: Donnerstag 15.15-16.45 Uhr, U69-H3-223

In this course, we will learn how to use English to convey information in a structured manner, instruct others, and lead fruitful group discussions. The focus will be on successful facilitation of group interactions and clear communication. There will be both theoretical and practical components, so come to class prepared to participate actively.

Bowen: Sprachpraxis III: Public speaking & speech writing

Übung, 70333

Gruppe 1: Mittwoch 09.15-10.45 Uhr, U69-H3-223

Gruppe 2: Mittwoch 11.15-12.45 Uhr, U69-H3-223

Speaking clearly and confidently in public is an essential skill for numerous professions, including teaching. This course aims to give students the theoretical background needed to understand spoken forms of rhetoric and to offer them the opportunity to present and prepare examples of public speaking. In the class students will learn how to analyse and model speeches and how to improve their skills in argumentation, formulation, and delivery. Perhaps most importantly the class will aim to provide a friendly environment where students will feel comfortable speaking in front of others and receiving feedback.

Spohr: Sprachpraxis IV: Translation English-German II

Übung, 70354, Mittwoch 17.15-18.45 Uhr, AB28-8028

The main aim of this course is to further students' development of translation skills on the basis of texts which are both authentic and wide-ranging in scope. The course activities are used to heighten students' language awareness and to train them to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). Special emphasis is placed on analysing style, tone and register of the texts selected. The material is also used to illustrate particular aspects of language and structure and to expand students' vocabulary. The translations are compared, analysed and criticised in class.

Vaughan: Sprachpraxis IV: Blogging: Reflect, Share and Debate Online

Übung, 70324

Gruppe 1: Freitag 09.15-10.45 Uhr, U69-H3-322

Gruppe 2: Freitag 11.15-12.45 Uhr, U69-H3-322

"Blog" is a blend of two terms: 'web' and 'log'. Blogs have taken the interactive, liberating, democratising aspects of the internet and pushed the envelope even further. Whereas 23 'weblogs' were recorded as existing at the beginning of 1999, this platform is now utilised by over 100 million immensely varied individuals, groups, and organizations. Blogs enable people to reach out to and engage with others, to transcend and permeate every genre and every aspect of the mass media; Rebecca Blood has described them as transforming "both writers and readers from "audience" to "public" and from "consumer" to "creator." (Blood, Rebecca. "Weblogs: A History and Perspective", Rebecca's Pocket. 07 September 2000. 26 July 2010. (http://www.rebeccablood.net/essays/weblog_history.html)). Accordingly, this course will enable you to become such a 'public creator', a member of the blogosphere; it aims to both improve your reading and writing skills, particularly with regard to developing effective argumentative techniques, and enrich your active and passive vocabulary in the process. This will involve writing entire blogs of your own and commenting on other blogs.

Cathrow: Sprachpraxis IV: Translation: German-English II

Übung, 70353

Gruppe 1: Donnerstag 09.15-10.45 Uhr, U69-H3-222

Gruppe 2: Donnerstag 11.15-12.45 Uhr, U69-H3-222

In this course, students will consider the practice of translation as a form of socially situated text production. To this end, they will explore the distinct exigencies, norms and strategies involved in a variety of context-based translation activities. In particular, we will look at a range of literary translation practices, including children's literature translation, drama translation, and the translation of poetry. We will also look at several kinds of 'functional' translation, placing particular emphasis on community translation (e.g. hospital and court translation). This course complements Translation German-English I, although students are NOT required to have taken the first course.

Bowen: Sprachpraxis IV: Creative Writing

Übung, 70369, Dienstag 15.15-16.45 Uhr, U69-H3-223

This course uses creative writing as a means to improve English writing and reading skills. Looking at short stories and passages from novels, we will examine how writers structure their narratives using elements such as dialogue, characterization and description. Subsequently, we will apply our findings to our own short fictional texts. In each of the sections of the course, we will determine how creative writing can help us develop broader language skills. For instance, our examination of dialogue in fiction will allow us to discuss spoken English and how it can be represented in prose. Since the course regards creative writing as a collective act, all students participating in the course are expected to read their work aloud in class or to allow other students to read their texts.

Students who completed this course in Sprachpraxis III are not allowed to participate in the course.

Bowen: Transculturality & Translation (BATS)

Übung, 70361, Donnerstag 15.15-16.45 Uhr, AB28-8028

This class offers a hands-on approach to exploring whether the concept of transculturality can be better defined and understood when seen in relation to translation, a practice which, by definition, accepts the possibility of transformative cultural transfer but which, at the same time, necessarily recognizes the coexistence of distinct languages and cultures, however permeable they may be. Although the course will offer students an introduction to the relation between transcultural studies and translation theory, it primarily seeks to give students practical insight into how translators mediate between cultures, that is to say, how they negotiate between the foreign text and domestic readers in a manner which, ideally, not only transports a text into another culture but also de-centers and desacrilizes the target language in order to open up a space in which the foreign can be recognized on its own terms. To gain such practical insight, we will look at numerous English and German translations to determine how translators have dealt with the difficulties of making the foreign understandable. And, most importantly, we will translate relevant German and English texts, both functional and literary, in order to feel the strains of being faithful to two languages and to determine to what extent translation provides an opportunity and site of cultural interaction.

8 Master British and American Transcultural Studies

Mackenthun: Romanticism, Race, Rebellion: Frederick Douglass and His Times

Hauptseminar, 70503, Freitag 11.15-12.45 Uhr, AB28-9028

The class is dedicated to commemorating the work and times of Frederick Douglass, who spent his life fighting for the abolition of slavery. Douglass's presence radiated far beyond the internal cycle of dedicated abolitionists: with his writings and his voice he influenced the public discourse of half a century. Douglass drew his power from the brutal experience of slavery, as well as his mastery of language. His texts resonate with those of contemporaries like Harriet Beecher Stowe, Herman Melville, Martin Delaney, William Wells Brown, Lydia Maria Child, and other reformists. Concentrating on the decade that Michael Rogin, alluding to the 'spectral' force of the Communist Manifesto in Europe, once called the "American 1848," we will look at how the texts of Douglass and his compatriots reflect on the injustices of imperialism and slavery, and the subjugation of women, and which literary paths they take in imaginatively working through these issues.

Students will have to purchase a Reader (Copy&Paste), as well as the following books (ideally the indicated editions):

- Douglass, Frederick (2016) *The Portable Frederick Douglass*. Penguin. ISBN-10: 0143106813
- Stowe, Harriet Beecher (1852/2008) *Uncle Tom's Cabin*. Signet. ISBN-10: 0451530802
- Melville, Herman (1856/2006) *Benito Cereno*. Ed. Wyn Kelley. Bedford. ISBN-10: 031245242X
- Brown, William Wells (1853/2003). *Clotel*. Penguin. ISBN-10: 0142437727

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read Frederick Douglass's novella *The Heroic Slave* (to be found on Stud.IP, online, and in the library) and bring along the text to the first session. If you pass the quiz, you're enrolled in the class regardless of Stud.IP registration.

Kornexl: English as a 'mixed language': Settings – processes – results

Hauptseminar, 70499, Dienstag 11.15-12.45 Uhr, AB28-8028

Throughout its long history, and even before it became a separate language, English has been exposed to various kinds of foreign influence that have left their traces on all linguistic levels, creating, for instance, an exceptionally rich and diversified vocabulary. Based on a study of various theoretical approaches to language contact and of the major types and mechanisms of contact-induced change, this seminar will explore the specific socio-cultural conditions and linguistic processes that changed English from a Germanic tongue to a 'Mischsprache' – a disputed term that invites detailed scrutiny

Linke: Transculturality on film: Representations of cultural contact in colonial Africa

Hauptseminar, 70501, Montag 11.15-12.45 Uhr, AB28-9028

In this class, participants will discuss various cases of colonial cultural contact and their representation on film. The main focus will be on the British in Southern Africa in the late 19th and early 20th centuries. To understand constructions of Europeans and Africans in the colonial context, several British and American films will be discussed, such as "Zulu" (1964), "Zulu Dawn" (1978), "Shaka Zulu", "The Ghost and the Darkness" (1996) or "Flame Trees of Thika" (1981). The analysis of the films will be embedded in readings and debates on colonial history, on characteristic features of the representation of colonial contact situations and on transculturality. Special attention will be paid to the circumstances of each film's production, the perspective from which it is shot and the various discourses it taps into, such as ethnography. Participants must be prepared to watch all films outside class. Selected secondary sources will be made available in a Reader, which can be bought in "Copy and Paste", Margaretenplatz.

Bowen: Transculturality & Translation

Übung, 70361, Donnerstag 15.15-16.45 Uhr, AB28-8028

This class offers a hands-on approach to exploring whether the concept of transculturality can be better defined and understood when seen in relation to translation, a practice which, by definition, accepts the possibility of transformative cultural transfer but which, at the same time, necessarily recognizes the coexistence of distinct languages and cultures, however permeable they may be. Although the course will offer students an introduction to the relation between transcultural studies and translation theory, it primarily seeks to give students practical insight into how translators mediate between cultures, that is to say, how they negotiate between the foreign text and domestic readers in a manner which, ideally, not only transports a text into another culture but also de-centers and desacrilizes the target language in order to open up a space in which the foreign can be recognized on its own terms. To gain such practical insight, we will look at numerous English and German translations to determine how translators have dealt with the difficulties of making the foreign understandable. And, most importantly, we will translate relevant German and English texts, both functional and literary, in order to feel the strains of being faithful to two languages and to determine to what extent translation provides an opportunity and site of cultural interaction.

9 Berufsvorbereitendes Lektüremodul

Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien)

verantwortlich:

Kornexl

Lehrende:

Kornexl, Linke, Mackenthun, Rossow, Schmitt-Kilb, Wallat

Kolloquium, 70303, Montag 17.15-18.45 Uhr, AB28-8023 + 8028

Der Regelprüfungstermin für das Lektüremodul sowohl im Lehramt an Regionalen Schulen als auch im Lehramt an Gymnasien ist das 9. Semester.

Beachten Sie die unterschiedlichen zwingenden Teilnahmevoraussetzungen:

- Lehramt an Regionalen Schulen: Sie haben mindestens zwei der drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.
- Lehramt an Gymnasien: Sie haben die drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.

Die Details zur Ausgestaltung der Module entnehmen Sie bitte den ausführlichen Modulbeschreibungen auf der Homepage der Philosophischen Fakultät im Bereich Lehramtsstudium. Weitere Konkretisierungen erfolgen in der ersten Sitzung zu Beginn des Semesters.