

Institut für Anglistik/Amerikanistik

Lehrangebot Sommersemester 2019

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Änderungen (Stand: 01.05.2019)

70043 – neue Veranstaltung
70490 – neuer Raum
70443 – erste Sitzung am 02.05.2019
70453 – erste Sitzung am 02.05.2019
70130 – neuer Raum
70443 – neuer Raum und Zeit
70282 – neuer Raum
70279 – neuer Raum
70248 – neuer Raum
70233 – neuer Raum
70100 – neuer Raum
70281 – neuer Raum
70443 – neuer Name und Kommentar
70453 – neuer Name und Kommentar

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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
AB28-4039	SR 4039, August-Bebel-Straße 28
SCHW-HS	HS 3, Schwaansche Straße 3
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
JP-FDS10	SR10, Jakobi-Passage
U69-H1-021	SR 021, Ulmenstraße 69, Haus 1
U69-H1-118	SR 118, Ulmenstraße 69, Haus 1
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
UP-HG-217	SR 217, Universitätsplatz 1, Universitätshauptgebäude
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude
UP-HG-323	HS 323, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

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

Rossow: Collective Identities in a Globalised World

Vorlesung, 70407, Montag 09.15-10.45 Uhr, U69-AEHS1

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).

Mackenthun: Survey Lecture American Literature (Part I)

Vorlesung, 70399, Mittwoch 11.15-12.45 Uhr, UP-HG-323

This survey lecture is indispensable for understanding the development of American literature within changing historical contexts. The first part will carry you from the indigenous beginnings and colonial American literature through its development in the 18th and 19th centuries all the way to the Civil War. As a consequence of exploring the meanings of the terms "America" and "literature" and their relevance for the definition of an American literary 'canon,' special emphasis will be put on the impact of ethnicity, gender, and social relations on American writing. The survey lecture forms the backbone of your studies of American Literature; It is highly recommended that you attend the course. Most texts discussed in the lecture will be taken from the *Heath Anthology of American Literature*, ed. Paul Lauter (Fifth edition, vols. A and B, ISBN 0-618-54239-6; or a used earlier edition) whose purchase is recommended to students who want to specialize in American Studies. Some texts will be available as a *Reader*.

Please note that this lecture forms part of various literature modules (Grundlagen I, Grundlagen II, in some cases Vertiefung I).

Kornexl: Language Change in the History of English

Vorlesung, 70404, Dienstag 09.15-10.45 Uhr, U69-AEHS1

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

Christinidis: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70100, Donnerstag 11.15-12.45 Uhr, U69-H1-118

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – all 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 and periods, you will become acquainted with the fundamentals of literary analysis and interpretation, i.e. the terminology and concepts necessary for a critical discussion of literature. Please buy the following books: Jane Austen, *Northanger Abbey*, London: Penguin, 2011, ISBN-13: 978-0141439792. Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 1st or 2nd ed. Edinburgh: Edinburgh University Press.

Massey.: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70443, Freitag 11.15-12.45 Uhr, AB28-8028, erste Sitzung am 02.05.2019

This course is an introduction to the critical reading and analysis of various genres of literature. Students will gain competence and confidence in defining and applying key literary terms and concepts to discussions and analyses of literary texts

**Bolze: The Secret Garden:
Applying and Exploring Race, Class, Gender, and Eco-Criticism**

Proseminar, 70122, Montag 13.15-14.45 Uhr, AB28-8023

Sadly, Race/Class/Gender criticism remains an unloved and often underestimated part of the *Grundkurs*-curriculum. Since these concepts have been around for a while, their causes are often dismissed as no longer relevant. In fact, together with ecocriticism, Race/Class/Gender provide important critical lenses through which we can read and discuss issues and texts, and which help us towards a more complex understanding of the literature we analyse.

In this course, we will therefore put a firm focus on exploring these concepts. After a quick look at Race/Class/Gender/Eco in their historical context(s), we will apply each criticism to Frances Hodgson Burnett's *The Secret Garden*, a classic of English children's literature from the early twentieth century. In the second half of the seminar, we will study other, more contemporary texts and explore how the lens of RCGE may still provide meaningful perspectives for complex discussion.

Please purchase: Frances Hodgson Burnett, *The Secret Garden*. Norton Critical Edition, ISBN 978-0393926354.

Flach: John Millington Synge: Nature, Culture, Literature

Proseminar, 70456, Donnerstag 13.15-14.45 Uhr, AB28-8023

In the late nineteenth and early twentieth centuries, John Millington Synge (1871-1909) was part of the so-called Irish Literary Revival, a movement that had its origins in the growing nineteenth-century demands for Irish political and cultural independence from England. In the context of a concentration on Ireland's Gaelic (as opposed to England's Anglo-Saxon) cultural and linguistic heritage, the movement was instrumental in constructing the binary opposition of an authentic and natural 'native Irish' tradition supposedly juxtaposed to an imported artificial 'foreign English' tradition. Fascinated by Ireland's Gaelic past but uneasy with the political and nationalist exploitation of it, Synge's work and approach allows us to engage in close reading activities, literary analysis and interpretation in the context of Irish literary and cultural history and in the context of theory (genre criticism, ecocriticism).

Concentrating on *The Aran Islands*, *The Playboy of the Western World* and some of Synge's poems, the seminar will build upon your *Grundkurs*-knowledge with three major aims: 1) to deepen your skills in analysing and interpreting literary texts, 2) to practise working with secondary literature, and 3) to develop your own research questions and thesis claims in preparation for the *Hausarbeit*. Please buy the Wordsworth Edition of *The Complete Works of J.M. Synge* (ISBN-13: 978-1840221510).

Zittlau: The Poetry of Muriel Rukeyser

Proseminar, 70454, Montag 09.15-10.45 Uhr, AB28-8023

The American poet Muriel Rukeyser (1913-1980) is best known for her *Book of the Dead* (1938) in which she writes about the miners who died constructing the Hawk's Nest Tunnel, one of the worst industrial accidents in the history of the United States. This form of conceptual poetry, social awareness and activism forms the basis of her work. In her book, *The Life of Poetry* (1949), written in the aftermath of the Second World War, she calls on poets to contribute to democracy and contemporary political issues, and illustrates her belief that one can achieve social change through language (particularly poetry). In this class, we will read and discuss her work as well as her concept of poetry and literary criticism, which was ignored during the Cold War era and only rediscovered with the appearance of the social movements of the 1990s. Every student must purchase the *Collected Poems of Muriel Rukeyser* (University of Pittsburgh Press, 2006, ISBN-10: 0822959240). Further texts will be provided on StudIP.

Schlickeisen: Herman Melville's Moby-Dick: The Work, the Author and the Times

Proseminar, 70453, Donnerstag 15.15-16.45 Uhr, AB28-8028, erste Sitzung am 02.05.2019

Although it found only little praise at the time of its publication, Herman Melville's *Moby-Dick* has been hailed as one of the great American novels for its spot-on analysis and interpretation of American society and its crises in his time. This seminar is supposed to serve as an introduction to the variety of literary subjects and stylistic devices, its literary sources and the influence of Melville's own experiences aboard a whaling ship. Participants of the course are requested to buy a copy of the book (Penguin Edition, ISBN: 0141198958, ca. 9€- available at Hugendubel) and read AT LEAST the first 50 chapters (finishing the entire book is highly encouraged).

Hartung: Jane Austen's 'Afterlives': Transhistorical and Transcultural Perspectives (BATS)

Hauptseminar, 70136, 14täglich ab 10.04.2019 bis 03.07.2019

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

Jane Austen shares her cultural status in Anglophone literature with Shakespeare as both a canonical writer and a popular and commercial phenomenon. Austen's cultural iconicity is highlighted by the Bank of England's issuing of a 10 Pound note featuring her portrait, commemorating the 200th anniversary of her death. Her writings are implicated with the institutionalization of English studies, since her novels were the first to be published in a scholarly edition in the early twentieth century. The reception history of her novels combines academic criticism with creative rewritings, both in prose fiction and film, as well as varieties of 'fan fiction'. Both her novels and their reception are involved with conceptions of Englishness, colonialism, class and gender constructions. In *Culture and Imperialism* (1993), Edward Said inaugurated the postcolonial perspective on her novels, which was adapted and complemented by feminist critics, who read Austen as a political rather than domestic writer. In this seminar, we will engage with her novels and a selection of twentieth-century rewritings from the perspectives of postcolonial, feminist and gender studies.

Please read Jane Austen's *Mansfield Park* (1814) and *Persuasion* (1818) in preparation for the course. Editions in the Oxford World's Classics series or Penguin classics, which feature introductions and commentary, are highly recommended. A reader with further literature will be provided for the seminar. Conditions for participation are regular attendance and a short presentation in class.

Contact: hhartung@uni-potsdam.de

Mackenthun: Stolen Childhood. North American Residential School Literature

Hauptseminar, 70120, Donnerstag 15.15-16.45 Uhr, AB28-8023

One of settler colonialism's severest measures for 'integrating' Native American and First Nations people into colonial society was to force indigenous parents to give up their children and have them sent to boarding schools (US) and residential schools (Canada). The violent practice of 'reeducation', which ended only in the 1970s, has caused individual, collective, and transgenerational trauma in Native families and communities; its effects continue to thwart cross-ethnic relations today. While Canada has recently undergone a national process of truth-finding and reconciliation, a similar initiative is still lacking in the United States. Literature and film, however, have been reflecting this dark chapter of North American history for some time. In this class we will look at how novels, short stories, and poems by both indigenous and non-Indian writers offer historical knowledge, reflect the emotional response to stolen childhoods, and make imaginative recommendations for reconciliation.

This class is of particular relevance for students of Lehramt, including Lehramt Grundschule!

Students are required to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Tomson Highway (1998) *Kiss of the Fur Queen*. Any edition. Also try remaindered ones (www.abebooks.de)
- Richard Wagamese (2012). *Indian Horse*. Milkweed. ISBN-10: 1571311300
- Jennifer Dance (2014). *Red Wolf*. Dundurn. ISBN-10: 1459708105

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read Leslie Marmon Silko's short story "Lullaby" (available on Stud.IP, in the *Reader* for the Survey Lecture Part II and in anthologies of American Literature). 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: The Secret Literary Life of Trees

Hauptseminar, 70130, Freitag 09.15-10.45 Uhr, AB28-8023

This is a special class in the field of the environmental humanities offered in collaboration with a class at the University of Würzburg (Prof. Dr. Catrin Gersdorf). It is occasioned by two recent publications – two bulky novels exploring the history and the human interaction with trees: Annie Proulx' *Barkskins* and Richard Powers' *Overstory*. Part of the workload will be consumed by a trip to Würzburg where we will conduct a one-day workshop with the students there (date: end of June, beginning of July, 2019). Dates and room of our preparatory meetings will be determined at the beginning of term. Please sign up via StudIP and/or contact me by email if you're interested in attending.

Students are required to purchase the following books:

Annie Proulx, *Barkskins*. ISBN-10: 9780007232017

Richard Powers, *Overstory*, ISBN-10: 1785151649

Schmitt-Kilb: Apocalypse and After in 21st-Century British Fiction

Hauptseminar, 70455, Dienstag 13.15-14.45 Uhr, AB28-8023

Sarah Hall, Jim Crace, John Burnside, John Berger, Maggie Gee, David Mitchell, Paul Kingsnorth: many contemporary British novelists imagine the end of the world (or of the world as we know it, at least) as an "Endarkenment"-scenario (David Mitchell, *The Bone Clocks*, 2014) in which all optimistic hopes once carried by the terms *human(ism)* and *civilization* have been perverted. These scenarios often feature representations of political, economic, social, and cultural meltdown against the backdrop of a pending or already extant ecological catastrophe, and fragile human beings who struggle to survive in what are now hostile, life-negating environments. In the seminar, we will read and discuss a range of texts in order to investigate this symptomatic phenomenon as a literary one (genre, style, plot, character, setting, narrative discourse) with the help of theoretical input from the larger field of ecocriticism and environmental literary studies. We will begin with Sarah Hall, *The Carhullan Army* (2007) and John Burnside, *Glister* (2008). Further texts will be announced as we are approaching the term.

Mackenthun: Colonial Encounters in Classic American Literature (BATS)

Hauptseminar, 70146, Freitag 11.15-12.45 Uhr, AB28-8023

The process of American westward expansion was accompanied by a sizeable body of fictional texts which are today regarded as classics of American literature. Interestingly, most writers were critical of the political process of territorial acquisition and some of them offered views of cultural encounters that differed markedly from the legitimatory ideology displayed in the political rhetoric of their time. We will discuss novels representing continental encounters with Native Americans and Mexicans, as well as imaginary and autobiographically based maritime travels by Poe and Melville – which invite us to regard America's transoceanic ventures as being part of the nation's consolidation as one of the leading imperial powers of the world, even before the 'imperial' period of American history officially began. These different literary positionings will invite class discussion on the creative and critical potential of literature as a cultural discourse.

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

- Charles Brockden Brown (1799). *Edgar Huntly; or Memoirs of a Sleep-walker*. Penguin. ISBN 0140390626
- James Fenimore Cooper (1826). *The Last of the Mohicans*. Modern Library. ISBN-10: 0375757643
- Edgar Allan Poe (1837). *The Narrative of Arthur Gordon Pym of Nantucket*. OUP. ISBN-10: 9780199540471 (or Penguin)
- Herman Melville (1846). *Typee, or A Peep at Polynesian Life*. Modern Library. ISBN-10: 0375757457
- John Rollin Ridge (1854). *The Life and Adventures of Joaquín Murieta*. Penguin. ISBN-10: 9780143132653

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

4 Sprachwissenschaft

Kornexl: Analysing Early English: An Introduction to Diachronic Linguistics

Proseminar, 70014, Dienstag 11.15-12.45 Uhr, AB28-8023

This course is conceived as a companion course to the lecture on "Language Change in the History of English". It provides an opportunity to explore the subjects addressed there in more detail and to become acquainted with the methods of diachronic linguistics in an empirical way. Participants will be instructed to explore the effects of major changes on all linguistic levels by analysing authentic language data from the various periods of English. Thus they will gain practical experience how a systematic insight into historical processes helps to explain and better understand the shape and structure of Present-day English.

Lorenz: Variation and Change in the English Language

Proseminar, 70021, Montag 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. Variation is always present in language use, occurring on all levels of linguistic organization (phonetics, morphology, syntax, semantics, pragmatics). Much of this variation is not accidental, but contains information about

the speaker (or writer) and what they want to convey. Moreover, linguistic variation is the source of language change. In this course we will survey the range of variation found in the English language, including 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; and learn about the linguistic research on variation and change.

Spohr: Second Language Acquisition

Proseminar, 70017, Dienstag 15.15-16.45 Uhr, U69-H3-322

In this course, we will apply the study of fields familiar from the *Grundkurs* – phonology, morphology, syntax, etc. – to the problem of learning languages. Second Language Acquisition is an active field of linguistic research, and relevant to any student of language. We will not confine ourselves to one theory, but study a range of different approaches and investigate all aspects of the acquisition of English as a second language.

Note that this is not a *Fachdidaktik* course. Our focus will not be on the practical methods of language teaching, but on the linguistic theories behind them. The course is certainly particularly relevant to future teachers, but BA students are also welcome.

Please be aware that this course will have weekly reading assignments as well as other homework tasks. Coming to class prepared will be necessary for successful participation.

Sprau: Analysing the Language of Speech and Writing

Proseminar, 70028, Dienstag 11.15-12.45 Uhr, AB28-8028

Achieving a contrasting perspective on the language of speech and writing is an essential skill for language use as well as evaluation. What are the linguistic characteristics that set speech apart from writing? How does the language of a newspaper article differ from that of an academic prose text? By means of which linguistic tools do novelists and poets achieve distinct signatures in their writing? Through the analysis of authentic language excerpts this seminar aims to enable students to explore and answer such questions, while also broaching the issue of limitations to such work. The uncovering and careful consideration of linguistic structures are at the heart of all investigations performed.

Please note: This seminar is best suited to students who have already successfully completed the module "Grundlagen der englischen Sprachwissenschaft 3".

Sprau: Working with Texts: Register Variation in English

Proseminar, 70023, Dienstag 13.15-14.45 Uhr, AB28-9028

A quick look at the layout of a text is usually enough to identify the intended text type. However, in order to be able to judge whether such a text actually employs linguistic means typical of the text type (e.g. a newspaper article), it is necessary to engage in an analytic inquiry which acknowledges the interconnectedness of all levels of linguistic structuring. Participants in this class will study textual examples and observe the different levels at work, enabling them to provide a substantiated evaluation of the language employed in a given piece of writing.

Please note: This seminar is best suited to students who have already successfully completed the module "Grundlagen der englischen Sprachwissenschaft 3".

Kornexl: Languages and Cultures in Contact with English (BATS)

Hauptseminar, 70032, Mittwoch 09.15-10.45 Uhr, AB28-8023

"A history of the English language is something very different from a history of language in England" (Townend 2006: 61). Indeed, English as a contact language presents a veritable challenge for the

burgeoning field of Contact Linguistics both from a theoretical and from an empirical point of view. To provide an analytical framework for selected diachronic case studies (e.g. English in contact with Celtic, Latin, Scandinavian, and French), this course will investigate the general mechanisms of borrowing and interference, and the conditions for contact-induced language change. On this basis, major processes of cross-cultural transfer, lexical enrichment and structural borrowing will be examined in order to evaluate their overall effect on the shape of present-day English.

Haselow: Human Memory and Speech

Hauptseminar, 70043, Freitag 13.15-14.45 Uhr, AB28-8023

In this seminar we will explore the relation between working memory and spontaneous speech in order to arrive at a broad understanding of the way the mind works and how this is reflected in the structure of speech. We will rely on analyses of spontaneous English speech to investigate the structural properties of language produced in real time – especially the interface between pragmatics and grammar – and relate these properties to the specific conditions under which speech is produced. The basic assumption made is that understanding the mechanisms of the working memory is essential to understanding many of the features of spontaneous speech, such as syntactic complexity, word order, tense, linking strategies, information structure, discourse organization, and prosody.

NOTE: Possible modes of examination in this course are ONLY ‘Leistungsreferat’ (oral presentation), written exam (Klausur) and oral exam (Vertiefung 2)!

Lorenz: Cognitive Linguistics

Hauptseminar, 70036, Dienstag 15.15-16.45 Uhr, AB28-8023

Cognitive Linguistics seeks to describe language in terms of our general cognitive abilities and mechanisms, rather than a system of (innate) grammar rules. In this respect, learning and knowing a language is similar to other things we learn and know, namely, largely a matter of training and experience. Moreover, a cognitive approach is useful in explaining linguistic phenomena such as polysemy, metaphor, analogy and idioms. In this course we will study the basics of cognition and language, learn about recent research in cognitive linguistics, and discuss what cognitive linguistics has to say about learning and teaching English.

Sprau/Kähm: Fundamentals of Grammar

Übung, 70068

Gruppe 1: Sprau	Montag	09.15-10.45 Uhr	U69-H3-322
Gruppe 2: Sprau	Montag	11.15-12.45 Uhr	U69-H3-322
Gruppe 3: Sprau	Montag	15.15-16.45 Uhr	U69-H3-322
Gruppe 4: Kähm	Mittwoch	09.15-10.45 Uhr	U69-H3-322
Gruppe 5: Kähm	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.

Spohr: Phonetics and Phonology

Übung, 70078

Gruppe 1: Dienstag	13.15-14.45 Uhr	U69-H3-322
Gruppe 2: Mittwoch	17.15-18.45 Uhr	AB28-8028
Gruppe 3: Mittwoch	19.15-20.45 Uhr	AB28-8028
Gruppe 4: Donnerstag	11.15-12.45 Uhr	U69-H3-322
Gruppe 5: Donnerstag	13.15-14.45 Uhr	U69-H3-322

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

Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160, Montag 13.15-14.45 Uhr, UP-HG-218

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. A *Reader* will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3. Participants also have to buy Hartley, John (2011). *Communication, Cultural and Media Studies. The Key Concepts*. London and New York: Routledge (ISBN 0-415-26889-3).

Rossow: After Identity?

Proseminar, 70186, Dienstag 09.15-10.45 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.

Schmidt: (De-)Constructing Teenage Culture in Visual Fiction

Proseminar, 70490, Dienstag 15.15-16.45 Uhr, AB28-4039

Teenage culture is nowadays a common theme in movies, TV shows, and literature; and the coming-of-age genre in particular offers us stories of the troubles and adventures of adolescence. In their coming-of-age quests, teenagers have to overcome the hurdles involved in issues such as love, bullying, addiction, racism, class discrimination, and homophobia.

How these stories are told on an (audio-)visual level will be the central question of this proseminar. We will learn how to work with visual fiction, to read films and photographs, and to understand how light, staging, and sound tell a story. Using selected photographs by artist Gregory Crewdson and a selection of coming-of-age films, we will investigate how the creators tell their teenage stories through (audio-)visual media. This course comes with a high workload, as we work with various methods, theories, and of course films and photographs.

An important handbook for the course is *How to read a film: the world of movies, media, multimedia: language, history, theory* by James Monaco and I recommend getting a copy of your own for this course.

Zittlau: American Concepts of Outer Space

Proseminar, 70489, Montag 11.15-12.45 Uhr, AB28-8023

In 1835, the New York based newspaper *The Sun* published a series of articles about life on the moon, apparently discovered by the renowned astronomer John Herschel. The six articles, known as "The Great Moon Hoax," provoked vivid discussions about the possibilities of science at the time. This class will look at American concepts of outer space in relation to scientific discoveries, political tensions, colonial visions and commercial interests that accompany them. In that context, we will talk about the moon landing in the Cold War setting, Trump's vision of a space force and current companies that promise space travel for the near future. Our discussions will be based on the reading of texts provided on StudIP. Note: This is not a science fiction class!

Hartung: Jane Austen's 'Afterlives': Transhistorical and Transcultural Perspectives (BATS)

Hauptseminar, 70136, 14tägig ab 10.04.2019 bis 03.07.2019

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

Jane Austen shares her cultural status in Anglophone literature with Shakespeare as both a canonical writer and a popular and commercial phenomenon. Austen's cultural iconicity is highlighted by the Bank of England's issuing of a 10 Pound note featuring her portrait, commemorating the 200th anniversary of her death. Her writings are implicated with the institutionalization of English studies, since her novels were the first to be published in a scholarly edition in the early twentieth century. The reception history of her novels combines academic criticism with creative rewritings, both in prose fiction and film, as well as varieties of 'fan fiction'. Both her novels and their reception are involved with conceptions of Englishness, colonialism, class and gender constructions. In *Culture and Imperialism* (1993), Edward Said inaugurated the postcolonial perspective on her novels, which was adapted and complemented by feminist critics, who read Austen as a political rather than domestic writer. In this seminar, we will engage with her novels and a selection of twentieth-century rewritings

from the perspectives of postcolonial, feminist and gender studies.

Please read Jane Austen's *Mansfield Park* (1814) and *Persuasion* (1818) in preparation for the course. Editions in the Oxford World's Classics series or Penguin classics, which feature introductions and commentary, are highly recommended. A reader with further literature will be provided for the seminar. Conditions for participation are regular attendance and a short presentation in class.

Contact: hhartung@uni-potsdam.de

Mackenthun: The Course of American Empire in the Nineteenth Century (BATS)

Hauptseminar, 70495, Donnerstag 11.15-12.45 Uhr, AB28-8023

If migration is the 'mother of all problems', colonialism is their 'father'. This class contributes to understanding present problems of dispossession, resource extraction, and mass migration by looking at the history and ideology of westward expansion in the United States, from the Puritan beginnings to the Spanish-American War. Besides reading key texts, maps, and graphics, we will critically examine mythical constructions like the Puritan errand, the concept of the United States as 'Nature's Nation', and Turner's Frontier thesis. We will also discuss recent theorizations of US colonialism within the field of American Studies, critically evaluating the feasibility of the concept of settler colonialism and the label of 'postcoloniality' with regard to the US.

Students are required to purchase a *Reader* at Copy&Paste. Further material will be uploaded on Stud.IP. **Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read, and bring along your copy of, Amy Kaplan, "Left Alone with America," *Cultures of United States Imperialism*, pp. 3-21 (Semesterapparat BATS, UB-Container). If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.**

Rosow: Stuart Hall, Critical Theory and Cultural Studies

Hauptseminar, 70214, Mittwoch 17.15-18.45 Uhr, AB28-8023

Stuart Hall is often considered to be one of the founding fathers of British cultural studies. His work has been central to the formation and development of cultural studies as an academic 'discipline'. Yet, as will become clearer during this course, cultural studies is not an academic discipline quite like others. This course examines a representative selection of Hall's enormously influential, highly theoretical and intellectually demanding writings on cultural studies and its concerns. Thematically, these will include the uneasy relationship between cultural studies and Marxism; postmodernism and the concept of 'New Times' in cultural and political thought; the development of cultural studies as an international and postcolonial phenomenon; and Hall's engagement with urgent questions of 'race', ethnicity and identity. A *Reader* with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Zittlau: Documenting American Wars

Hauptseminar, 70496, Mittwoch 11.15-12.45 Uhr, AB28-8023

This class will look at selected wars in the history of the United States and take a critical approach to the ways these wars have been documented. We will look at images and texts produced during the American Civil War, the World Wars, the Vietnam War, the Iraq War, and the War against Terrorism. We will study war reporters and photographers such as Robert Capa to better understand the contexts of war documentation and look at the category of documentary films to see how material can be used retrospectively. Texts by Susan Sontag, Judith Butler and others will provide the theory framework for our discussions. All texts will be available on StudIP.

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

Grundkurs, 70233, Montag 11.15-12.45 Uhr, AB28-4039

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 Grundschule

Proseminar, 70248, Montag 11.15-12.45 Uhr, SCHW-HS

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/Morkötter: Kompetenzorientierter Englischunterricht

Proseminar, 70267

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

Gruppe 2: Morkötter Mittwoch 11.15-12.45 Uhr AB28-8028

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lernens und Lehrens der englischen Sprache in Theorie und Praxis. Typische Unterrichtssituationen und -materialien werden analysiert, entwickelt und gestaltet. Der Erwerb sprachlicher Mittel wird dabei ebenso thematisiert wie die Herausbildung kommunikativer Fertigkeiten. Auch die Entwicklung interkultureller und methodischer Kompetenzen findet Berücksichtigung.

Für alle Lehrämter außer Lehramt an Grundschulen.

Teilnahmevoraussetzung: abgeschlossener Grundkurs „Grundfragen der Fachdidaktik Englisch“

Morkötter: Analyse und Entwicklung sprachenspezifischer und -übergreifender Unterrichtsmaterialien

Hauptseminar, 71313, Dienstag 11.15-12.45 Uhr, UP-HG-217

In der Unterrichtspraxis, insbesondere in den ersten Lernjahren, werden üblicherweise Lehrwerke eingesetzt, um eine (Weiter-)Entwicklung von Kompetenzen wie Leseverstehen, Hör(seh)verstehen, Schreiben, Sprechen und Sprachmittlung in Gang zu setzen. Auch interkulturelles Lernen und eine Förderung von Sprachlernkompetenz spielen eine Rolle. Darüber hinaus werden Unterrichtsmaterialien angeboten, die bestimmte Kompetenzen fokussieren oder auf sprachenübergreifendes Lernen abzielen. Nach einer theoretisch basierten Erarbeitung von Beurteilungskriterien werden wir Übungen und Aufgaben in verschiedenen Englisch- / Französisch- / Italienisch- / Spanisch-Lehrwerken und sprachenübergreifenden Unterrichtsmaterialien analysieren und auf dieser Grundlage eigene Materialien entwickeln.

Voraussetzung: erfolgreicher Abschluss des Moduls „Grundlagen der Fachdidaktik“ bzw. Fachdidaktik Englisch I

Schmidt: Kooperatives Lernen im Englischunterricht der Sekundarstufe 1 und 2

Übung, 70281, Mittwoch 09.15-10.45 Uhr, U69-H1-021, vom 03.04.-16.05.2019, 1 SWS

Spracherwerb gelingt nur durch Kommunikation und Interaktion. Kooperative Lernformen eignen sich daher hervorragend für den Englischunterricht. In der Übung werden wir uns mit den Grundprinzipien kooperativen Lernens auseinandersetzen. Anhand praktischer Unterrichtssituationen wollen wir ergründen, wie mit Hilfe kooperativer Lernformen die Kommunikationsfähigkeit der Lernenden gefördert werden kann. Außerdem wollen wir verschiedene Methoden des kooperativen Lernens kennenlernen, praktisch erproben und auf ihre Einsatzmöglichkeiten im Englischunterricht hin untersuchen.

vom 02.04.2019 bis 16.05.2019, 1 SWS

Schmidt: Let's talk. Sprechen fördern im Englischunterricht der Sekundarstufe 1 und 2

Übung, 70280, Mittwoch 09.15-10.45 Uhr, AB28-8028, vom 22.05.-11.07.2019, 1 SWS

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.

vom 23.05.2019 bis 11.07.2019, 1 SWS

Schmidt: Kooperatives Lernen im Englischunterricht der Grundschule

Übung, 70282, Dienstag 09.15-10.45 Uhr, JP-FDS10, vom 02.04.-14.05.2019, 1 SWS

Spracherwerb gelingt nur durch Kommunikation und Interaktion. Kooperative Lernformen eignen sich daher hervorragend für den Englischunterricht. In der Übung werden wir uns mit den Grundprinzipien kooperativen Lernens auseinandersetzen. Anhand praktischer Unterrichtssituationen wollen wir ergründen, wie mit Hilfe kooperativer Lernformen die Kommunikationsfähigkeit der Lernenden gefördert werden kann. Außerdem wollen wir verschiedene Methoden des kooperativen Lernens kennenlernen, praktisch erproben und auf ihre Einsatzmöglichkeiten im Englischunterricht der Grundschule hin untersuchen.

vom 02.04.2019 bis 14.05.2019, 1 SWS

Schmidt: Medieneinsatz im Englischunterricht der Grundschule

Übung, 70279, Dienstag 09.15-10.45 Uhr, JP-FDS10, vom 21.05.-09.07.2019, 1 SWS

Medien spielen im Englischunterricht der Grundschule eine wesentliche Rolle. Sie dienen nicht nur der Vermittlung von Lerninhalten, sondern tragen auch entscheidend zur Aufrechterhaltung der Sprachlernmotivation bei. Die Übung thematisiert den Einsatz verschiedenster Medien – von der Kreidetafel bis zum *smartboard*, von *storybooks* bis zu Internetvideos. Anhand praktischer Beispiele wird erprobt, wie Medien für einen kreativen, handlungsorientierten Fremdsprachenunterricht sinnvoll genutzt werden können.

vom 21.05.2019 bis 09.07.2019, 1 SWS

Schütt: Planung und Gestaltung von Englischunterricht (SPÜ begleitend)

Übung, 70261, Montag 13.15-14.45 Uhr, 14täglich, gerade 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.

1 SWS

Schütt: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen im Projekt

Übung, 70268, Montag 13.15-14.45 Uhr, 14täglich, ungerade Wochen, AB28-8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2019 in Projekten tätig sein werden. Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung der Projektplanungen sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

Zu Beginn werden theoretische Grundlagen der Projektarbeit in einem kommunikativen, handlungsorientierten Fremdsprachenunterricht vermittelt. An praktischen Unterrichtsbeispielen werden Chancen und Grenzen der Projektmethode beleuchtet. Die TeilnehmerInnen entwickeln sodann eigene Ideen für die bevorstehenden Projekte im Rahmen der schulpraktischen Übungen und nehmen schrittweise in Gruppen die methodische Planung und Umsetzung dieser Ideen vor.

1 SWS

Schütt/Schmidt/Bayer: Schulpraktische Übungen

Übung, 70273, an verschiedenen Schulen

Die Schulpraktischen Übungen (SPÜ) ermöglichen den Lehramtsstudierenden, erste praktische Erfahrungen in der Schule während der universitären Ausbildung zu erlangen. In Gruppen von fünf bis sechs Studierenden und unter der Anleitung und Begleitung durch DozentInnen der Fachdidaktik Englisch erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren.

Teilnahmevoraussetzung: erfolgreich abgeschlossenes Modul „Fachdidaktik Englisch 1“, 2 SWS

7 Sprachpraxis

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

Übung, 70305

Gruppe 1: Montag 13.15-14.45 Uhr U69-H3-223

Gruppe 2: Montag 15.15-16.45 Uhr U69-H3-223

This course is designed for future primary school teachers to further their studies in English grammar, vocabulary and skills. It focuses on an understanding of grammar as a functional use of language which creates rhetorical effects. In this view, writers make active choices that influence their readers just as teachers make active choices about the language they use with their students. Special attention is given to applying prior studies in linguistics and pedagogy as well as to developing students as reflective, self-directed learners. The course also provides opportunities to try out English teaching ideas in team teaching practices and reflect on the process.

Vaughan: Sprachpraxis II: The Craft of Argument II

Übung, 70330

Gruppe 1: Freitag 11.15-12.45 Uhr U69-H3-322

Gruppe 2: Freitag 13.15-14.45 Uhr U69-H3-322

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 09.15-10.45 Uhr U69-H3-223

Gruppe 2: Dienstag 11.15-12.45 Uhr U69-H3-223

Gruppe 3: Mittwoch 09.15-10.45 Uhr U69-H3-223

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 II: The Craft of Argument II

Übung, 70335

Gruppe 1: Donnerstag 09.15-10.45 Uhr U69-H3-223

Gruppe 2: Donnerstag 11.15-12.45 Uhr U69-H3-223

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.

Shay: Sprachpraxis III: Language in Performance

Übung, 70336

Gruppe 1: Dienstag 13.15-14.45 Uhr AB28-8028

Gruppe 2: Dienstag 15.15-16.45 Uhr AB28-8028

In this course English speaking skills for performance are developed through both written exercises and practical drama activities. As a backdrop, an understanding of the relationship between content, form and context in contemporary performance will guide students' artistic choices. Conventional speech forms for the stage as well as broader approaches to performance will be introduced through the work of a wide range of theorists and practitioners: from Aristotle to Augusto Boal; from Pinter to J.B. Priestley. Students are encouraged to pursue personal interests and express their own creativity in scripting new writing for the stage.

Bowen: Sprachpraxis III: Public Speaking and Speech Writing

Übung, 70333

Gruppe 1: Montag 11.15-12.45 Uhr AB28-9028

Gruppe 2: Montag 13.15-14.45 Uhr AB28-9028

Gruppe 3: 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 III: Informing and Instructing

Übung, 70332, Dienstag 11.15-12.45 Uhr, U69-H3-322

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.

Spohr: Sprachpraxis IV: Translation German-English II

Übung, 70349, Donnerstag 15.15-16.45 Uhr, U69-H3-322

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.

Cathrow: Sprachpraxis IV: Translation German-English II

Übung, 70352

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

Gruppe 2: Dienstag 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: Translation: German-English II

Übung, 70354, Donnerstag 11.15-12.45 Uhr, AB28-8028

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.

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

Übung, 70324

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

Gruppe 2: Donnerstag 13.15-14.45 Uhr U69-H3-416

"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.

Bowen: Transculturality and Translation (BATS)

Übung, 70361, Donnerstag 13.15-14.45 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: Colonial Encounters in Classic American Literature (Modul: Anglophone Literatures in historischen transkulturellen Kontexten)

Hauptseminar, 70146, Freitag 11.15-12.45 Uhr, AB28-8023

The process of American westward expansion was accompanied by a sizeable body of fictional texts which are today regarded as classics of American literature. Interestingly, most writers were critical of the political process of territorial acquisition and some of them offered views of cultural encounters that differed markedly from the legitimatory ideology displayed in the political rhetoric of their time. We will discuss novels representing continental encounters with Native Americans and Mexicans, as well as imaginary and autobiographically based maritime travels by Poe and Melville – which invite us to regard America's transoceanic ventures as being part of the nation's consolidation as one of the leading

imperial powers of the world, even before the 'imperial' period of American history officially began. These different literary positionings will invite class discussion on the creative and critical potential of literature as a cultural discourse.

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

- Charles Brockden Brown (1799). *Edgar Huntly; or Memoirs of a Sleep-walker*. Penguin. ISBN 0140390626
- James Fenimore Cooper (1826). *The Last of the Mohicans*. Modern Library. ISBN-10: 0375757643
- Edgar Allan Poe (1837). *The Narrative of Arthur Gordon Pym of Nantucket*. OUP. ISBN-10: 9780199540471 (or Penguin)
- Herman Melville (1846). *Typee, or A Peep at Polynesian Life*. Modern Library. ISBN-10: 0375757457
- John Rollin Ridge (1854). *The Life and Adventures of Joaquín Murieta*. Penguin. ISBN-10: 9780143132653

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

**Kornexl: Languages and Cultures in Contact with English
(Modul: Englisch in historischen transkulturellen Kontexten)**

Hauptseminar, 70032, Mittwoch 09.15-10.45 Uhr, AB28-8023

"A history of the English language is something very different from a history of language in England" (Townend 2006: 61). Indeed, English as a contact language presents a veritable challenge for the burgeoning field of Contact Linguistics both from a theoretical and from an empirical point of view. To provide an analytical framework for selected diachronic case studies (e.g. English in contact with Celtic, Latin, Scandinavian, and French), this course will investigate the general mechanisms of borrowing and interference, and the conditions for contact-induced language change. On this basis, major processes of cross-cultural transfer, lexical enrichment and structural borrowing will be examined in order to evaluate their overall effect on the shape of present-day English.

**Mackenthun: The Course of American Empire in the Nineteenth Century
(Modul: Anglophone Kulturen in historischen transkulturellen Kontexten)**

Hauptseminar, 70495, Donnerstag 11.15-12.45 Uhr, AB28-8023

If migration is the 'mother of all problems', colonialism is their 'father'. This class contributes to understanding present problems of dispossession, resource extraction, and mass migration by looking at the history and ideology of westward expansion in the United States, from the Puritan beginnings to the Spanish-American War. Besides reading key texts, maps, and graphics, we will critically examine mythical constructions like the Puritan errand, the concept of the United States as 'Nature's Nation', and Turner's Frontier thesis. We will also discuss recent theorizations of US colonialism within the field of American Studies, critically evaluating the feasibility of the concept of settler colonialism and the label of 'postcoloniality' with regard to the US.

Students are required to purchase a *Reader* at Copy&Paste. Further material will be uploaded on Stud.IP. **Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read, and bring along your copy of, Amy Kaplan, "Left Alone with America," *Cultures of United States Imperialism*, pp. 3-21 (Semesterapparat BATS, UB-Container). If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.**

**Hartung: Jane Austen's 'Afterlives': Transhistorical and Transcultural Perspectives
(Modul: Anglophone Literaturen in historischen transkulturellen Kontexten
Modul: Anglophone Kulturen in historischen transkulturellen Kontexten)**

Hauptseminar, 70136, 14täglich ab 10.04.2019 bis 03.07.2019
 Mittwoch 13.15-14.45 Uhr, AB28-8028
 Mittwoch 15.15-16.45 Uhr, AB28-8028

Jane Austen shares her cultural status in Anglophone literature with Shakespeare as both a canonical writer and a popular and commercial phenomenon. Austen's cultural iconicity is highlighted by the Bank of England's issuing of a 10 Pound note featuring her portrait, commemorating the 200th anniversary of her death. Her writings are implicated with the institutionalization of English studies, since her novels were the first to be published in a scholarly edition in the early twentieth century. The reception history of her novels combines academic criticism with creative rewritings, both in prose fiction and film, as well as varieties of 'fan fiction'. Both her novels and their reception are involved with conceptions of Englishness, colonialism, class and gender constructions. In *Culture and Imperialism* (1993), Edward Said inaugurated the postcolonial perspective on her novels, which was adapted and complemented by feminist critics, who read Austen as a political rather than domestic writer. In this seminar, we will engage with her novels and a selection of twentieth-century rewritings from the perspectives of postcolonial, feminist and gender studies.

Please read Jane Austen's *Mansfield Park* (1814) and *Persuasion* (1818) in preparation for the course. Editions in the Oxford World's Classics series or Penguin classics, which feature introductions and commentary, are highly recommended. A reader with further literature will be provided for the seminar. Conditions for participation are regular attendance and a short presentation in class.
 Contact: hhartung@uni-potsdam.de

Bowen: Transculturality and Translation (Modul: Sprachfertigkeiten)

Übung, 70361, Donnerstag 13.15-14.45 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, Mackenthun, Rossow, Schmitt-Kilb

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.