

Lehrangebot SS 2014

(Stand: 10. März 2014)

**Offizielle Informationsquelle für die Organisation des Studiums ist das
Online-Portal für Lehre, Studium und Forschung der Universität Rostock**

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1 Liste der Raumkürzel

AB10012	Labor 10012, A.-Bebel-Str. 28
AB8023	SR 8023, A.-Bebel-Str. 28
AB8028	SR 8028, A.-Bebel-Str. 28
AB9028	SR 9028, A.-Bebel-Str. 28
HS I, Arno-Esch-Hörsaalgebäude	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstr. 69, Haus 8
HS 218, Hauptgebäude	HS 218, Universitätsplatz 1, Universitätshauptgebäude
HSS3	HS, Schwaansche Str. 3
P6-SR40	SR 40, Raum 222, Parkstr. 6
U-H1-124	SR 124, Ulmenstr. 69, Haus 1
U-H1-134	SR 134, Ulmenstr. 69, Haus 1
U-H2-210	SR 210, Ulmenstr. 69, Haus 2
U-H3-120	SR 120, Ulmenstr. 69, Haus 3
U-H3-222	SR 222, Ulmenstr. 69, Haus 3
U-H3-223	SR 223, Ulmenstr. 69, Haus 3
U-H3-322	SR 322, Ulmenstr. 69, Haus 3
U-H3-416	SR 416, Ulmenstr. 69, Haus 3
U-H3-421	SR 421, Ulmenstr. 69, Haus 3

Die folgende Übersicht gibt den Stand der Planung vom Januar 2014 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters sowie die Aktualisierungen auf der Homepage des IAA.

2 Vorlesungen

Schmitt-Kilb: English/British Literary History 2

Vorlesung Literatur

70392, Di. 13.15-14.45, HS I, Arno-Esch-Hörsaalgebäude

In this second of a two-part survey lecture, you will be introduced to important English, Scottish, Welsh and Irish writers and their works from the late 19th century to the present day with an emphasis on poetry and the novel. It is the aim of the course to provide some indispensable general knowledge of British literary history as well as information about literary texts in the context of the history of culture, society, ideas and events. Exemplary readings of key texts will be presented against a backdrop of reflections about genres, aesthetics and literary theory.

Rossov: Collective Identities in a Globalised World

Vorlesung Kulturwissenschaft

70407, Mi. 9.15-10.45, HS 218, Hauptgebäude

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).

Kornexl: Language Change in the History of English

Vorlesung Sprachwissenschaft

70403, Di. 9.15-10.45, Hörsaal 218, Hauptgebäude

This lecture charts the historical development of English from its beginnings 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, processes of standardization and the linguistic properties and extralinguistic forces that have turned English into an international language of unique currency and status.

3 Literaturwissenschaft

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

Grundkurs, 70100, Di. 17.15-18.45, AB8023

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

Eine Sitzung beginnt üblicherweise mit der gemeinsamen Interpretation eines literarischen Werks und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

Klarer, Mario (2007) *Einführung in die Anglistisch-Amerikanistische Literaturwissenschaft*, WBG. ISBN - 10: 3534204832

Hemingway, Ernest (1952) *The Old Man and the Sea*. Reclam: ISBN 3-15-009075-x

Williams, Tennessee (1945) *The Glass Menagerie*. Reclam: ISBN 3-15-009178-0

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

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

Grundkurs, 70101, Do. 9.15-10.45, AB8023

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – these issues will be touched upon in a course which starts 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 terminology and concepts necessary to critically discuss literature and to analyse and interpret literary texts.

Please purchase the following editions:

- Charles Dickens (2008[1861]), *Great Expectations*, Oxford: Oxford University Press, ISBN 978-0199219766, and
- Dermot Cavanagh et al. (eds., 2010), *The Edinburgh Introduction to Studying English Literature*, Edinburgh: Edinburgh University Press.

The books are on order at the *Andere Buchhandlung* (Doberaner Platz); additional material will be made available in a *Reader* or on Stud.IP.

Hasenkamp: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft C

Grundkurs, 70102, Do. 13.15-14.45, U-H3-322

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – these issues will be touched upon in a course which starts 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 terminology and concepts necessary to critically discuss literature and to analyse and interpret literary texts.

Please purchase the following editions:

- Charles Dickens (2008[1861]), *Great Expectations*, Oxford: Oxford University Press, ISBN 978-0199219766, and
- Dermot Cavanagh et al. (eds., 2010), *The Edinburgh Introduction to Studying English Literature*, Edinburgh: Edinburgh University Press.

The books are on order at the *Andere Buchhandlung* (Doberaner Platz); additional material will be made available in a *Reader* or on Stud.IP.

Hasenkamp: Portraits of Britain: The Novels of Maggie Gee

Proseminar, 70081, Do. 9.15-10.45, U-H3-322

Maggie Gee's novels tackle a great variety of domestic, societal and global concerns, such as climate change, unemployment, homelessness, infertility, nuclear weapons and racism. With their political, social and ecological awareness, they can indeed be read as literary commentaries on British society. In this course we will read examples from three different decades: *Grace* (1988), a fictional parallel to the unsolved real-life murder of anti-nuclear campaigner Hilda Murrell, discusses security and surveillance measures of the British secret state. *The Ice People* (1998) is a dystopia which imagines Europe in a new ice age, and *My Cleaner* (2005) explores racism, family relationships and class conflict through the juxtaposition of its two protagonists. On the basis of close reading and detailed discussion, we will explore the novels from various theoretical and critical perspectives, analysing how they reflect and engage with their cultural, historical, political and literary backgrounds.

Please purchase the following novels by Maggie Gee:

- *Grace* (1988), ISBN 978-0349101033,
- *The Ice People* (1998), ISBN 978-1846590382,
- *My Cleaner* (2005), ISBN 978-1846590085.

Grace is currently out of print, but used copies are available from various online retailers. The other books are on order at the *Andere Buchhandlung* (Doberaner Platz); additional material will be made available in a *Reader* (*Copy&Paste*, Margaretenplatz) and on Stud.IP.

Wallat: 19th Century American Tales by Irving, Hawthorne and Poe

Proseminar, 70082, Do. 11.15-12.45, AB8023

Based on the introductory seminar to British and American literature, this course investigates origins of the American short story and will examine the contribution of writers significant to the development of this genre.

A *Reader* will be available at the beginning of the course, and accompanying texts will be provided throughout the term. Additionally, I recommend Joyce Carol Oates's *The Oxford Book of American Short Stories* (Oxford University Press, 2012).

Kaiser: Alice in Elementary School – Reducing the Complexity of Lewis Carroll's *Alice in Wonderland*

Grundschulpädagogik, LA Grundschulen (2012)

Proseminar, 70084, Mo. 9.15-10.45, U-H3-223

"Speak English!" said the Eaglet. 'I don't know the meaning of half those long words, and I don't believe you do either!'" (Carroll, p. 34)

Ever since Lewis Carroll's *Alice in Wonderland* was published in 1865, readers have been visiting the magical world of Wonderland, a place where the rules of logic no longer apply and where sense and non-sense meet at one of the most famous tea parties in Western literature. These "Curiouser and Curiouser" (Carroll, p. 21) encounters with anthropomorphic creatures continue to fascinate children around the world. Nevertheless, Carroll's themes, settings and creative use of language speak just as much to adults as to children.

Due to the complexity of Carroll's work, Alice has rarely found her way into English classes in German elementary schools – even though *Alice in Wonderland* is a central text in Anglophone literature and culture. The goal of the seminar is, therefore, to produce useable classroom material that enables young English learners to follow the white rabbit down the rabbit hole.

The first part of the seminar will focus on the analysis of literary aspects, such as plot, setting, characters, language and themes. During the second part of the seminar, this knowledge will be utilized to translate the novel into "English", reducing its complexity in language and contents without losing its literary value. The project will result in an elementary school appropriate storybook with an additional audio version.

All participants are asked to buy and read:

The Norton Critical Edition of Lewis Carroll's *Alice in Wonderland*. Third Edition. 2013 (ISBN-13: 978-0393932348)

Kaiser: Once upon a Syllabus – Analysing Elementary School Texts

Grundschulpädagogik, LA Grundschulen (2012)

Proseminar, 70085

Gr.1: Fr. 11.15-12.45, AB8028

Gr. 2: Fr. 13.15-14.45, AB8028

Who's afraid of the big bad wolf? And what makes him so interesting in the first place? In elementary school, young learners of the English language are introduced to various versions of classic fairy tales, fables, rhymes and other literary texts. These stories have been passed down through many generations; yet they have not lost their fascination or cultural significance.

This course will focus on the literary aspects of popular and less well-known narratives. Moreover, it will also explore how they can be implemented in a primary school learning setting. Students will be asked to participate in discussions and give presentations on given topics. A *Reader* will be provided at the beginning of the term.

Mackenthun: American Poetics, American History

Proseminar, 70124, Mi. 9.15-10.45, U-H2-210

Poetry is traditionally regarded as an apolitical genre. This class will show that poetry engages very well with history. As Adorno has argued, poems are perhaps most historical where they seem to be most private. Next to making ourselves familiar with some of the basics of poetry analysis, this class offers a historical survey of American poetry, from the Puritans to the postmodern present.

Students are required to purchase the *Reader* at Copy & Paste.

Admission to class: Please sign up electronically; if the system rejects you or puts you on the waiting list, do come to the first session regardless and be prepared to participate in a QUIZ (Lektürekontrolle) on Theodor W. Adorno, "Rede über Lyrik und Gesellschaft." 1957. *Noten zur Literatur*. Frankfurt/M.: Suhrkamp, 1981 (included in the *Reader*).

N.N.: Border Fictions and Border Thinking Between the US and and Mexico

Proseminar, 70083, Mo. 9.15-10.45, AB8023

Since at least the mid-nineteenth century, the border between Mexico and the US has figured prominently in fictional texts from both countries. During the twentieth century, especially in the U.S. Chicano/a and Latino/a movement, *la frontera* and the (mythical) territory surrounding it (the borderlands) have played an important role in the construction of new identities. In this class, we will read influential English language texts by Américo Paredes, Gloria Anzaldúa and Karen Tei Yamashita to investigate how this particular border and its cultural attributes, which are not limited to the physical reality of the border, are imagined, appropriated, and (de-)constructed in different contexts. Depending on your language skills we may also be able to include texts from Mexico. We will also contextualize our insights with theoretical models on "border thinking" or "border gnosis" proposed by the Cultural Studies scholar Walter Mignolo and others.

Schmitt-Kilb: Turks, Moors, Infidels: Mediterranean Encounters in Early Modern English Texts

Hauptseminar, 70130, Mi. 11.15-12.45, AB8023

Islamophobia is no post-9/11-affair – a historical perspective reveals that for centuries, a religiously coded "orient" has served as a crystallization point for clichés, stereotypes, and negative associations of all kinds. In early modern Europe, for obvious historical reasons, the target of this kind of "othering" often materializes on stages as "the Turk". In the seminar, we will read a number of English renaissance plays in both their historical context and in the context of contemporary conceptions of religious and cultural identity. Thus the contact of the English with the Mediterranean world and the representation of this experience on the English stage will be our main concern. Please buy Daniel Vitkus (ed.), *Three Turk Plays From Early Modern England*. (It includes a helpful introduction to the field and to the plays.) I also recommend the same author's study *Turning Turk: English Theatre and the Multicultural Mediterranean* as complementary reading. (You don't have to buy the book.) Moreover, we will discuss Christopher Marlowe's *Tamburlaine*-plays and Shakespeare's *Othello*.

Attention: This seminar caters for the Lehramt Gymnasium-candidates amongst you who wish to acquire their HS-"ältere Abteilung"-Schein. The next seminar of this kind is going to be on in summer 2015. (There won't be one in the 14/15 winter term!)

Schmitt-Kilb: Capitalism Unbound and the Financial Crisis: European Literary Perspectives

Hauptseminar, 70146, Do. 15.15-16.45, AB8023

The financial crisis which has held Europe and the world in its grip ever since the implosion of the investment bank Lehman Brothers in 2008 is one of many comparable crises of lesser or greater scope. It is a phenomenon we have learned to live with (as long as we can afford it) as the acceptable collateral damage of an "alternativeless" radical capitalism. Amongst the consequences of the current crisis for many people across Europe and beyond are poverty,

homelessness, exploding unemployment rates, second-rate or non-existent medical treatment etc. These consequences are also reflected in literary texts of various genres. In the seminar, we are going to read a number of English and European texts which fictionally represent the crisis in their respective cultural-social contexts. Discussions about topical questions as well as more abstract considerations of the troubled relationship between literature and politics will be at the centre of our attention.

You will have to read a lot! Some of the texts will be discussed in one session only. In-depth studies will have to be carried out by you in the form of *Hausarbeiten*. We will start with John Lanchester's non-fiction account *Whoops! Why Everyone Owes Everyone and No One Can Pay* (2010) together with a reading of his novel *Capital*. (You should buy and read these two books as soon as possible.) We will also consider Sebastian Faulks's novel *A Week in December*, a number of recent British plays and recent novels from Spain (Rafael Chirbes) and Greece (Petros Markaris) in German or English translation.

Wallat: American Authors of the 1950 and 60s: Ray Bradbury, Joseph Heller and Kurt Vonnegut

Hauptseminar, 70132, Fr. 11.15-12.45, AB8023

Various terms have been applied to the novels that began to appear in the 1950s and 1960s. They make use of absurd and surrealist as well as self-reflective techniques while questioning the values of modern America and the meaning of history and literary forms. American writers of these decades have given literary expression to an American counter-culture fed by the experience of social unrest in the 1950s and 1960s, by the civil rights movement, the Vietnam War, and an awareness of social and political disturbance in these decades. J. D. Salinger, Ray Bradbury, Kurt Vonnegut and Joseph Heller are four of the most prominent writers of the 1950s and 1960s.

The seminar will introduce these authors as part of 20th century American literature. Special emphasis will be put on a comparative analysis of the novels in their capacity to reflect "pressing" issues of social and cultural life in America in the 1950s and 1960s.

Available at Thalia bookstore:

Jerome David Salinger, *The Catcher in the Rye* (1951)

Ray Bradbury, *Fahrenheit 451* (1953)

Joseph Heller, *Catch-22* (1961)

Kurt Vonnegut, *Slaughterhouse-Five* (1968)

Mackenthun: Imperial Adventure Fiction in the United States

Hauptseminar BATS Literaturwissenschaft, 70140, Fr. 9.15-10.45, AB8023

Imperial adventure fiction thrived throughout the colonial world in the late nineteenth century and continued well into the twentieth. In this class, we will concentrate on how American writers imagined colonial and imperial encounters in the fin de siècle. Aided by critical postcolonial writings (Brantlinger, Spivak, Chrisman, Parry, Kaplan) we will pay attention to common concerns and themes in these texts – how colonial encounters are imagined, which imperial fantasies about undiscovered lands and highly erotic women are played out, and how American writers imagine – but also parody – their own nation as technologically superior. In addition to the texts listed below, we will also look at short fiction (e.g. by Jack London) and at least one movie, *King Kong*.

Next to a *Reader* (available at Copy & Paste), the following texts have to be purchased:

Haggard, Rider (1887/2002) *She. A History of Adventure*. Modern Library. ISBN-10: 0375759050

Twain, Mark (1889/2008) *A Connecticut Yankee at King Arthur's Court*. Oxford UP. ISBN-10: 0199540586

Hopkins, Pauline (1903/2004) *Of One Blood. Or, The Hidden Self*. Washington Square Press. ISBN-10: 0743467698

Davis, Richard Harding (1897/2006) *Soldiers of Fortune*. Broadview Press. ISBN-10: 1551116790.

Admission to class: Please sign up electronically; if the system rejects you or puts you on the waiting list, do come to the first session regardless and be prepared to participate in a QUIZ (Lektürekontrolle) on Mark Twain, *A Connecticut Yankee at King Arthur's Court*.

4 Sprachwissenschaft

Spohr: Pragmatics

Proseminar, 70070, Do. 13.15-14.45, AB8028

– *Will you marry me?*

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

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

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

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

Additional texts will be announced in class.

Kornexl: Middle English: An Introduction

Proseminar, 70013, Mi. 9.15-10.45, AB8023

The period from the Norman Conquest to about 1500 marked a decisive step in the development of English from a primarily synthetic to a chiefly analytic language with an exceptionally large and varied vocabulary – much of it borrowed from French and Latin – and an increasing tendency towards standardization. The major linguistic processes that led to these changes will be exemplified by selections of Middle English writing that attest to the diversity of literary genres and the richness of medieval English life and culture.

Wannisch: Varieties of English

Proseminar, 70011

Gr. 1: Mo. 11.15-12.45, AB8023

Gr. 2: Di. 15.15-16.45, AB8023

This class will introduce you to regional variations in English. From the more familiar British and American English varieties, we will move to less well-known English dialects in Britain and finally to more distant varieties such as Australian or South African English. The study of the characteristics of these varieties will be complemented by a structural analysis and a look at the principles and mechanisms of regional variation.

Becker: Semantics

Proseminar, 70003, Mi. 11.15-12.45, U-H3-322

Semantics explores the relations between words, world and mind. We will start with essential concepts such as the linguistic sign, reference, sense and denotation to get closer to what 'meaning' actually means. Describing lexical relations (synonymy, antonymy, polysemy etc.) will help us to analyse meaning structurally, while a closer look at mental concepts, which show how meaning is created in the mind, will introduce us to basic cognitive processes like metaphor and metonymy.

Course book: Riemer, Nick (2010), *Introducing Semantics*, Cambridge: Cambridge University Press.

Becker: Fundamentals of Grammar

Grundschulpädagogik, LA Grundschulen (2012)

Übung 70067

Gr. 1: Mo. 11.15-12.45, U-H3-322

Gr. 2: Di. 11.15-12.45, U-H3-322

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Übung "Phonetics and Phonology" besuchen, da das Modul "Grundlagen der Sprachwissenschaft III" beide Kurse prüft.

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). Competent speakers of all age groups do not only master the vocabulary of a given language. They also to know how to combine words into larger units such as clauses and sentences. A profound knowledge of English grammar is therefore essential for understanding native speakers' spoken and written discourse. This course will assist future primary school teachers in their study of the grammar of English, focusing on word-classes and the structure of words (morphology) and on the principles of English sentence structure (syntax). Additionally, we will explore different approaches to the teaching of English grammar, as well as further theoretical and practical issues the course participants wish to discuss.

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

Becker: Fundamentals of Grammar

Lehramt Gymnasium, Regionalschule und Sonderpädagogik

Übung, 70068

Gr. 1: Mo 17.15-18.45, U-H3-322

Gr. 2: Di. 17.15-18.45, U-H3-322

Gr. 3: Mi. 9.15-10.45, U-H3-322

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Übung "Phonetics and Phonology" besuchen, da das Modul "Grundlagen der Sprachwissenschaft III" beide Kurse prüft.

Grammar is the backbone or architecture of a language. Competent speakers do not only master the vocabulary of a given language. They also know how to combine words into larger units such as clauses and sentences. A profound knowledge of English grammar is therefore essential for understanding native speakers' spoken and written discourse. This course will assist students in their study of the grammar of English on an academic level, focusing on word-classes and the structure of words (morphology) and on the principles of English sentence structure (syntax).

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

Becker: Phonetics and Phonology

Grundschulpädagogik, LA Grundschulen (2012)

Übung, 70077

Gr. 1: Mo. 13.15-14.45, U-H3-322

Gr. 2: Di. 13.15-14.45, U-H3-322

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Übung "Fundamentals of Grammar" besuchen, da das Modul "Grundlagen der Sprachwissenschaft III" beide Kurse prüft.

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). We will focus on the two main standard varieties of spoken English: British Non-Regional Pronunciation and General American English, exploring their sound systems, isolated words and connected speech. Where appropriate, English and German will be compared to highlight teaching/learning difficulties and to find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help students improve their pronunciation and provide them with the knowledge needed to guide young learners towards linguistic success. Additionally, we will explore different approaches to the teaching of the English pronunciation, as well as further theoretical and practical issues the course participants wish to discuss.

Course book: Beverly Collins and Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd edition. London: Routledge.

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

Spohr: Phonetics and Phonology

Lehramt Gymnasium, Regionalschule und Sonderpädagogik

Übung, 70078

Gr. 1: Mi. 13.15-14.45, AB8023

Gr. 2: Mi. 15.15-16.45, AB8023

Gr. 3: Do. 11.15-12.45, AB8028

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Übung "Fundamentals of Grammar" besuchen, da das Modul "Grundlagen der Sprachwissenschaft III" beide Kurse prüft.

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:

Beverly Collins and Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd edition. London: Routledge.

(ISBN 978-0415506496)

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)

Haselow: Neologisms and Ad-hoc Formations

Hauptseminar, 70049, Mo. 11.15-12.45, AB8028

In English, as in many other languages, new words are coined and used virtually every day. While some of these words are created on the fly, but never used a second time (*ad-hoc formations*), others begin to spread across the speech community. New words in this early phase of their life cycle are called neologisms. The aim of this seminar is to analyze the structural design of recent formations and to investigate the factors determining the success of neologisms. Methodologically, we will use the internet and daily newspapers in order to monitor the occurrence of ad-hoc formations and the spread of neologisms and, ultimately, to investigate what speakers of English do with their language from a cognitive and social perspective.

Haselow: Genre Analysis

Hauptseminar, 70034, Mo. 13.15-14.45, AB8023

This seminar introduces students to discourse, discourse analysis, and genre. The main goal of genre analysis is the study of how language is used within a particular setting and discourse community, i.e. it seeks to explain how people typically use language to respond to recurrent communicative situations. Students will learn to analyze a wide range of authentic texts from both spoken and written genres, such as sports commentaries, conversation, song lyrics, newspaper articles, and advertising texts. Such an analysis includes both a study of the communicative purposes shared by members participating in a particular communicative event and an exploration of the various patterns in terms of structure, style and content that are typically used to achieve these purposes. Students will work in project groups and be offered guidance as to how to carry out a discourse analysis project.

Kornexl: "Caught in the Web of Words": The Lexicography of English

Hauptseminar, 70046, Mi. 11.15-12.45, AB8028

Dictionaries have long served as essential reference works not only for professional linguists but, first and foremost, for a diverse spectrum of advice-seeking language users. This seminar explores central aspects of English dictionary making and dictionary use (e.g. different types of dictionaries, their methods of compilation, their structure and aims), and asks how the advent of computers and corpora has changed the design and usage of such tools.

The final part of the seminar will be held as a "Blockveranstaltung" in which the participants of this course and of a parallel seminar at the *Institut für Romanistik* (conducted by Prof. Arnold) will compare and discuss similarities and differences between the respective lexicographical traditions. The dates for the *Blockseminar* part (on two different days) will be announced before the beginning of term.

Kornexl: English in Historical Transcultural Contexts

Hauptseminar BATS Sprachwissenschaft, 70047, Di. 11.15-12.45, AB8023

Dieses Seminar kann nur von MA-Studierenden und von LA-Studierenden für Gymnasium ab dem 7. Fachsemester besucht werden.

The apparent liberality and ease with which English has borrowed from other languages at nearly all stages of its development is usually considered one of its assets, but also as a challenge to native speakers and foreign language learners. To provide an analytical framework for selected diachronic case studies (English in contact with Celtic, Latin, French, and colonial varieties), this course will investigate the general mechanisms of linguistic 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 English.

5 Kulturwissenschaft

Rosow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160, Mo. 9.15-10.45, Hörsaal 218, Hauptgebäude

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* with a selected bibliography will be provided at the beginning of the course. 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).

Wallat: The Politics of Conflict and Hope: America after World War II

Proseminar, 70182, Fr. 9.15-10.45, AB8028

This course aims at exploring American history after World War II. Through reading and discussion, participants will improve their understanding of these decades of rapid social and political development, leading to the verification and transformation of national identity.

Classroom work will focus on critical texts concerned with the expectations and experiences, conflicts and accomplishments of postwar America and show how American writers, artists, moviemakers and politicians reacted to social conflicts and changes. Reading will include historical documents, critical texts and literary works, such as John Steinbeck's *The Winter of Our Discontent* (1961), Allen Ginsberg's *The Fall of America: Poems of These States* (1973) and the famous movies *Easy Rider* and *Apocalypse Now*.

A *Reader* will be available at the beginning of the course; accompanying texts will be provided throughout the semester. Additionally, I recommend Morris Dickstein's *Gates of Eden: American Culture in the Sixties* (Harvard University Press, 1997).

Rosow: 700 Years of Scottish History – from the Battle of Bannockburn to the Independence Referendum

Proseminar, 70187, Di. 9.15-10.45, AB8023

The period from the Battle of Bannockburn in 1314 to the Independence Referendum in 2014 was characterized by significant and sometimes dramatic changes in Scotland, England and the Anglo-Scottish relationship. It witnessed Scotland's transformation from an independent nation into what could be seen as a province politically and economically dominated by England and then back to self-government, albeit limited (or, depending on the result of the referendum, an independent state again). The initial aim of the course is to establish a historical framework for the period under consideration. This will be followed by a close analysis of selected aspects of the topic. The course will be arranged around the central concepts of nation, national identity and national consciousness. Moreover, the potential consequences of the referendum on 18 September 2014 and the possibility of an independent Scotland for the future of the 'United' Kingdom will be considered. A *Reader* with a selected bibliography will be provided at the beginning of the course.

Kaiser: Would you like a Cup of Tea? – The Significance of Cultural Values, Customs & Traditions

Grundschulpädagogik, LA Grundschulen (2012)

Proseminar, 70173

Gr. 1: Mi. 13.15-14.45, U-H2-210

Gr. 2: Mi. 15.15-16.45, U-H2-210

Gr. 3: Mi. 17.15-18.45, U-H2-210

According to the English curriculum for elementary schools, children should not only learn the foreign language itself, but should also be encouraged to develop intercultural competence. This includes acquiring knowledge about various holidays (some religious, others secular) and having pupils compare foreign values and beliefs to their own cultural experiences. Furthermore, it is important for pupils to understand a country's specific values and customs in order to comprehend what makes them unique.

This course will gather background information on the origins of particular holidays and the significance of cultural identities. In addition, we will develop didactic material that will help teachers convey this knowledge to children. We will also examine more encompassing subjects such as ethnicity, multiculturalism and intercultural exchange.

Dammann: Place and Identity in Recent Scottish Life Writing

Proseminar, 70174, Do. 17.15-18.45, U-H3-421

Why study life writing? It seems fairly straightforward: people write about what they know best: (their own) lives. However, this course aims to complicate preconceptions of what it means to 'write the self' and of related notions such as experience, subjectivity, or agency. From a cultural perspective, life writing can offer a unique look inside subjective perceptions and constructions, which in turn are always bound to specific social and cultural structures within a society. Identities, which lie at the heart of every piece of life writing, are not constructed in an empty space. Their different shapes and characteristics become pronounced or challenged, always in relation to the context in which

they are performed and constructed. Hence, this course will focus on the interrelatedness of place and identity and on how this connects to a variety of issues such as nation, sexuality, ethnicity, religion, class, and gender. Starting with a short introduction to the theory of life-writing texts, we will look at short texts, extracts and one novel-length autobiography, Jackie Kay's *Red Dust Road*, all of which have been published recently by Scottish authors. The short texts will be made accessible via Stud.IP. Course participants are required to buy and read Jackie Kay's *Red Dust Road* (ISBN: 978-0330451062).

Brunk: Representations of Class in British Film

Proseminar, 70170, Mo. 17.15-18.45, AB8028

Next to race and gender, class is one of the central topics in cultural studies. In this course, we will deal with representations of class in post-WW II British films. In the introductory sessions, we will discuss the concept of class and explore methods of film analysis. In the sessions that follow, we will discuss class issues in selected British films. Participants in this course will be asked to attend film screenings in addition to the weekly class sessions. A *Reader* will be provided at the beginning of the term.

Zittlau: Black Intellectuals

Proseminar, 70183, Mo. 11.15-12.45, U-H2-210

This class will introduce three black intellectuals who have significantly influenced academic, political and public discourses: W.E.B. Du Bois, Frantz Fanon and Audre Lorde. W.E.B. Du Bois (1868-1963) was a pioneer in sociology and a civil rights activist. He co-founded the National Association for the Advancement of Colored People (NAACP), an organization that continues to work against racial discrimination in the United States. We will read from *Souls of Black Folk* (1903) and *Black Reconstruction in America* (1935)—two important texts that continue to be influential. Frantz Fanon (1925-1961) was an Algerian and French psychiatrist and philosopher whose works have significantly stimulated postcolonial theory. We will discuss excerpts from his two most important texts *Black Skin, White Masks* (1952) and *The Wretched of the Earth* (1961). Audre Lorde (1934-1992) was a Caribbean-American writer who had a great impact on (Black) feminism, gender and queer theory. In the course, you will be introduced to her speeches, essays and poems. All texts will be provided on StudIP.

Rossov: Reading Stuart Hall: One History of Cultural Studies

Hauptseminar, 70194, Mi. 17.15-18.45, AB8023

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.

Mackenthun: Muckraking: Radical Journalism in the United States

Hauptseminar, 70195, Do. 13.15-14.45, AB8023

Our increasing awareness of global social inequalities and scandalous cover-ups in politics and the economy invite us to look back at a time when a similar sociopolitical situation resulted in some of the most powerful civil activities, the so-called muckraking movement. The term refers to journalists whose work was aimed at disclosing industrial and political scandals by means of investigative methods. Although the practice of investigative journalism reaches back to the early nineteenth century, the muckrakers entered the scene in the late nineteenth century – at the peak of industrialization when the social inequities it had caused (labor exploitation, racial discrimination, inhuman living standards, abuses of inmates of prisons and insane asylums) became obvious. Journalists like Julius Chambers, Upton Sinclair, Helen Hunt Jackson, Ida Tarbell, Ray Stannard Baker, and Nelly Bly, and photographers like Lewis Hine and Jacob Riis exposed the monstrous discrepancies between America's constitutional ideals and its economic and social realities. In this class, we will discuss some of their works together with works by their descendants, contemporary social 'watchdogs' like Bob Woodward and Carl Bernstein, Rachel Carson, Studs Terkel, Barbara Ehrenreich, Jeremy Scahill, movie makers like Michael Moore, as well as broadcasts and online magazines like *Democracy Now* and *Counterpunch*.

Next to a *Reader* (available at Copy & Paste), the following texts have to be purchased:

Tarbell, Ida (1902-4/2003) *The History of the Standard Oil Company*. Dover. ISBN-10: 0486428214

Sinclair, Upton (1906/2004) *The Jungle*. Simon & Schuster. ISBN-10: 0743487621

Carson, Rachel (1962/2002) *Silent Spring*. Mariner Books. ISBN-10: 0618249060.

Ehrenreich, Barbara (2010) *Nickel & Dimed*. Granta. ISBN-10: 1847082629

Admission to class: Please sign up electronically; if the system rejects you or puts you on the waiting list, do come to the first session regardless and be prepared to participate in a QUIZ (Lektürekontrolle) on Rachel Carson, *Silent Spring*.

Mackenthun: Transcultural Enlightenment in America

Hauptseminar BATS Kulturwissenschaft, 70197, Do. 17.15-18.45, AB8023

The American Revolution is the perhaps most significant political consequence of the Enlightenment movement. The American political system is built on the Enlightenment principles of individual liberties, equality, cosmopolitan fraternity, and republicanism. Yet right from its beginnings the philosophical ideals were confronted with massive ideological residues: authoritarian notions about human relations (whether religious or not), an unwillingness to regard racial and gender 'others' as equal human beings, as well as an unbridled will for territorial expansion inconsistent with the ideals of cosmopolitanism. In this class we will especially study the transcultural aspects of the American Enlightenment – its dialogue with enlightened thought in Europe; the contribution of intellectual immigrants and visitors like Thomas Paine and Alexander von Humboldt; slavery; territorial dispossession. We will also attend to the fields of scientific and geographical discoveries conducted by Benjamin Franklin and Thomas Jefferson. Finally, literature gives us access to the 'dark' side of Enlightenment – man's continuing enslavement by irrational desires and fears.

Next to a *Reader* (available at Copy & Paste), the following texts have to be purchased:

Brown, Charles Brockden (1798/1991) *Wieland*. Penguin. ISBN-10: 0140390790

Franklin, Benjamin (1789/2012) *The Autobiography of Benjamin Franklin*. W.W. Norton. ISBN-10: 0393935612

Admission to class: Please sign up electronically; if the system rejects you or puts you on the waiting list, do come to the first session regardless and be prepared to participate in a QUIZ (Lektürekontrolle) on Charles Brockden Brown, *Wieland*.

6 Fachdidaktik und Vermittlungskompetenz

Garbe, Schmidt, Schütt: Grundfragen der Fachdidaktik

Grundkurs, 70233, Mo. 11.15-12.45, HSS3

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; Lernerorientierung im Englischunterricht.

Schütt: Grundkurs: Frühbeginnender Englischunterricht

Grundschulpädagogik, LA Grundschulen (2012)

Grundkurs, 70221, Mo. 15.15-16.45, ungerade Wochen, AB8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. Im Grundkurs wird die Vieldimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Die Gestaltung des Übergangs zum "regulären" Englischunterricht in Klasse 5 wird thematisiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten sollen zu anregender, kindgerechter Unterrichtsgestaltung befähigen.

Garbe: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240, Mo. 9.15-10.45, AB8028

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

Schmidt: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70241, Mi. 13.15-14.45, AB8028

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

Garbe: Frühbeginnender Englischunterricht

Proseminar, 70248, Mi. 9.15-10.45, AB8028

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

Garbe: Literarische Texte im Englischunterricht

Hauptseminar, 70244, Do. 9.15-10.45, AB8028

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

Garbe: Kreative Unterrichtsgestaltung

Hauptseminar, 70243, Di. 9.15-10.45, AB8028

Im Mittelpunkt der Lehrveranstaltung stehen verschiedene Formen der schöpferisch-aktivierenden Unterrichtsgestaltung, mit denen die Studenten von den theoretischen Konzepten her und in der praktischen Umsetzung vertraut gemacht werden. Dabei nehmen das Sprachspiel mit seinen verschiedenen Erscheinungsformen und Funktionen sowie die Projektarbeit breiten Raum ein, den die Studenten vielfältig und ideenreich selbständig (einzeln oder in Gruppen) ausgestalten. Neben der unmittelbaren methodischen Arbeit an literarischen Texten werden Möglichkeiten erarbeitet, literarische Kleinformen, Gedichte, Lieder, Popmusik etc. für die Erweiterung der Allgemeinbildung der Schüler, die Entwicklung des kommunikativen Könnens und ihre Motivation für das Erlernen der fremden Sprache zu fördern.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen im Projekt

Übung, 70259, Mo. 13.15-14.45, gerade Wochen, AB8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2014 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.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen semesterbegleitend

Übung, 70261, Mo. 13.15-14.45, ungerade Wochen, AB8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im SS 2014.

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

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

Schütt: Umgang mit Lernschwierigkeiten

Übung, 70258, Mo. 15.15-16.45, gerade Wochen, AB8028

Wo sind mögliche Ursachen für Lernschwierigkeiten im Englischunterricht zu suchen? Welche Maßnahmen können ergriffen werden, um die sprachlichen Fertigkeiten möglichst aller SchülerInnen einer Klasse zu fördern?

Was muss in der Planung und Durchführung eines auf Differenzierung und Kooperation ausgerichteten Englischunterrichts beachtet werden? Wo sind die Chancen und Grenzen von Diagnose und Förderung? Diesen Fragen widmen wir uns in dieser Übung. An einer Vielzahl unterrichtspraktischen Beispielen soll gezeigt werden, wie mit Lernschwierigkeiten im kompetenzorientierten Englischunterricht sinnvoll umgegangen werden kann.

7 Sprachpraxis

7.1 Grundstudium

Adam: Towards Proficiency (Sprachpraxis I)

Übung, 70300

Gr. 1: Di. 13.15-14.45, AB8028

Gr. 2: Di. 15.15-16.45, AB8028

This course, together with a number of skill-orientated courses offered, helps students to develop and improve their English up to the standards required in the exam. 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.

Zur Anschaffung empfohlene Wörterbücher:

einsprachige Wörterbücher:

Oxford Advanced Learner's Dictionary of Current English oder

Longman Dictionary of Contemporary English

zweispachige Wörterbücher:

Collins oder *Langenscheidt* oder

Pons Deutsch-Englisch/Englisch-Deutsch

Adam: Error Analysis

Übung, 70314

Gr. 1: Mi. 9.15-10.45, U-H3-416

Gr. 2: Mi. 11.15-12.45, U-H3-416

The course is open to all non-modulized (old) LA students.

The primary goal of this course is to provide practice in spotting errors in learners' written work. It thus aims to improve the participants' own understanding of the English language. In addition, the course is concerned with the role of errors in language learning and the consequences this has for dealing with errors in the classroom, i.e. what, when and how to correct.

Kaiser: Vocabulary and Grammar

(Sprachpraxis IIb)

Übung, 70319

Gr. 1: Mo. 15.15-16.45, U-H2-210

Gr. 2: Mo. 17.15-18.45, U-H2-210

This course is open only to fourth semester Lehramt students.

To become competent language users, speakers need to master, among other things, both grammar and vocabulary. This course will build on the knowledge and skills gained in previous grammar classes in Linguistics and Sprachpraxis. It will review elements of syntax and morphology, focusing on vocabulary (e.g. collocations, phrasal verbs, idioms, semantic fields).

Teachers require additional methods to equip their students with grammar and vocabulary skills; the class will thus combine a theoretical and a practical approach. Students will be asked to participate in discussions and give presentations on selected topics.

Spohr: Exploring English Vocabulary

(Sprachpraxis IIb)

Übung, 70323

Gr. 1: Mi 17.15-18.45, AB8028

Gr. 2: Di. 13.15-14.45, U-H3-222

Only BA students and fourth semester Lehramt students will be admitted into the course. To join the course LA students must have successfully completed Sprachpraxis IIa.

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.

Bowen: Text Production I

Übung, 70325

Gr. 1: Mo. 11.15-12.45, U-H3-222

Gr. 2: Mo. 13.15-14.45, U-H3-222

Texts are central to English studies: Most of the objects of research in Anglistik and Amerikanistik are texts, and, what is more, students need to produce texts to communicate their understanding of such textual phenomena. Students of English thus need to develop their textual competence, that is to say, their ability both to understand texts and to produce them. In this course we will develop the means to analyse texts (reading skills) and to create them (writing skills). We will first look at basic text structure and function, working on developing a vocabulary with which to discuss such issues (e.g., cohesion, coherence, thematic development, information flow). We will then take a closer look at the concept of genre (text types). In each of these steps, the learning process will focus on the active production of texts. In other words, our analysis of texts will always be grounded in the practice of writing.

Vaughan: Discussing Ideas and Rhetorical Strategies

Übung, 70322, Fr. 9.15-10.45, U-H3-416

Politician or paramedic, teacher or technician, reporter or retailer – everyone has "ideas worth spreading". This simple concept is also the mission statement of the organisation known as TED (Technology, Entertainment, Design). TED originated in 1984 as a conference where intercultural and interdisciplinary views were shared by numerous and disparate people. The group has expanded and now also operates on a website (<http://www.ted.com/>) that provides access to over 400 presentations and talks from the likes of household names including former President Bill Clinton to lesser known people such as Berkeley Unified School District lunch lady Ann Cooper. In this course, we will listen to various talks, and determine and discuss the argumentation and rhetorical strategies of each – in addition to completing exercises designed to develop your language usage

Vaughan: Blogging: Reflect, Share, and Debate Online

Übung, 70324, Fr. 11.15-12.45, U-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.

Flaherty: English Conversation

Übung, 70318, Mi. 15.15-16.45, AB8028

English Conversation is designed to help you reinforce and expand your conversational skills in English. Students enrolled ought to possess basic language abilities (min. 1 semester of university level English). To broaden and improve your aptitude to converse in English, this course focuses on the particular division of language skills that are elementary to conversation.

In particular, you will:

- develop your listening comprehension skills and extend your ability to understand spoken native-speaker language,
- develop your ability to engage in spontaneous and oral discussion on basic themes and to respond appropriately in context-specific conversational settings,
- expand and personalize your active vocabulary knowledge in general areas of conversation.

7.2 Sprachpraxis (Hauptstudium)

Bowen: Translation German-English I

Übung, 70355

Gr. 1: Di. 11.15-12.45, AB8028

Gr. 2: Di. 13.15-14.45, AB8023

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: Creative Writing

Übung, 70359, Do. 13.15-14.45, U-H3-416

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

Bowen: Debating & Communication Skills

Übung, 70358, Mi. 11.15-12.45, U-H3-222

This course aims at improving students' communication skills by having them organize and participate in debates. Debating provides an excellent forum in which students can improve their spoken skills, for participants must not only convincingly deliver pre-prepared statements but also communicate intelligently and fluently without notes. The first section of the course will involve introducing students to the rules of debating and argumentative strategies used in debates. The second section of the course will allow students to apply their knowledge of effective communication and argumentation by having them engage in organized debates. Each week two teams will prepare a debate on a topical issue. In class, they will defend their position against the opposing team. In conclusion, the audience will be allowed to pose questions.

Bowen: Translation Workshop for Teacher Students

Übung, 70357, Di. 15.15-16.45, U-H3-223

Nur für Lehramtsstudierende.

This course has a single goal: to help teacher students prepare for the translation section of their state exams. Since the language skills of most LA students are tested solely on the basis of a translation, those getting ready to take their exams are advised to brush up their translation skills. While the language skills section of the exam demands that students have good general English language skills, the translation section poses its own particular difficulties. This course will take a look at these difficulties and help students overcome them. As the course title suggests, the course is a workshop. This means that the bulk of the time in the course will be taken up with exercises directed at improving students' chances of doing well in their exam. Each week students will be asked to translate past exams (or similar texts). In class we will go over the translations and suggest improvements. We will also look at techniques whereby one can translate quickly and effectively. In addition, typical German-English translation problems will be addressed.

Bowen: Transculturality and Translation

Übung BATS Sprachpraxis, 70361, Do. 11.15-12.45, U-H3-416

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.

Spohr: Translation English-German II

Übung, 70353

Gr. 1: Di. 11.15-12.45, U-H3-222

Gr. 2: Do. 17.15-18.45, AB8028

The aim of this course is to develop students' ability to translate texts of different kinds into good idiomatic German. We will start with newspaper cuttings of different topics and deal with language structures. In the second half of the course we will deal with short stories; the emphasis will be on stylistic differences. Texts will be given to you in class, and the majority of the work will have to be done as homework. In class, we will compare and discuss your translations.

Vaughan: Essay Writing

Übung, 70350

Gr. 1: Mo. 11.15-12.45, U-H3-416

Gr. 2: Mo. 13.15-14.45, U-H3-416

This course aims to further the development of students' writing abilities. In addition to reviewing sentence and paragraph structure, we will concentrate on the language and techniques used in developing argumentation and persuasion. Students will learn to analyse a topic, develop a structure for their ideas, and edit their work to meet criteria appropriate to Hauptstudium level.

Please purchase the following book for the course: *The Craft of Research* 1995, ISBN 0226065847

Flaherty: Discussing Contemporary Culture and Issues

Übung, 70363

Gr. 1: Mi. 17.15-18.45, AB7023

Gr. 2: Do. 15.15-16.45, AB8028

Gr. 3: Do. 17.15-18.45, AB7023

This conversation course is designed to help you reinforce and expand your conversational skills in English. Students enrolled ought to have completed their Grundstudium. To broaden and improve your aptitude to converse in English, this course focuses on the particular division of language skills that are elementary to conversation through focusing on modern issues and different aspects of English language culture.

In particular, you will:

– develop your listening comprehension skills and extend your ability to understand spoken native-speaker language,

- develop your ability to engage in spontaneous and oral discussion on advanced themes and to respond appropriately in context-specific conversational settings,
- expand and personalize your active vocabulary knowledge in general areas of conversation.

8 Master British and American Transcultural Studies

Mackenthun: Imperial Adventure Fiction in the United States

Hauptseminar BATS Literaturwissenschaft, 70140, Fr. 9.15-10.45, AB8023

Imperial adventure fiction thrived throughout the colonial world in the late nineteenth century and continued well into the twentieth. In this class, we will concentrate on how American writers imagined colonial and imperial encounters in the fin de siècle. Aided by critical postcolonial writings (Brantlinger, Spivak, Chrisman, Parry, Kaplan) we will pay attention to common concerns and themes in these texts – how colonial encounters are imagined, which imperial fantasies about undiscovered lands and highly erotic women are played out, and how American writers imagine – but also parody – their own nation as technologically superior. In addition to the texts listed below, we will also look at short fiction (e.g. by Jack London) and at least one movie, *King Kong*.

Next to a *Reader* (available at Copy & Paste), the following texts have to be purchased:

Haggard, Rider (1887/2002) *She. A History of Adventure*. Modern Library. ISBN-10: 0375759050

Twain, Mark (1889/2008) *A Connecticut Yankee at King Arthur's Court*. Oxford UP. ISBN-10: 0199540586

Hopkins, Pauline (1903/2004) *Of One Blood. Or, The Hidden Self*. Washington Square Press. ISBN-10: 0743467698

Davis, Richard Harding (1897/2006) *Soldiers of Fortune*. Broadview Press. ISBN-10: 1551116790.

Admission to class: Please sign up electronically; if the system rejects you or puts you on the waiting list, do come to the first session regardless and be prepared to participate in a QUIZ (Lektürekontrolle) on Mark Twain, *A Connecticut Yankee at King Arthur's Court*.

Kornexl: English in Historical Transcultural Contexts

Hauptseminar BATS Sprachwissenschaft, 70047, Di. 11.15-12.45, AB8023

Dieses Seminar kann nur von MA-Studierenden und von LA-Studierenden für Gymnasium ab dem 7. Fachsemester besucht werden.

The apparent liberality and ease with which English has borrowed from other languages at nearly all stages of its development is usually considered one of its assets, but also as a challenge to native speakers and foreign language learners. To provide an analytical framework for selected diachronic case studies (English in contact with Celtic, Latin, French, and colonial varieties), this course will investigate the general mechanisms of linguistic 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 English.

Mackenthun: Transcultural Enlightenment in America

Hauptseminar BATS Kulturwissenschaft, 70197, Do. 17.15-18.45, AB8023

The American Revolution is the perhaps most significant political consequence of the Enlightenment movement. The American political system is built on the Enlightenment principles of individual liberties, equality, cosmopolitan fraternity, and republicanism. Yet right from its beginnings the philosophical ideals were confronted with massive ideological residues: authoritarian notions about human relations (whether religious or not), an unwillingness to regard racial and gender 'others' as equal human beings, as well as an unbridled will for territorial expansion inconsistent with the ideals of cosmopolitanism. In this class we will especially study the transcultural aspects of the American Enlightenment – its dialogue with enlightened thought in Europe; the contribution of intellectual immigrants and visitors like Thomas Paine and Alexander von Humboldt; slavery; territorial dispossession. We will also attend to the fields of scientific and geographical discoveries conducted by Benjamin Franklin and Thomas Jefferson. Finally, literature gives us access to the 'dark' side of Enlightenment – man's continuing enslavement by irrational desires and fears.

Next to a *Reader* (available at Copy & Paste), the following texts have to be purchased:

Brown, Charles Brockden (1798/1991) *Wieland*. Penguin. ISBN-10: 0140390790

Franklin, Benjamin (1789/2012) *The Autobiography of Benjamin Franklin*. W.W. Norton. ISBN-10: 0393935612

Admission to class: Please sign up electronically; if the system rejects you or puts you on the waiting list, do come to the first session regardless and be prepared to participate in a QUIZ (Lektürekontrolle) on Charles Brockden Brown, *Wieland*.

Bowen: Transculturality and Translation

Übung BATS Sprachpraxis, 70361, Do. 11.15-12.45, U-H3-416

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.