

Institut für Anglistik/Amerikanistik

Lehrangebot Wintersemester 2018/19

Offizielle Informationsquelle für die Organisation des Studiums ist das
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(letzte Änderung am 23.10.2018)

70119 – gelöscht
70300 – Änderung Name
70305 – Änderung Name sowie Uhrzeit
70500 – Änderung Raum
70140 – Neue Veranstaltung, neuer Name
70100 – Änderung Raum
70488 – Änderung Raum

1	Liste der Raumkürzel	1
2	Vorlesungen	1
3	Literaturwissenschaft	2
4	Sprachwissenschaft	9
5	Kulturwissenschaft	11
6	Fachdidaktik und Vermittlungskompetenz	14
7	Sprachpraxis	17
8	Master British and American Transcultural Studies	21
9	Berufsvorbereitendes Lektüremodul	24

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
JP-SR5	SR 5, Jakobi-Passage, Kröpeliner Straße 57
JP-FDR10	Fachdidaktikraum, Jakobi-Passage, Kröpeliner Straße 57
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
UP-HG-217	SR 217, Universitätsplatz 1, Universitätshauptgebäude
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

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

Linke: **Jump into the Showboat: U.S. Culture in the 20th Century and Its Representation in Musicals**

Vorlesung, 70418, Mittwoch 11.15-12.45 Uhr, U69-AEHS1

The musical has been considered an 'American cultural form' and a genre that, for about a century, suited both the mentality and the cultural economy of the United States. In this lecture, we will combine an overview of the cultural and social history of the USA with the interpretation of some landmark musicals that also became films (or are on Youtube). We will locate selected musicals in American history with regard to the time of their production and the time depicted in the musicals. Selected scenes from various musicals will be embedded in the political and cultural discourses of the time. We will cover a wide range of musicals, from the early musicals *Showboat* (film 1936, musical 1927) and *Porgy and Bess* (1959/1935) through the musicals of the 1960s and 1970s including *West Side Story* (1957/1961) and *Jesus Christ Superstar* (1973) to recent productions such as *Assassins* (1996) and *Hamilton* (2015).

Schmitt-Kilb: Survey Lecture English/British Literary History II

Vorlesung, 70400, Donnerstag 13.15-14.45 Uhr, U69-AEHS1

This second of a two-part survey lecture provides an overview of, and serves as an introduction to, the major developments in English/British Literature in the twentieth and twenty-first centuries. The focus will be put on post-war, postmodern and contemporary prose fiction (with side glances at other genres such as poetry, drama and new nature writing). Key texts by a wide variety of authors will be discussed in their cultural, literary historical and thematic contexts as well as in the context of influential developments in theory and criticism (race, class, gender, and environment).

Kornexl: Essentials of English Linguistics

Vorlesung, 70406, Dienstag 09.15-10.45 Uhr, U69-AEHS1

Parallel zu dieser Vorlesung muss der Kurs "English Linguistics: An Introduction" besucht werden, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Veranstaltungen beinhaltet und abprüft.

This lecture complements the 'Grundkurs' English Linguistics. It introduces students to the study of language and familiarizes them with the core areas and key concepts of Linguistics, outlining major approaches to the field and specific methods and research tools that enable us to analyze human language in general and English in particular from both a system and a speaker-oriented point of view. The material will be presented in a way that helps participants to develop their analytical skills and engage in active learning.

3 Literaturwissenschaft

Mackenthun: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft A

Grundkurs, 70101, Donnerstag 11.15-12.45 Uhr, AB28-8023

Der Grundkurs dient der Vermittlung von grundlegenden Kenntnissen und Fähigkeiten, die Sie für das weitere Studium der englischen und amerikanischen Literatur benötigen. Anhand der Lektüre von *short stories*, Gedichten, kurzen theoretischen Texten und eines Romans werden Sie mit der Arbeit am Text, mit Methoden der Interpretation und theoretischen Fragestellungen vertraut gemacht. Die zu behandelnden Texte werden in Form eines *Readers* verfügbar gemacht. Zusätzlich werden wir Mary Shelleys Roman *Frankenstein* besprechen, mit dessen Erwerb und Lektüre Sie möglichst bald beginnen sollten (Ausgabe: Penguin Classics, ISBN 9780141439471; erhältlich bei Hugendubel oder Internet-Buchversand). Zur studiums begleitenden Einführung in das Anglistikstudium empfehle ich Ansgar und Vera Nünning, *Introduction to the Study of English and American Literature* (Klett).

**Schmitt-Kilb: Grundkurs: Einführung in die britische und
amerikanische Literaturwissenschaft B**

Grundkurs, 70100, Dienstag 15.15-16.45 Uhr, AB28-4039

This course serves as an introduction to the study of English Literature in many of 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 and read:

- Robert Louis Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde*, Norton Critical Edition, ISBN-13: 978-0393974652
- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh: Edinburgh University Press. ISBN-13: 978-0748691326

The books will be on order at "Andere Buchhandlung" (Doberaner Platz).

**Wallat: Grundkurs: Einführung in die britische und
amerikanische Literaturwissenschaft C**

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.

Literatur:

- 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

**Yesilbas: Grundkurs: Einführung in die britische und
amerikanische Literaturwissenschaft D**

Grundkurs, 70102, 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.

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: Ursula Le Guin, *The Dispossessed*. A Case Study in Literary Criticism

Proseminar, 70095, Donnerstag 15.15-16.45 Uhr, AB28-8023

"Hard times are coming, when we'll be wanting the voices of writers who can see alternatives to how we live now, can see through our fear-stricken society and its obsessive technologies to other ways of being, and even imagine real grounds for hope. We'll need writers who can remember freedom." We may read these sentences from Ursula Le Guin, uttered shortly before her death in January 2018, as the motto of her life as one of America's leading SciFi writers, as well as her legacy informing future writers of their responsibility as cultural workers. The daughter of a famous anthropologist, Le Guin chose the genre of SciFi/Fantasy to explore the possibilities and potentials of human self-organization, as well as humans' ability to cope with environmental challenges. Though set on distant planets and in fantastic worlds, Le Guin's stories speak to and about her own – and our – global present. *The Dispossessed* (1974) is thus not only a novel about two antagonistic planets (one anarchistically organized, the other authoritarian) but it also reflects the radical political ideas of the 1970s and the Cold War world that gave rise to them. We will read the novel alongside further fictional and nonfictional texts by Le Guin as well as selected critical essays on her novel.

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

- Ursula Le Guin (1974/1994) *The Dispossessed*. Harper Voyager. ISBN-10: 0061054887

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of *The Dispossessed* 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.

Wallat: American Local Color Writing (1880-1920)

Proseminar, 70080, Montag 17.15-18.45 Uhr, UP-HG-217

The time between the Civil War and the end of World War I – marked by increased nation-building, immigration, internal migration and racial tension – saw the rise of local color literature, which described the peculiarities of regional life through "lived experiences". From 1886, when Bret Harte published his local color stories "The Luck of Roaring Camp" and "The Outcasts of Poker Flat," until the First World War, literary regionalism enjoyed enormous popularity in America. Supported by magazines such as the *Atlantic Monthly*, *Century*, the *Colored American Magazine*, and *Land of Sunshine*, it was championed by many influential writers. However, there was never a single local color or regionalist tradition. Instead, the genre includes a wide range of writers and texts, spanning not only different parts of the United States but also many cultures and ethnicities, genres and forms, goals and ideologies. This seminar will introduce students to American local color writing. Based on the introductory seminar to British and American literature, this course will deal with the American short story and examine the achievements of such familiar writers as Joel Chandler Harris, Kate Chopin, Hamlin Garland and Sarah Orne Jewett and introduce less wellknown voices like Sui Sin Far, Abraham Cahan and Zitkala-Sa. Participants are asked to purchase Elizabeth Ammons' and Valerie Rohy's anthology *American Local Color Writing, 1880-1920*. New York: Penguin Books, 1998. (ISBN-10: 014043688X)

Wallat: Stories from the Promised Land – Ethnicity and Diversity in American Literature

Proseminar, 70092, Freitag 11.15-12.45 Uhr, AB28-8023

The search for and debate surrounding a national and cultural identity has been a pivotal issue and central theme in the two-hundred-year-old history of the American culture and democracy. An illustrative reflection of these processes is given by outstanding American authors of the 19th century.

However, this presentation has been canonized as predominantly *White* and *Anglo-Saxon* and *Male* and *Protestant* (WASP) with only relatively recent debates recognizing the different cultural voicings that shaped and increasingly shape American life and culture.

This course will combine the general presentation of the *American Studies* topics "immigration" and "ethnicity" with a close analysis of the issue of *national/cultural identity* and *multiculturalism* in literature. "cultural icons" such as *liberty, individualism, immigration, mobility, the promised land as well as ethnicity* and *the melting pot* will be discussed on critical and literary texts of 20th century ethnic writers.

Though classes will be accompanied by handouts, participants are asked to purchase Wesley Brown's and Any Ling's anthology *Imagining America*, New York: Persea Books, 1990. (ISBN: 0-89225-167-4 pbk.)

Christinidis: Reading Shakespeare

Proseminar, 70445, Donnerstag 11.15-12.45 Uhr, U69-H3-222

In this course, we will address the question why, and how, we still read Shakespeare today, four hundred years after his plays were first written and performed. Previous generations of readers, critics, and scholars often credited Shakespeare with peculiar insight into human nature or universal values to explain his enduring popularity. As the existence of an essential human nature and of universal values has come to be questioned or even discredited, the question of what literary works that were produced under circumstances vastly different from those of our own lives can mean to us remains. 'What they can mean to us' can, quite literally, refer to the difficulties we face in understanding older texts that contain vocabulary, cultural references, and concepts that are unfamiliar. On the other hand, it may refer to the question whether or not such texts are still relevant to us, and what it is that makes them relevant. We will address these questions by reading and discussing two of Shakespeare's plays, *King Lear* and *The Merchant of Venice*. We will refresh and build on the basic categories of analysing drama and discuss the differences between Shakespeare's use of 'tragedy' and 'comedy' and contemporary understandings of these terms. We will also address the relationship between text and performance in drama, and the difficulties faced by critics who work with texts that lack a reliable 'original edition'. And, of course, we will debate the way in which historical context affects the production and understanding of a text, as well as the value attributed to it (i.e., its place in the canon), including the role played by race, class, and gender in these processes.

To prepare for the first session, please read Act I, scene 1 of *King Lear*, using the annotations at the bottom of the page and, if necessary, the dictionary, to ensure you understand the text thoroughly.

We will be using the Arden editions (3rd series) of both texts:

- William Shakespeare, *King Lear*, ed. R. A. Foakes, London: Bloomsbury, 2009 (ISBN 978-1-903436-59-2).
- William Shakespeare, *The Merchant of Venice*, ed. by John Drakakis, London: Bloomsbury, 2010 (ISBN 978-1-903436-81-3).

Important: Please ensure you buy the correct editions, double-check the editors names and ISBN! Some older Arden editions (from the second series) of both plays are still around, but have different annotations and introductions by other editors! As we will be discussing introductions and annotations on the course, you need to ensure you have the right edition.

Additional material will be made available on Stud.IP at the beginning of the semester.

Zittlau: Contemporary Testimony Plays

Proseminar, 70109, Montag 11.15-12.45 Uhr, AB28-8023

This class will look at four plays that make use of courtroom settings. The plays deal with the FBI-files concerning activism in the 1960s, the Greensboro Massacre of 1979, a murder case and a conflict in a South African village. Sometimes written documents are included, and sometimes the texts play with the ritual of giving oral testimony. While we focus on the texts and their nature as documents, we will also think about their transformation in theater settings, the historical contexts they deal with as well as the aspect of their staging and theater criticism. Students must be in the possession of the following texts:

- Niklas Radstrom (2007), *Monsters. A Play about the Killing of James Bulger*. (Oberon Books)

- Larry Bogad (2011), *Cointelshow. A Patriot Act*. (PM Press)
- Lara Foot Newton (2010), *Karoo Moose*. (Oberon Books)
- Emily Mann (1996), *Greensboro (A Requiem)*. (Theater Communication Group)

Further material will be made available on Stud.IP.

Hartung: Shifting Transcultural Urban Spaces: Mapping London and New York

Hauptseminar, 70140, Mittwoch 11.15-12.45 Uhr, AB28-8028
sowie Mittwoch 13.15-14.45 Uhr, AB28-8028

As contemporary cities, London and New York are in a constant process of cultural and social transformation. After the Second World War, London gradually changed from a city at the symbolic centre of the British empire to one that is being (re-)mapped and (re-)written by migrant writers and artists, whereas New York has from its beginnings as a Dutch colony been defined by its logic of shifting financial and cultural exchange. The seminar will trace the transcultural role of both big cities as it is reflected in the literature and film of the second half of the twentieth century to the present. We will trace and compare the mappings of London and New York, drawing on postcolonial theory as well as theories of urban representation, cultural geography and popular culture.

Please read the following two novels: Bernardine Evaristo: *The Emperor's Babe* (2001); Teju Cole: *Open City* (2011). In addition, a reader will be provided.

Programme

Date | Topic | Required Reading

24.10.2018 | Introduction: London | City, Space and Social Identities (excerpts); Introduction: New York | Writing Brooklyn: Colm Toibin: *Brooklyn* (2009; excerpts)

07.11.2018 | London in postcolonial theory | Paul Gilroy: „A London sumting dis...“ (1999); *Black New York* | James Baldwin: *Another Country* (1962; excerpts)

21.11.2018 | Black British Poetry and the City | Linton Kwesi Johnson, James Berry (reader); *Poets of the Harlem Renaissance* | Langston Hughes, Georgia Douglas Johnson (reader)

05.12.2018 | Vietnam, Punk and Violence (Film Viewing) | *Taxi Driver* (D.: Martin Scorsese, 1976); Film Discussion | Amy Taubin: *Taxi Driver* (BFI Film Classics, Excerpt)

19.12.2018 | London Subculture: The Clash | Dick Hebdige: „Bleached roots: Punk and white ethnicity“ (Subculture; excerpts); *Rude Boy* (Documentary Film, 1980; excerpts); *New York Subculture: Patti Smith* | M Train (2015; excerpts)

09.01.2019 | Bernardine Evaristo: Introduction to the author; close readings | *The Emperor's Babe* (2001); Contexts and readings | *The Emperor's Babe* (2001) *Cosmopolitanism* (excerpts/reader)

23.01.2019 | Teju Cole: Introduction to the author, close readings | *Open City* (2011); Contexts and readings | *Open City* (2011)

Contact: hhartung@uni-potsdam.de

Mackenthun: Underground Railroads: Literary Neo-Slave Narratives (BATS und LA)

Hauptseminar, 70505, Freitag 11.15-12.45 Uhr, AB28-8028

The United States remains a country violently divided along racial lines. This master class will look into modern literary reflections on the origins of what W.E.B. DuBois called America's problem of the twentieth century, which continues into our own millennium. The literary neo slave narrative forms a literary genre of its own by now. It includes Toni Morrison's modern classic *Beloved* and has recently been enriched by Colson Whitehead's Pulitzer Prize-winning novel *Underground Railroad*. This class offers some historical background in the form of original fugitive slave narratives and will then explore modern reimaginings of the plights of slaves escaping from southern plantations. Key concerns will be aspects of transculturation, trauma, and the question of genre. Students will have to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Sherley Anne Williams (1986/2018) *Dessa Rose*. William Morrow Paperbacks. ISBN-10: 0062011251
- Toni Morrison (1987/2016) *Beloved*. Vintage. ISBN-10: 0099760118
- Ishmael Reed (1976/1998) *Flight to Canada*. Scribners. ISBN-13: 978-0684847504
- Colson Whitehead (2017) *Underground Railroad*. Anchor Books/Fleet. ISBN-13: 978-0708898406

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of Toni Morrison's novel *Beloved* 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: Challenging the Human through the Animal: Foxes in Recent British and German Fiction

Hauptseminar, 70444, Dienstag 11.15-12.45 Uhr, AB28-8028

From the very beginnings in Greek and Roman antiquity, imaginative literature has been a powerful tool to investigate what it means to be human. This remains so, but in recent decades, under the sign of ecocriticism, environmental literary studies and critical animal studies, attempts to understand human nature which take for granted the fundamental exceptionality of our species have been called into doubt and considered reductive. An indicator for this changed perspective is the prominent status which animals and inter-species relationships have acquired in recent fiction. In the seminar, we will read a number of texts which, in addition to their human personnel, feature foxes – as co-inhabitants, mirror images, projection surfaces, symbols, victims of anthropomorphism, border crossers between nature and civilization, personifications of *natureculture* (Donna Haraway), but also "only" as foxes. Reading Sarah Hall's short story "Mrs. Fox" as well as the novels *How to be Human* (Paula Coccozza, 2017), *Happiness* (Aminatna Forna, 2018) and *Vor dem Fest* (Saša Stanišić, 2014), we will discuss the function of these fictionalized fellow creatures on the level of the literary. Moreover, we will consider the ethical dimension of their presence in the texts which demands a displacement of anthropocentric perspectives and a destabilization of the binary opposition of human vs. nature.

Please buy the novels and start reading as soon as you can.

Wallat: The Beats Generation: Jack Kerouac, Allen Ginsberg, William S. Burroughs, Gary Snyder, Lawrence Ferlinghetti

Hauptseminar, 70150, Donnerstag 09.15-10.45 Uhr, AB28-8023

The Beat Generation was a group of American writers centred in San Francisco and New York in the late 1950s. Led by the poet Allen Ginsberg and the novelist Jack Kerouac, the "beats" expressed an opposition toward middle-class values, commercialism and conformity. Writers of the "beat generation" dropped out of middle-class society in search of "beatific" ecstasy through drugs, sex, and Zen Buddhism and had a strong influence on the "counter-culture" of the 1960s. This course provides an introduction to the main representatives of the "beat generation". Special emphasis will be put on the comparative analysis of the novels and poems in their capacity to mirror erupting issues of social and cultural life in America in the 1950s and 1960s.

Participants are asked to purchase:

- Allen Ginsberg, *Howl*. 1956 [ISBN 0872 860 175]
- Jack Kerouac, *On the Road*. 1957 [ISBN 0-14-018521-6]
- William S. Burroughs, *Naked Lunch*. 1959 [ISBN 0-586-08560-2]

A *Reader* with complementary texts will be provided at the beginning of the course.

4 Sprachwissenschaft

Kähm/Spohr/Sprau: English Linguistics: An Introduction

Grundkurs, 70006

Gruppe 1: Sprau - Montag	09.15-10.45 Uhr	U69-H3-223
Gruppe 2: Sprau - Montag	11.15-12.45 Uhr	U69-H3-223
Gruppe 3: Kähm - Dienstag	11.15-12.45 Uhr	U69-H3-416
Gruppe 4: Kähm - Dienstag	13.15-14.45 Uhr	U69-H3-416
Gruppe 5: Spohr - Dienstag	15.15-16.45 Uhr	U69-H3-322
Gruppe 6: Sprau - Mittwoch	09.15-10.45 Uhr	U69-H3-322
Gruppe 7: Sprau - Mittwoch	11.15-12.45 Uhr	U69-H3-322

Parallel zu diesem Kurs muss die Vorlesung "Essentials of English Linguistics" besucht werden, da das Modul "Grundlagen der Sprachwissenschaft I" beide Veranstaltungen beinhaltet und abprüft.

This class introduces students to the different fields of linguistics, their pertinent methods and terminology. The course thus offers a survey of the study of English on different linguistic levels, beginning with its sounds (phonetics/phonology), moving on to an analysis of the form, structure and meaning of words (morphology, lexicology, semantics) and of sentences (syntax) towards an analysis of discourse and language use (pragmatics). An introduction to the analysis of regional or social varieties of language (sociolinguistics) and to the principles of historical linguistics will round off this survey.

Kornexl: Towards a Standard English

Hauptseminar, 70039, Dienstag 13.15-14.45 Uhr, AB28-8023

English can boast an exceptionally long, though discontinuous history of standardization. The conscious development and cultivation of a supra-regional *Schriftsprache* in late Anglo-Saxon times was followed by more than 300 years of largely unrestrained diversification, before a new process of standardization set in during the early 15th century. After examining the linguistic and social determinants and effects of this process, both with regard to writing and speech, we will study normative endeavours culminating in the "Age of Prescriptivism" and take a critical look at the current position of British Standard English and its associated accent, RP, or rather NRP.

Kornexl: 19th-century English

Hauptseminar, 70035, Mittwoch 09.15-10.45 Uhr, AB28-8023

Until fairly recently, English in 19th-century England did not attract much scholarly attention because it was widely believed that by that time all the major issues in spelling and pronunciation, lexis and grammar had been solved and the language had by and large reached its present state. New scholarly approaches informed by, e.g. sociolinguistic and pragmatic considerations, have, however, yielded fresh insights into the dynamics of this age. In this seminar, we will explore different types of variation (regional, social, register-, medium- and text type-specific) and their effects, and takes a critical look at prevalent attitudes, including an ongoing desire for regulation and correctness. Illustrative texts from

different fields and linguistic comments by contemporary writers will serve as a basis for comparative analysis and critical evaluation.

**Lorenz: English as a Global Language
(BATS und LA)**

Hauptseminar, 70498, Montag 15.15-16.45 Uhr, AB28-8023

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, not only in what we know as English-speaking countries (e.g. USA, Canada, Australia), but also in societies where English has a status as the language of administration and education (e.g. India, Nigeria), or where pidgins and creoles have developed from English. Some of these varieties are continuations of the dialects originally spoken within the British Isles, others arose as contact varieties and function in various capacities in their speech communities. Moreover, English as a second language serves as a Lingua Franca for communication around the world.

In this seminar we will review some of the linguistic features of the varieties in question, explore the different sociohistorical settings in which various types of Englishes arose, and outline the stages and characteristics of the processes underlying the spread and diversification of English.

Lorenz: Corpus Approaches to English Grammar

Hauptseminar, 70463, Dienstag 15.15-16.45 Uhr, AB28-8023

Corpora, i.e. large-scale digital collections of language data, have become increasingly important in linguistic research, as they provide insights into how language is used in 'real life'. Corpus Linguistics is the study of language based on information gained from corpora. This encompasses research on written and spoken language, comparison of different varieties and genres, as well as the study of language change. As a research paradigm, Corpus Linguistics is typically associated with 'usage-based' linguistics, which holds that grammar is shaped by usage patterns rather than inflexible rules.

In this course we will review how language corpora inform the description and analysis of English grammar, and discuss the theoretical insights gained from corpus studies. We will learn how to work with some current corpora of English. Participants will carry out a small-scale corpus research project as part of the course work.

!!! NOTE: Possible modes of examination in this course are ONLY 'Wissenschaftliche Hausarbeit' (term paper) or 'Leistungsreferat' (oral presentation) !!!

Sprau: Fundamentals of Grammar

Übung, 70068, Dienstag 09.15-10.45 Uhr, U69-H3-223

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, 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 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

Gruppe 1: Montag 09.15-10.45 Uhr, UP-HG-218

Gruppe 2: Montag 13.15-14.45 Uhr, JP-SR5

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, 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 are going to 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: The Semiotics of Fashion: Material Culture and the Body

Proseminar, 70488, Dienstag 15.15-16.45 Uhr, JP-FDR10

Clothes can express, oppress, offend, divide, or unite people and are therefore an important means of not only establishing and maintaining but also disrupting social norms and roles. In this seminar, we will look at examples of fashion from different historical and social contexts and discuss their meanings and implications. The examples will range from various kinds of uniforms (work, school, military, subcultures) to fashion as a means of establishing, expressing, and playing with identities (children's clothes, subcultures, drag, costumes) in addition to fashion as a marker of status and class (brands, formal wear) and the interconnections of those categories. Problematic elements, such as cultural appropriation or gendered and oppressive clothes, as well as the exploitative textile industry will also be part of our discussions, which will address fashion in the contexts of materialism, capitalism, feminist theory, and body politics.

Zittlau: A Cultural Analysis of Toys

Proseminar, 70170, Mittwoch 11.15-12.45 Uhr, AB28-8023

The idea of childhood (as we know it today) emerged during the 17th century. Rather than a biological fact, the role of the child is a social and cultural concept similar to concepts such as gender. Thus the toy, as an artifact, can reflect ideas of social order supposedly simplified for educational purposes as it can also stress the playful aspect of life in general. We will look at different (American) toys, their histories and practices as well as their representations. Some toys have become cultural icons, such as the Barbie doll; others, like the dollhouse and the miniature train, reflect the world in their small scale. Discussions will be based on literature provided on Stud.IP that touch on gender/queer theory, issues of race and class, postcolonial/decolonial studies as well as material culture.

Linke: Canadian Indigenous Life Writing

Proseminar, 70171, Dienstag 11.15-12.45 Uhr, AB28-8023

"Indigeneity", being native, has recently become a central category of ethnic studies. It has been closely connected with the postcolonial condition, that is, with the situation of the colonised peoples in former British colonies such as Canada, the USA, and New Zealand. In this course, we will start with readings and discussions of recent theoretical and analytical approaches to the study of indigenous cultures, followed by an introduction to Canadian history and the specific features and genres of autobiographical writing, establishing concepts, methods and questions to be applied to (excerpts from) autobiographical texts. The selection of texts will illustrate the great variety of forms of life stories but also introduce major issues regarding the history and current socio-political conditions of indigenous people in different parts of Canada. Issues range from painful memories of residential schools, dispossession, poverty, and discrimination to reconciliatory stories of (again) finding their indigenous identity and their place in 20th century Canada. A reader with a selection of theoretical texts and excerpts from some autobiographical texts will be provided at the Copyshop Margaretenplatz.

Please buy the following books and read them over the summer break:

- Auguste Merasty, ((2015), *The Education of Augie Merasty* (2015)
- Bridget Moran, *Stoney Creek Woman* (1993 (1988))
- Richard Wagamese, *One Native Life* (2008)

**Rosow: The Transcultural Dimension of Globalisation
(LA und BATS)**

Hauptseminar, 70202, Mittwoch 17.15-18.45 Uhr, AB28-8023

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide a theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, Cultural Studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race, ethnicity, and immigration, later becoming increasingly concerned with gender issues. The most recent issues to which Cultural Studies have responded are processes which are commonly subsumed under the umbrella term 'globalisation'. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political, and economic context, in addition to the respective analytical and theoretical responses of Cultural Studies with a special emphasis on transcultural aspects and the accompanying discourses.

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course.

**Linke: Passing (the Color Line): Discourses on "Racial"/Ethnic Passing
in 20th-century USA**

Hauptseminar, 70192, Montag 09.15-10.45 Uhr, AB28-8023

This class takes a critical look at the legal and discursive-medial construction of 'racial' boundaries in the United States. In both fields, we will explore historical developments, i.e. trace the emergence of rules back to the time of slavery and various waves of immigration, discuss the future of biracial / multiracial identities, and look at textual representations in chronological order. Furthermore, the recently popular use of DNA tests to determine genetic mixing and 'racial' belonging will be inspected critically regarding the construction of 'racial' boundaries. The viewpoints discussed include both the (changing) official constructions by white society and reflections by those who passed the ethnic/color lines.

Beside readings on historical and current legal, social, and cultural perspectives on the crossing of ethnic/racial boundaries, selected films and excerpts from fictional texts will form the textual basis of the course. The sample of films will include *Pinky* (1949), *Imitation of Life* (1934/1959), and *The Human Stain* (2003).

A *READER* will be available at the Copyshop Margaretenplatz. Please, buy at the Thalia bookshop:

- Larsen, Nella (1997 [1929]). *Passing*. Penguin

Mackenthun: The Times They Are A Changin': The Legacy of the American '1968'

Hauptseminar, 70494, Freitag 09.15-10.45 Uhr, AB28-8028

Joining the present commemoration of the international year of revolution, this class will explore the historical moment of "1968" in the United States. In many ways, the European protest was triggered by previous events in America, especially the Civil Rights Movement and the Vietnam War. Its title notwithstanding, the seminar will not primarily look at the popular culture of the late sixties (a knowledge of relevant events and song lyrics is expected). We will rather explore the *intellectual* debates of this period, especially those which address the multiple international aspects of the "revolution." Texts include selections from Noam Chomsky, John Howard Lawson, Kate Millett, Susan Sontag, and Eduardo Galeano, as well as speeches and interviews from Black Power and Red Power representatives. In the world of literature, E.L. Doctorow's novel *The Book of Daniel* (1971) superbly documents what the American "1968" was all about, so we'll read that, too.

Next to a *Reader*, students are required to purchase and read:

- Adorno, Theodor W., and Max Horkheimer (1947; 1969; 1988) *Dialektik der Aufklärung*. Frankfurt/M.: Fischer. ISBN 3596274044

- Doctorow, E.L. (1971) *The Book of Daniel*. Any edition. For general background please look out for current documentaries on "1968" (in TV and other media). In addition, I recommend Norbert Frei's book *1968: Jugendrevolte und globaler Protest*. DTV, 2008.

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of *Dialektik der Aufklärung* and bring along the text. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

6 Fachdidaktik und Vermittlungskompetenz

Linke: Basic Study and Research Skills A

Grundkurs, 70224, Montag 13.15-14.45 Uhr, AB28-8023

This course is for students who want to know how to study effectively in English. It is designed to extend the range of skills needed to begin and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: gathering information in the library and on the Internet, assessment of Internet sources, modes of citation, writing "Hausarbeiten", PowerPoint presentations and oral presentations. In each unit, instruction is combined with practical exercises, often using authentic student work as the basis for critical discussion. This flexible approach aims at raising your awareness of general procedures and problems and enables you to find out for yourself which study techniques are best suited to your own way of working.

Bönner: Basic Study and Research Skills B

Grundkurs, 70225, Montag 17.15-18.45 Uhr, U69-H3-223

This course has been designed to develop and extend the skills you need to pursue and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: gathering, evaluating and using sources (libraries and Internet), modes of citation, aspects of writing 'Hausarbeiten' and preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Each thematic unit will be enriched by sample materials and practical exercises. An interactive approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

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.

Schmidt: Kompetenzorientierter Englischunterricht

Proseminar, 70267, Montag 09.15-10.45 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 finden Berücksichtigung.

Für alle Lehrämter außer Lehramt an Grundschulen.

Teilnahmevoraussetzung: abgeschlossener Grundkurs „Grundfragen der Fachdidaktik Englisch“

Morkötter: Projektarbeit zur Förderung von Mündlichkeit im Englischunterricht

Hauptseminar, 70231, Dienstag 13.15-14.45 Uhr, AB28-8028

Dieses Seminar thematisiert Möglichkeiten des Aufbaus und der Weiterentwicklung rezeptiver sowie produktiver Teilkompetenzen im Englischunterricht. Dabei steht die Förderung und Stärkung der Mündlichkeit im Fokus. Ausgehend von handlungsorientierten und möglichst authentischen Texten erhalten Studierende die Möglichkeit, unterschiedliche Methoden auszuprobieren und kleinere Schulprojekte zu entwickeln, die ggf. in der Praxis erprobt werden können.

Schmidt: Vielfalt als Chance. Gemeinsames Lernen im inklusiven Englischunterricht

Hauptseminar, 70272, Mittwoch 09.15-10.45 Uhr, AB28-8028

Wie kann Englischunterricht so gestaltet werden, dass er sowohl gemeinsames Lernen als auch eine bedarfsspezifische, individuelle Förderung der Lernenden ermöglicht? Dies ist die zentrale Frage, mit der sich die Teilnehmenden im Laufe des Semesters auseinandersetzen.

Ausgehend von einem weiten Inklusionsbegriff werden wir in diesem Hauptseminar zunächst versuchen, zu einem Verständnis über die Verschiedenheit der Lernenden zu gelangen. Der Begriff der Heterogenität soll sich dabei nicht nur auf Lernende mit u. a. körperlichen Beeinträchtigungen oder speziellen Förderbedarfen beziehen, sondern beispielsweise auch auf Lernende mit besonderen individuellen Begabungen. Im weiteren Verlauf der Lehrveranstaltung sollen unterrichtspraktische Überlegungen zur Gestaltung inklusiven Englischunterrichts angestellt werden. Dazu werden die Teilnehmenden Unterrichtsbeispiele analysieren und selbstständig Lernarrangements und Unterrichtsmaterialien entwerfen.

Schmidt: Geschichten im Englischunterricht der Grundschule

Übung, 70265, Dienstag 09.15-10.45 Uhr, AB28-8028

Kinder lieben Geschichten. Ob moderne oder traditionelle Geschichten, Märchen, Legenden oder Fabeln – stories beflügeln die Phantasie der Kinder, bringen sie zum Lachen und regen zum Nachdenken an. Wie dieses Potential im Englischunterricht der Grundschule genutzt werden kann, wollen wir in der Übung gemeinsam herausfinden. Dazu werden wir uns u. a. mit unterschiedlichen Formen der Kinderliteratur und verschiedenen didaktisch-methodischen Ansätzen beim Einsatz von stories beschäftigen. Im Mittelpunkt werden jedoch unterrichtspraktische Umsetzungsmöglichkeiten stehen. Anhand selbst gewählter Geschichten werden die Teilnehmenden in Kleingruppen Unterrichtskonzepte für die Arbeit mit stories im Englischunterricht der Grundschule entwerfen.

04.12.2018-01.02.2019, 1 SWS

Schütt: Grammatikunterricht im kompetenzorientierten Englischunterricht

Übung, 70266, Montag 11.15-12.45 Uhr, 14täglich, gerade Wochen, AB28-8028

Wie viel Grammatik brauchen Fremdsprachenlerner? Grammatik als eine „Sprache über die Sprache“ stellt eine Metasprache dar und ist für Schüler und Schülerinnen häufig eher eine Belastung denn eine Hilfe. Ob die Grammatik eine notwendige Voraussetzung zum Erlernen des Englischen darstellt, oder ob auf Grammatik, wie z.B. von F. Haß und W. Kieweg postuliert, gerade bei schwächeren Lernern gänzlich verzichtet werden kann, wird in dieser Übung diskutiert. Alternative Wege zum Erkennen (und Einprägen) von sprachlichen Regeln werden ebenso gezeigt wie eine kreative und spielerische Vermittlung grammatischer Inhalte im Englischunterricht aller Klassenstufen. **1 SWS**

Schütt: Medien im kompetenzorientierten Englischunterricht

Übung, 70252, Montag 11.15-12.45 Uhr, 14täglich, ungerade Wochen, AB28-8028

Die theoretischen Grundlagen des Umgangs mit verschiedensten, auch traditionellen Medien (Tafel, OHP) im Fremdsprachenunterricht, sowie deren Einsatz in der Schulpraxis sind Gegenstand dieser Übung. In praktischen Beispielen wird erprobt, wie Medien für einen kreativen, handlungsorientierten Fremdsprachenunterricht sinnvoll genutzt werden können. **1 SWS**

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

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: Frühbeginnender Englischunterricht (LA Grundschule)

Übung, 70221, Montag 13.15-14.45 Uhr, 14täglich, ungerade 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. **1 SWS**

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

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

Die Übung richtet sich an Studierende des Lehramts an Grundschulen und des Lehramts Sonderpädagogik, die im WS 2018/19 die Schulpraktischen Übungen absolvieren.

Einen Schwerpunkt der Übung bildet die Planung von Englischunterricht. Die Teilnehmenden 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 Englischunterrichts. Die Teilnehmenden 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. **16.10.2018-27.11.2018, 1 SWS**

Schütt/Schmidt/Bombach: 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

Spohr: Sprachpraxis I: Towards Proficiency

Übung, 70299

Gruppe 1: Dienstag	11.15-12.45 Uhr	U69-H3-322
Gruppe 2: Dienstag	13.15-14.45 Uhr	U69-H3-322
Gruppe 3: Mittwoch	19.15-20.45 Uhr	AB28-8028
Gruppe 4: Donnerstag	11.15-12.45 Uhr	U69-H3-322
Gruppe 5: Donnerstag	15.15-16.45 Uhr	U69-H3-322

This course helps students to develop and improve their English language skills. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More precisely, the aims of the course are to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. Students are encouraged to improve their English outside class by reading widely and practising it with native speakers and with each other. Last but not least, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

Shay: Sprachpraxis I: Towards Proficiency

Übung, 70300

Gruppe 1: Freitag	09.15-10.45 Uhr	U69-H3-223
Gruppe 2: Freitag	11.15-12.45 Uhr	U69-H3-223

This course helps students to develop and improve their English language skills. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More precisely, the aims of the course are to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. Students are encouraged to improve their English outside class by reading widely and practising it with native speakers and with each other. Last but not least, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

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

Übung, 70305

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

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

This course is only open to students taking Lehramt Grundschule. It fulfils the first part of the requirement for Sprachpraxis II

This course is designed for the future primary school teachers to assist their study of English grammar. Competent speakers of English do not only have to master vocabulary, they also need to know how to combine words into larger units, such as clauses and sentences. This course focuses the structure of words (morphology) and the principles of English sentence structure (syntax). The emphasis is on the meaning and the use of the grammatical forms. Special attention is given to those points which are often a problem for students. In addition, we will explore different approaches to teaching English grammar to young learners.

Vaughan: Sprachpraxis II: The Craft of Argument I

Übung, 70309

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

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

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

Bowen: Sprachpraxis II: The Craft of Argument I

Übung, 70311

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

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

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

Cathrow: Sprachpraxis II: The Craft of Argument I

Übung, 70302

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

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

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

Vaughan: Sprachpraxis III: Rhetorical Strategies in Spoken English

Übung, 70322

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

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

This course offers a practical approach to rhetorical criticism. It will offer the student an opportunity to examine rhetorical strategies in a variety of spoken discourses, including advertising, politics, law, education, and everyday conversations. Particular attention will be paid to cognitive and linguistic figures that can be applied across a range of discourses. In the course, students will also receive the chance to try out these strategies in a variety of genres, thus not only improving their rhetorical competences but also their spoken and compositional skills.

Bowen: Sprachpraxis III: Rhetorical Strategies in Spoken English

Übung, 70326

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

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

This course offers a practical approach to rhetorical criticism. It will offer the student an opportunity to examine rhetorical strategies in a variety of spoken discourses, including advertising, politics, law, education, and everyday conversations. Particular attention will be paid to cognitive and linguistic figures that can be applied across a range of discourses. In the course, students will also receive the chance to try out these strategies in a variety of genres, thus not only improving their rhetorical competences but also their spoken and compositional skills.

Spohr: Sprachpraxis III: News and Current Events

Übung, 70366, Mittwoch 17.15-18.45 Uhr, AB28-8028

In this course, we will closely follow news reports from the English-speaking world and discuss them in class. All students will have to keep up with the latest news and current events during the week, using the webpage <http://news.bbc.co.uk/>. Each week, a group of students will lead a discussion, providing additional background information and suggesting points for debate. All students will then discuss the issues and events. Active participation is obligatory. This class will help you practise your speaking skills; you will learn how to construct arguments and convince others of your opinion. Furthermore, closely following news and events will increase your knowledge of various English-speaking countries and increase your understanding of their culture.

Cathrow: Sprachpraxis IV: Writing Criticism

Übung, 70328

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

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

This course gives students the opportunity to explore the techniques involved in critical writing and, more specifically, in the evaluative criticism of literary and visual art. Since critical writing presupposes the development of critical reading and understanding, we will start by investigating examples of literary and visual art criticism to discern how critical texts attempt to form a consensus on the value of certain works. In light of our findings, we will examine the appeals, both logical and emotional, deployed by criticism and try our hand at using them in our own writing. In this part of the course students will be expected to write short essays to improve their skills in making evaluative arguments. Next, we will move on to focus on a selection of critical genres, including film and book reviews. In this section, students will have the chance to improve their abilities to write both academic and journalistic text types and their corresponding structures and styles.

Bowen: Sprachpraxis IV: Writing Criticism

Übung, 70329, Donnerstag 13.15-14.45 Uhr, AB28-8028

This course gives students the opportunity to explore the techniques involved in critical writing and, more specifically, in the evaluative criticism of literary and visual art. Since critical writing presupposes the development of critical reading and understanding, we will start by investigating examples of literary and visual art criticism to discern how critical texts attempt to form a consensus on the value of certain works. In light of our findings, we will examine the appeals, both logical and emotional, deployed by criticism and try our hand at using them in our own writing. In this part of the course students will be expected to write short essays to improve their skills in making evaluative arguments. Next, we will move on to focus on a selection of critical genres, including film and book reviews. In this section, students will have the chance to improve their abilities to write both academic and journalistic text types and their corresponding structures and styles.

Bowen: Sprachpraxis IV: Translation: German-English I

Übung, 70355

Gruppe 1: Dienstag 15.15-16.45 Uhr U69-H3-223

Gruppe 2: Donnerstag 11.15-12.45 Uhr AB28-8028

This course offers an introduction to German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical and lexical factors. Each week we will address a particular grammatical or structural issue that arises from the significant differences between the English and German languages and their respective textual cultures. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. Since translating into English - perhaps more than any other activity - demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Bowen: Academic Writing (BATS)

Übung, 70360, Donnerstag 15.15-16.45 Uhr, AB28-8028

This course is intended for MA students. However 'modulized' LA students may also take the class as the first part of Sprachpraxis IV.

This course focuses on academic writing as a distinct discourse, with its own structures and register. To gain a better awareness of the features of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of prose style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing and research strategies and examine how one uses references and puts together an effective outline.

8 Master British and American Transcultural Studies

Theories and Methods of British and American Transcultural Studies

verantwortlich:

Kornexl

Lehrende:

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

Lecture Course, 70500, Dienstag 17.15-18.45 Uhr, AB28-8023

Diese Lehrveranstaltung wird ausschließlich für Studierende des Masterstudiengangs British and American Transcultural Studies angeboten.

In diesem Modul werden ausgewählte Theorien und Methoden aus der Anglistik/Amerikanistik eingeführt, die für das Thema Kulturkontakt relevant sind. An der Lehrveranstaltung beteiligen sich die Lehrenden des Studienganges mit kleineren Unterrichtseinheiten zu ihren Gebieten und stellen in thematischen Einheiten (Anglophone Literatures in Transcultural Contexts, English in Transcultural Contexts und Anglophone Cultures in Transcultural Contexts) verschiedene theoretische und methodische Ansätze der beteiligten Bereiche vor.

N.N.: Shifting Transcultural Urban Spaces: Mapping London and New York

Hauptseminar, 70140, Mittwoch 11.15-12.45 Uhr, AB28-8028
sowie Mittwoch 13.15-14.45 Uhr, AB28-8028

As contemporary cities, London and New York are in a constant process of cultural and social transformation. After the Second World War, London gradually changed from a city at the symbolic centre of the British empire to one that is being (re-)mapped and (re-)written by migrant writers and artists, whereas New York has from its beginnings as a Dutch colony been defined by its logic of shifting financial and cultural exchange. The seminar will trace the transcultural role of both big cities as it is reflected in the literature and film of the second half of the twentieth century to the present. We will trace and compare the mappings of London and New York, drawing on postcolonial theory as well as theories of urban representation, cultural geography and popular culture.

Please read the following two novels: Bernardine Evaristo: *The Emperor's Babe* (2001); Teju Cole: *Open City* (2011). In addition, a reader will be provided.

Programme

Date | Topic | Required Reading

24.10.2018 | Introduction: London | City, Space and Social Identities (excerpts); Introduction: New York | Writing Brooklyn: Colm Toibin: *Brooklyn* (2009; excerpts)

07.11.2018 | London in postcolonial theory | Paul Gilroy: „A London sumting dis...“ (1999); Black New York | James Baldwin: Another Country (1962; excerpts)

21.11.2018 | Black British Poetry and the City | Linton Kwesi Johnson, James Berry (reader); Poets of the Harlem Renaissance | Langston Hughes, Georgia Douglas Johnson (reader)

05.12.2018 | Vietnam, Punk and Violence (Film Viewing) | Taxi Driver (D.: Martin Scorsese, 1976); Film Discussion | Amy Taubin: Taxi Driver (BFI Film Classics, Excerpt)

19.12.2018 | London Subculture: The Clash | Dick Hebdige: „Bleached roots: Punk and white ethnicity“ (Subculture; excerpts); Rude Boy (Documentary Film, 1980; excerpts); New York Subculture: Patti Smith | M Train (2015; excerpts)

09.01.2019 | Bernardine Evaristo: Introduction to the author; close readings | The Emperor's Babe (2001); Contexts and readings | The Emperor's Babe (2001) Cosmopolitanism (excerpts/reader)

23.01.2019 | Teju Cole: Introduction to the author, close readings | Open City (2011); Contexts and readings | Open City (2011)

Contact: hhartung@uni-potsdam.de

Mackenthun: Underground Railroads: Literary Neo-Slave Narratives

Hauptseminar, 70505, Freitag 11.15-12.45 Uhr, AB28-8028

The United States remains a country violently divided along racial lines. This master class will look into modern literary reflections on the origins of what W.E.B. DuBois called America's problem of the twentieth century, which continues into our own millennium. The literary neo slave narrative forms a literary genre of its own by now. It includes Toni Morrison's modern classic *Beloved* and has recently been enriched by Colson Whitehead's Pulitzer Prize-winning novel *Underground Railroad*. This class offers some historical background in the form of original fugitive slave narratives and will then explore modern reimaginings of the plights of slaves escaping from southern plantations. Key concerns will be aspects of transculturation, trauma, and the question of genre. Students will have to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Sherley Anne Williams (1986/2018) *Dessa Rose*. William Morrow Paperbacks. ISBN-10: 0062011251
- Toni Morrison (1987/2016) *Beloved*. Vintage. ISBN-10: 0099760118
- Ishmael Reed (1976/1998) *Flight to Canada*. Scribners. ISBN-13: 978-0684847504
- Colson Whitehead (2017) *Underground Railroad*. Anchor Books/Fleet. ISBN-13: 978-0708898406

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of Toni Morrison's novel *Beloved* 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.

Lorenz: English as a Global Language

Hauptseminar, 70498, Montag 15.15-16.45 Uhr, AB28-8023

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, not only in what we know as English-speaking countries (e.g. USA, Canada, Australia), but also in societies where English has a status as the language of administration and education (e.g. India, Nigeria), or where pidgins and creoles have developed from English. Some of these varieties are continuations of the dialects originally spoken within the British Isles, others arose as contact

varieties and function in various capacities in their speech communities. Moreover, English as a second language serves as a Lingua Franca for communication around the world.

In this seminar we will review some of the linguistic features of the varieties in question, explore the different sociohistorical settings in which various types of Englishes arose, and outline the stages and characteristics of the processes underlying the spread and diversification of English.

Rossow: The Transcultural Dimension of Globalisation

Hauptseminar, 70202, Mittwoch 17.15-18.45 Uhr, AB28-8023

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide a theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, Cultural Studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race, ethnicity, and immigration, later becoming increasingly concerned with gender issues. The most recent issues to which Cultural Studies have responded are processes which are commonly subsumed under the umbrella term 'globalisation'. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political, and economic context, in addition to the respective analytical and theoretical responses of Cultural Studies with a special emphasis on transcultural aspects and the accompanying discourses.

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course.

Bowen: Academic Writing

Übung, 70360, Donnerstag 15.15-16.45 Uhr, AB28-8028

This course is intended for MA students. However 'modulized' LA students may also take the class as the first part of Sprachpraxis IV.

This course focuses on academic writing as a distinct discourse, with its own structures and register. To gain a better awareness of the features of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of prose style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing and research strategies and examine how one uses references and puts together an effective outline.

Praxismodul: Forschungsorientierte Vertiefung (BATS)

verantwortlich:

Linke

Lehrende:

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

Kolloquium, 70504, Montag 17.15-18.45 Uhr, AB28-8023 + 8028

In der Lehrveranstaltung werden die in allen vorhergehenden Modulen vermittelten allgemeinen Theorien, Methoden sowie praktischen Fähigkeiten vertieft und produktiv auf forschungsorientierte Fragestellungen angewandt. Die Themen beziehen sich auf aktuelle Forschungsfragen aus allen Teilgebieten des Studiengangs und bereiten durch Betonung forschungspraktischer Aspekte auf die Masterarbeit vor. Insbesondere dient die Lehrveranstaltung der Vertiefung von Inhalten und Techniken forschungsorientierten Arbeitens und ihrer gezielten Anwendung auf ausgewählte wissenschaftliche Fragestellungen. Dies beinhaltet die Rezeption neuerer Forschungsinhalte, -theorien und -methoden auf

dem Gebiet der British and American Transcultural Studies. Ferner trägt sie zur Ausbildung forschungsorientierter methodisch-praktischer Fähigkeiten bei. Zu den konkreten Inhalten gehören die Analyse und Diskussion von strukturellen und stilistischen Aspekten wissenschaftlicher Arbeiten, die Literaturrecherche (kommentierte Bibliographie) und die Evaluation von Internetquellen sowie die Entwicklung von wissenschaftlichen Fragestellungen und Projektideen.

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.