

Institut für Anglistik/Amerikanistik

Lehrangebot Sommersemester 2016

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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
SR106	SR 106, Hermannstr. 34b
HS S3	HS, Schwaansche Str. 3
U-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstr. 69, Haus 8
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
UHG HS 218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Rossow: Collective Identities in a Globalised World

Vorlesung, 70407, Mi. 09.15-10.45, UHG HS218

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).

Schmitt-Kilb: English/British Literary History I

Vorlesung, 70393, Mo. 15.15-16.45, U-AEHS1

In this first of a two-part survey lecture, you will be introduced to important developments in English Literature from the 16th to the early 19th century. The overview of English, Scottish, Welsh and Irish writers and their texts will be backed up, when and where necessary, with excursions into cultural and social history as well as the history of events and ideas. Reflections on the nature and the function of literary history, of genre and (literary) theory as well as critical discussion of selected texts will contribute to an overview of the larger story of English Literature. More information and a selection of texts will be provided on Stud.IP.

Kornexl: Language Change in the History of English

Vorlesung, 70403, Di. 09.15-10.45, UHG HS 218

This lecture charts the historical development of English from its beginnings up to the present day, exploring major changes in the fields of spelling and phonology, morphology, syntax, vocabulary and semantics and investigating pragmatic factors of language use. Special attention will be given to aspects

of variation as well as processes of standardization and to the linguistic properties and extra-linguistic forces that have turned English into an international language of unique currency and status.

3 Literaturwissenschaft

Christinidis: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70102, Di. 17.15-18.45, AB 8028

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

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

Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70100, Di. 17.15-18.45, AB 8023

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

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

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

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

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

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

Mackenthun: Margaret Atwood, *Oryx and Crake*. Contexts and Criticism

Proseminar, 70125, Mi. 11.15-12.45, U-H3-421

The Canadian novelist Margaret Atwood is one of the leading writers in North America (*Surfacing*, *Handmaid's Tale*, *Alias Grace*). *Oryx and Crake* is one of Atwood's novels set in the near future. Published in 2003, it addresses some of the major critical issues of our time, among them the threats of climate change, the practices of genetic engineering, and the waning of political control of global social affairs. Atwood's novel is the story of a young woman who finds herself in a dystopian future world and faced with the challenge of managing life all by her own under challenging environmental conditions. The appeal of this novel, which was also written under the impression of the 9/11 attacks, goes far beyond its attractiveness for SciFi cracks. It brims with intertextual allusions to cultural classics like Hieronymus Bosch and Shakespeare but also to contemporary popular texts. In addition to a close reading of the text, we will explore some of its intertextual materials and discuss critical responses.

Students will have to purchase a (slim) **Reader** (Copy&Paste), as well as the following novel: Margaret Atwood (2003) *Oryx and Crake*. Virago. ISBN-10: 0349004064.

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

Schmitt-Kilb: *Hamlet* – from the Renaissance to the 21st Century

Proseminar, 70079, Mo. 11.15-12.45, AB 8023

What is it about *Hamlet* that has made it such a continuously vital work? In the seminar, we will start to explore this question by undertaking a close reading of *Hamlet*. This will provide the foundation for an investigation of the play which will look at its sources and the ways it was performed and understood in its own day and in later centuries. . The staging, criticism, and editing of *Hamlet*, David Bevington argues, go hand in hand over the centuries to such an extent that the history of *Hamlet* can be seen as a kind of paradigm for the cultural history of England. In order for us to attain a theoretical perspective on the topic, it will be necessary to discuss reception theory, literary history and (both old and new) historicisms. . Please buy the Norton Critical Edition of *Hamlet* (**important: the 2010 edition!** – ISBN-13: 978-0393929584) – apart from a well-edited text, it provides many sources around *Hamlet* which are interesting for our course. Knowledge of the full play is expected by week 2!

Wallat: Selected Writings of Edgar Allan Poe

Proseminar, 70421, Do. 09.15-10.45, AB 8023

The name Poe brings to mind images of murderers and madmen, premature burials, and mysterious women who return from the dead. His works have been in print since 1827 and include such literary classics as "The Tell-Tale Heart," "The Raven," and "The Fall of the House of Usher." This versatile writer's oeuvre includes short stories, poetry, a novel, a textbook, a book of scientific theory, and hundreds of essays and book reviews. Today, Edgar Allan Poe is famous as the inventor of the modern detective story and an innovator in the science fiction genre, but he made his living as America's first great literary critic and theoretician.

This seminar will give an introduction to the literary oeuvre of Edgar Allan Poe together with a discussion of his distinct contribution to American literature and the critical reception of his writings provided by Poe's contemporaries and recent criticism.

Participants are asked to buy:

Thompson, G. R. (ed.). *The Selected Writings of Edgar Allan Poe*. Norton Critical Editions, 2004. (ISBN-10: 0393972852 / ISBN-13: 978-0393972856)

**Susemihl: Once upon a Syllabus: English Literature for Primary School Teachers
(LA Grundschule)**

Proseminar, 70422

Gruppe 1: Do. 09.15-10.45, U-H3-223

Gruppe 2: Do. 11.15-12.45, U-H3-223

Literature plays an important role in enhancing children's language and psycho-social development. This introductory course will give a short survey of the genres and periods of English and American literatures as well as deal with practical and theoretical approaches to reading and interpreting literary texts. We will read and analyze important children's texts in English, discuss their cultural contexts, and explore how they can be implemented in the primary school classroom. Students will be asked to participate in discussions and give presentations on given topics.

You will need a copy of the following books:

Roald Dahl, *Matilda*. London: Puffin Books, 2007. (ISBN: 978-0142410370)

Neil Gaiman, *Coraline*. HarperCollins, 2012. (ISBN: 9780380807345)

Robert Munsch, *The Paper Bag Princess*. Toronto: Annick Press, 1980. (ISBN: 978-0920236161)

Further material will be provided. A copy of the following textbook is strongly recommended:

Meyer, Michael (2011): *English and American Literatures*. Tübingen: UTB, 4th edition. ISBN: 978-3-8252-3550-5.

Mackenthun: Removals. Migration in American History and Literature

Hauptseminar, 70434, Do. 13.15-14.45, U-H3-322

Again and again throughout history, humans have been forced to leave their homes and start a new life elsewhere. On the positive flip side of these traumatic experiences, the human encounters caused by such migrations have always been the engines of intellectual refinement and economic progress. Due to its late 'discovery' by Europeans, the American hemisphere occupies a special place in this history of peoples' tragic loss of their homelands, dramatic relocation, and often difficult adjustment to life in their new home. In this class, we will discuss how literary texts represent the diverse experiences of dislocation, removal, arrival, and transculturation. While our only longer text is a modern literary treatment of the Indian Removal, we will also look at the Puritan 'errand' into what they considered a 'wilderness'; the forced relocations of millions of Africans on the Middle Passage; literary examples from the massive migrations from different parts of Europe to the US and Canada (including refugees from the Holocaust); and migrations from Mexico and other Latin American countries. We will examine how the literary texts represent the separation from an 'old home', the passage/journey and its vicissitudes, and the process of arrival in the 'promised land'.

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

Diane Glancy (1998) *Pushing the Bear*. Mariner Books. ISBN-10: 0156005441

All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: Diane Glancy, *Pushing the Bear*. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Mackenthun: Classics of American Transcultural Literature

Hauptseminar, 70435, Fr. 13.15-14.45, AB 8023

From its beginnings, American literature has addressed issues of slavery, colonial expansion and race relations. In this class, we will take a new look at classic American texts from the critical perspective of transcultural studies. We will explore how these texts negotiate the inequality of race and class, territorial dispossession, and the discourses for legitimating social inequalities. We will especially look at how these classic texts, along with a few less classic ones, have been discussed in recent literary criticism as giving a voice to America's discursively excluded others. One question will be how this 'other' presence in American literature has shaped the literary aesthetic in America, how questions of racial discrimination and territorial dispossession produce a 'haunting' atmosphere in classic American literature (Toni Morrison).

Students will have to purchase a **Reader** with critical texts (Copy&Paste, Margarethenplatz), as well as the following novels (please, if possible, no other editions):

Brown, Charles Brockden (1798). *Edgar Huntly*. Penguin. ISBN-10: 0140390626

Melville, Herman (1846). *Typee*. Penguin. ISBN-10: 0140434887

Douglass, Frederick (1845). *Narrative of the Life of Frederick Douglass*. W.W. Norton. ISBN-10: 0393969665.

Stowe, Harriet Beecher (1853). *Uncle Tom's Cabin*. Oxford. ISBN-10: 0199538034

Twain, Mark (1884). *The Adventures of Huckleberry Finn*. Penguin. ISBN-10: 0141439645

All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: Charles Brockden Brown, *Edgar Huntly*. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Christinidis: Expats, Migrants, Refugees

Hauptseminar, 70436, Do. 15.15-16.45, SR 106, Hermannstraße 34b

This course will explore and critically reflect upon whom we generally consider as 'expats', 'migrants' and 'refugees', respectively, and examine the ways in which the different experiences of international movement associated with them are represented in literary texts. We will read a variety of fictional and autobiographical texts that represent the lives of 'expats', 'migrants' or 'refugees', primarily texts published recently, but with some examples going back to the early twentieth century.

Shorter texts (short stories and essays) will be uploaded to Stud.IP. Students will need to buy and read Chris Cleave, *The Other Hand* (2008; also published under the alternative title *Little Bee*) and Andrea Levy, *Fruit of the Lemon* (1999), as well as one more novel for a group presentation.

Schmitt-Kilb: Literature in the Anthropocene

Hauptseminar, 70437, Di. 13.15-14.45, AB 8023

The term "Anthropocene" was introduced into scientific debate in 2000 by a team of geologists working closely with the Noble Prize winner Paul Crutzen. In the current context of climate change, they argued, human activity has so altered the history of the earth that a new term was needed to signify this impact. The larger-than-life scale of climate change and the idea of the Anthropocene pose problems for the novel, a genre which has been fixated on human characters and their immediate concerns ever since its rise in the early 18th century. On an individual and even a collective level, these concerns are felt to be more urgent than the main crisis of contemporary civilization: the state of the climate twenty or two-

hundred years from now. There is a debate going on about the possibility, or impossibility, to represent in fictional prose the absurdly huge gap (Harald Welzer calls it "kognitive Dissonanz") between our knowledge about climate change and the limited impact it has (so far) on everyday life. In the seminar, we will discuss theory and several 21st-century novels which address these issues. Please buy and read

- Amitav Ghosh, *The Hungry Tide* (2004)
- Maggie Gee, *The Flood* (2004)
- Barbara Kingsolver, *Flight Behavior* (2012)

Schmitt-Kilb: Contemporary Quests: Absent Parents in Postmodern Fiction

Hauptseminar, 70438, Mi. 11.15-12.45, U-H3-223

Postmodern fiction is often associated with various attempts to break with the conventions of realist as well as modernist forms of narration. Technically, this is achieved by means of metafictionality, intertextuality, multiperspectivity and historical layering all of which contribute to a decentering of the subject and a deliberate de-stabilization of the reader regarding the "truth" of what s/he is reading. We will approach these issues through a set of novels which combine their respective "postmodernisms" with the motive of the quest for absent parents. The tension between the general undermining of truth claims on the level of discourse (postmodernism) and the explicit longing for the essential truth of origins (the quest for absent parents) is the force which drives the plots. In the seminar, we will discuss these and more aspects of the following novels which you ought to buy and read as soon as you can. (Please note: in the course of the semester you will have to pass three quizzes testing whether you have read the novels. The first one on Swift will be run in the second week of the term.)

- *Ever After* (Graham Swift, 1992)
- *When We Were Orphans* (Kazuo Ishiguro, 2000)
- *number9dream* (David Mitchell, 2001)

Wallat: American Utopian and Dystopian Novels

Hauptseminar, 70439, Fr. 11.15-12.45, AB 8023

The word "utopia" was coined by Sir Thomas More in his work *Utopia* (1516) from Greek terms meaning "no" and "place". However, many consider the concept to have been in existence long before More. One example is the biblical Garden of Eden, which represents a natural utopia now lost. Another, *The Republic* of Plato, sees Plato seeming to invite philosophers to establish an ideal state, whereas More describes an imaginary society without the inequalities of money and status which characterized his own Tudor England. These cases illustrate three different functions of utopia in literature and

philosophy. An author may intend a utopia as a nostalgic vision, a feasible social experiment, or a form of social criticism. In the 20th century, the seeming impossibility of utopia (and the many failures to create it) has produced its converse: anti-utopia or dystopia, in most cases bleak visions of the doom awaiting mankind.

This course will focus on three utopian novels – Edward Bellamy's *Looking Backward* (1888), *A Traveler from Altruria* (1894) by William Dean Howells and Charlotte Perkin Gillman's *Herland* (1915) and on three dystopian novels – Ray Bradbury's *Fahrenheit 451* (1953), Margaret Atwood's *The Handmaid's Tale* (1985) and Cormac McCarthy's, *The Road* (2007).

4 Sprachwissenschaft

Haselow: Language Comparison and Linguistic Transfer

Proseminar, 70451, Mo. 15.15-16.45, AB 8023

Linguistic transfer is defined as the influence that knowledge of one language has on an individual's learning or use of another language. Transfer can result in correct or acceptable use of the target language, called *positive transfer*. However, language transfer is most often discussed as a source of errors known as *negative transfer*. Negative transfer occurs when speakers and writers transfer lexical or grammatical items, meanings and structures that are not the same in both languages from one language into the other, such as when German learners of English order a "bloody steak" in a restaurant when they mean that it should be "rare". Stating what is "the same" and what is "different" in two languages requires a comparative approach. In this seminar we will systematically compare English to German at all levels of linguistic structure (from speech sounds to discourse organization) and identify structural similarities and differences in order to be able to predict when negative transfer is likely to occur. We will test the hypothesis that similarities between two languages, and the learner's awareness of these similarities, enhance positive transfer, whereas differences typically cause negative transfer.

Jitschin: Semantics and Pragmatics

Proseminar, 70001, Di. 17.15-18.45, U-H3-322

The major function of language in communication is the expression of meaning. Semantics is the systematic study of linguistic meaning, being chiefly concerned with the de-contextualised meaning potential of an expression. However, it is a familiar and relatively uncontroversial observation that

utterances convey more than what the relevant expressions mean – i.e. more than they semantically or truth-conditionally encode. Pragmatics is the subdiscipline of linguistics that focusses on the utterance in its specific communicative context, and on its relation to the intentions of the speaker and the responses of the listener.

In this course, we will discuss various semantic and pragmatic approaches and related theories. We will study topics such as different concepts of meaning, lexical fields, prototype theory, metaphor, deictic reference, speech acts, presuppositions, implicatures, and information structure. Participants will also be introduced to current debates and learn how to explore a corpus in regard to semantic and pragmatic aspects.

Kähm: Contrastive Linguistics: English-German

Proseminar, 70452, Di. 15.15-16.45, AB 8028

In this seminar, we will carry out a fine-grained analysis of the major contrasts between modern English and modern German, looking at various linguistic levels such as phonology, morphology, syntax and the lexicon. One objective is mainly theoretical, including the demonstration of how far and in which areas the two historically related languages have moved apart. Following the modern practice-orientated approach of contrastive analysis, we will also explore in which ways Contrastive Linguistics proves useful for (foreign) language teaching and translation. This seminar will be most beneficial for students interested in the German language and those involved in future (foreign) language teaching and language acquisition (i.e. students of German Philology and *Lehramt* students are especially welcome).

Course book: König, Ekkehard and Volker Gast (2012), *Understanding English–German Contrasts*, 3rd ed. Berlin: Erich Schmidt. – Please make sure you buy the third edition (ISBN: 3503137262).

Kornexl: Middle English: An Introduction

Proseminar, 70013, Mi. 11.15-12.45, AB 8028

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 standardisation. In this seminar we will study the major linguistic processes that led to these changes and try to evaluate their impact on the further development of the language. Special attention will be given to practical work with Middle English texts from different genres in order to develop reading and translation skills and to increase the capacity for linguistic analysis and historico-cultural interpretation.

Kornexl: Cross-linguistic Influences on English

Hauptseminar, 70066, Di. 11.15-12.45, AB 8023

The apparent liberality and ease with which English has absorbed material from other languages at nearly all stages of its development is usually counted as one of its assets, but to the same degree as a challenge to native speakers and foreign language learners. To provide an analytical framework for selected diachronic case studies, 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 and use of English.

Kornexl: Modelling English Words: Patterns and Processes

Hauptseminar, 70461, Mi. 09.15-10.45, AB 8023

"There is no other domain whose place in the grammatical description of a language is more controversial than word-formation" (Kastovsky). After dealing with key terms and basic concepts relevant to the field of 'word manufacture' (e.g. the tricky word 'word' and the complex notions of regularity, productivity and creativity), we will discuss major theoretical issues such as the difference between inflexion and derivation, the connection between morphology, phonology and semantics, and the relationship between word-formation and borrowing. The classification of word-building processes from a structural point of view will be complemented by socio-pragmatic and cognitive considerations and by a practical analysis of material from a variety of sources and text types.

Haselow: Language Complexity

Hauptseminar, 70462, Mo. 13.15-14.45, AB 8023

Is it true that, as many people believe, some languages (e.g. English) are easier to learn than others (e.g. Russian)? This assumption implies that languages can differ from each other in terms of their degree of complexity. Despite such opinions, by the late twentieth century a consensus has arisen among linguists that all languages have a relatively similar degree of complexity. The idea is that even though one may isolate higher or lower degrees of complexity in single domains of a language (e.g. in phonology, morphology or syntax), these properties hang together in such a way that lower complexity in one domain is balanced out by higher complexity in another one so that the total complexity of a language

is about the same for all languages. This is not surprising, given that all languages need to serve nearly equally complex communicative tasks. In this seminar, we will discuss various definitions of complexity and ways of measuring it from a variety of linguistic approaches and studies of the brain. We will then compare the complexity of subsystems of English to those of other languages and try to identify possible complexity trade-offs.

Jitschin: Fundamentals of Grammar (LA Grundschule)

Übung, 70067

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

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

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

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

Fundamentals of Grammar

Übung, 70068

Gruppe 1 (Kähm): Mo. 13.15-14.45, U-H3-421

Gruppe 2 (Jitschin): Mo. 17.15-18.45, AB 8023

Gruppe 3 (Jitschin): Mi. 09.15-10.45, U-H3-322

Gruppe 4 (Jitschin): Mi. 11.15-12.45, U-H3-322

Grammar is the backbone or architecture of a language since a competent speaker does not only have to master the vocabulary of a given language, but also has to know how to combine words into larger units,

such as clauses and sentences. A theoretical knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language. This course is intended to assist students in their study of the grammar of English on an academic level. It provides practice in applying the principles and rules formulated in scientific grammars, focusing on word-classes and the structure of words (morphology) in the first half of the semester and on the principles of English sentence structure (syntax) in the second one.

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

Jitschin: Phonetics and Phonology (LA Grundschule)

Übung, 70077

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

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

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). We will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Where it is appropriate, English and German will be compared to each other in order to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to guide young learners towards linguistic success. Additionally, we will explore different approaches to the teaching of pronunciation, as well as further theoretical and practical issues the course participants wish to discuss.

Course book: Collins, Beverly & Inger M. Mees (2013). *Practical Phonetics and Phonology: A Resource Book for Students*. 3rd ed. London: Routledge (ISBN 978-0415506496).

Recommended reference work: Roach, Peter, Jane Setter & John Esling, eds. (2011), *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th ed, Cambridge: Cambridge University Press (ISBN 978-0521152556; pb with CD-ROM).

Spohr: Phonetics and Phonology

Übung, 70078

Gruppe 1: Di. 15.15-16.45, U-H3-322

Gruppe 2: Mi. 15.15-16.45, AB 8023

Gruppe 3: Do. 11.15-12.45, AB 8028

Gruppe 4: Do. 13.15-14.45, AB 8028

This class will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Learning to read and produce IPA transcriptions will be another important aim of this course. Where it is appropriate, English and German will be compared to each other in order 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 & Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd ed. London: Routledge (ISBN 978-0415506496).

The following book is recommended as a reference: Roach, Peter, Jane Setter & 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, Mo. 09.15-10.45, UHG HS 218

This course introduces students to the study of culture and provides them with some of the theoretical foundations for later courses in cultural studies. The course is divided into two main sections. It starts with a brief outline of the origins of the field and its history, and then progresses by giving students an accessible introduction to some of the core concepts used in cultural studies to analyse and describe social phenomena: globalisation, nation and national identity, class, multiculturalism, ethnicity and 'race', and sex and gender. Students will be shown how these theoretical concepts can be applied to investigate concrete cases. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies. A Reader 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: America and the Utopian Dream

Proseminar, 70209, Fr. 09.15-10.45, AB 8023

Utopias in America, from the first Puritan settlements to the communes of the 1960s, share the goal of withdrawing from the heart of civilization and entering the wilderness in order to establish a new social order. Communities with European roots embraced the equalizing demands and freedoms of the New World's open frontier, even as the new country claimed the pursuit of happiness as an inalienable right. Though their inspirations varied—theocracy, millennialism, socialism, theosophism, behaviorism—they all reflected the American dream of a better world.

Reading and class room work will comprise the history of American utopian concepts and real-life utopian communities through literary works and manuscript collections from Thomas More's famous Sixteenth Century work that introduced the word "Utopia" through Thoreau's *Walden* to *Walden Two* by **B. F. Skinner** (1948) and to Neal Stephenson's 1992 *Snow Crash*.

Linke: Japanese American Internment during World War II: Relocation, Redress and Remembrance

Proseminar, 70210, Di. 09.15-10.45, AB 8023

This class deals with a specific aspect of American ethnic history that has only been addressed by historians since the 1980s. After a brief overview of ethnic and immigration history which will pay special attention to Chinese and Japanese immigration, the focus of the class will be on the treatment of the Japanese in the U.S.A. during World War II and the slow process, started in the 1970s, in which the American public has begun to gain a full recognition of their suffering. After familiarizing themselves with the historical events, students will be asked to take a more analytical approach to aspects of representation. The first group of texts consists of autobiographical (re)constructions of and responses to evacuation and relocation. Secondly, memorial sites and practices of commemoration will be analyzed to examine the meanings they convey. The class will conclude with a look at cinematic representations of the Japanese experience (*Come See the Paradise*, 1990; *Snow Falling on Cedars*, 1999, *American Pastime*, 2007). Students are required to buy the **READER** at the copyshop "Copy& Paste" Ulmenstraße as well as Wakatsuki, J., and J.D. Houston (1973). *Farewell to Manzanar*. Bantam. (ISBN 0553272586)

Rosow: Neil Hegarty's *Story of Ireland*

Proseminar, 70215, Di. 11.15-12.45, AB 8028

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

Zittlau: American Archives

Proseminar, 70211, Mo. 11.15-12.45, AB 8028

The archive is a crucial form of preserving materialized knowledge and thus essential to both memory and history. It manifests itself most commonly in form of libraries, museums and collections: But how are the remains of the past selected? Moreover, how can we navigate among them? What are the possibilities for other, alternative perspectives on history? This class will look at various kinds of American archives and discusses the dynamics and perceptions of the past. We will base our discussions on texts by Diana Taylor, Anne Stoler and Jacques Derrida who provide the theory. While many examples will come in the form of texts and images (the queer archives, murals and graffiti), this class will also include workshops and excursions to broaden the idea of the archive and to eventually work on our own archives. All texts will be provided on Stud.IP. Please check that platform on time to arrange your schedule for the workshops and excursions.

Susemihl: Let's Visit the Queen! Culture and Civilization of the English-speaking World (LA Grundschule)

Proseminar, 70212

Gruppe 1: Do. 13.15-14.45, U-H2-310

Gruppe 2: Do. 15.15-16.45, U-H3-223

This course wants to introduce you to cultural studies in the English-speaking world. It will combine various aspects of history, politics, and sociology and, among other things, popular culture and will focus on Great Britain, the USA, and Canada. However, the importance of English as a mother tongue in many other countries will also be addressed. Furthermore, we will develop didactic material that will help teachers pass this knowledge on to children. Students will be asked to participate in discussions and give presentations on given topics.

You will need a copy of the following text book: Jody Skinner (2009): *Anglo-American Cultural Studies*. Tübingen: Francke, UTB basics. ISBN: 978-3-8252-3125-5.

Additional material will be provided.

Mackenthun: Social Darwinism and Literary Naturalism in America

Hauptseminar, 70213, Do. 11.15-12.45, U-H3-322

This class will look at the discourse of Naturalism in the United States. As an ideology, Naturalism coincided with the beginnings of corporatism in the late nineteenth century – the emergence of rich tycoons and robber barons, rapid industrialization fired by steel and oil; free-wheeling financial speculation; with mass immigration and the growth of ghettos; with the growth of labor unions and, last not least, with American imperial engagements in the Pacific and Caribbean. As an aesthetic concept, Naturalism is frequently associated with Emile Zola's introduction of a 'scientific' method in literature – of turning literature into a sociological practice. But what do the well-known terms "survival of the fittest" and "social Darwinism" precisely mean? How and why did the ideology they promote come about? What does Naturalism have to do with nature and with new scientific theories? How can it be reconciled with the dominant US narrative of the American Dream and the self-made man? These are some of the questions to be explored. Our source material will consist, apart from a few visuals, of scientific, journalistic, and literary texts (by Crane, London, Wharton, Norris among others) which shed a critical light on the social and political events of their time. Students will have to purchase a *Reader* (Copy&Paste), as well as the following novel:

Frank Norris (1899/2008) *McTeague*. Signet. ISBN-10: 0451531973

All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: Stephen Crane, "Maggie, Girl of the Streets." If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Linke: Transculturality on Film: Representations of Cultural Contact in Colonial Africa

Hauptseminar, 70501, Mo. 09.15-10.45, AB 8023

In this class, participants will discuss two different cases of colonial cultural contact and their representation on film. The focus will be on the British (and Americans) in South Africa and in North Africa in the late 19th and early 20th centuries. Several British and American films will be selected as examples for each area, among them Khartoum (1966) and Lawrence of Arabia (1962) as well as Zulu (1964), Zulu Dawn (1978) and The Ghost and the Darkness (1996) or Flame Trees of Thika (1981). The analysis of each set of films will be embedded in readings and debates on colonial history, on characteristic features of the representation of colonial contact situations and on transculturality. Special attention will be paid to the circumstances of each film's production, the perspective from which it is shot and the various discourses it taps into, such as ethnography. Selected secondary sources will be made available in a READER, which can be bought in "Copy&Paste", Ulmenstraße. Participants must be prepared to watch all films outside class.

Rosow: Stuart Hall, Critical Theory and Cultural Studies

Hauptseminar, 70214, Mi. 17.15-18.45, AB 8023

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

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

Grundkurs, 70233, Mo. 11.15-12.45, HS S3 (Schwaanschestr. 3)

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.

Garbe: Kreative Unterrichtsgestaltung

Übung, 70243, Mi. 09.15-10.45, 14tägl., gerade Wochen, AB 8028

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.

Garbe: Proseminar: Frühbeginnender Englischunterricht

Proseminar, 70248, Di. 09.15-10.45, AB 8028

Grundschulpädagogik, Lehramt Grundschule (2012)

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: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240

Gruppe 1: Mo. 09.15-10.45, AB 8028

Gruppe 2: Do. 09.15-10.45, AB 8028

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.

Linke: Stereotype im Englischunterricht: Probleme und Chancen

Hauptseminar, 70234, Di. 15.15-16.45, AB 8023

Zunächst werden ausgewählte Definitionen des Begriffs "Stereotyp" diskutiert und aktuelle Sehweisen auf das Konzept ermittelt. Es werden weiterhin Zielstellungen für den Englischunterricht (EU) untersucht, die mit Stereotypen zu tun haben, und Kriterien für den didaktisch sinnvollen Umgang mit Stereotypen im EU entwickelt. Danach wird textkritisch untersucht, ob und wie Lehrbücher und andere Unterrichtsmaterialien Stereotype verwenden, d. h. wie Nationen (z. B. Großbritannien, USA, Indien), ethnische Gruppen (z. B. Pakistanis, Afro-Amerikaner), die Geschlechter oder aber auch Berufs- und Altersgruppen charakterisiert werden. Wichtig ist dabei nicht nur das Erkennen stereotyper Repräsentationen, sondern auch der kritische Blick auf Handlungsanleitungen im Umgang mit Stereotypen. Dabei sollten alle möglichen Repräsentationsformen einbezogen werden: Textformen und -gestaltung (Landkarten, Bilder, Sprache) sowie vorhandene Übungsformen (zu Lehrbuchtexten oder LB-textunabhängig), die der Bewusstmachung von Stereotypen dienen. Wichtig ist, Stereotype auch in Texten und Übungen aufzuspüren, die nicht vordergründig deren Diskussion zum Ziel haben, in denen aber Stereotype "nebenbei" vermittelt werden. Das Semester schließt mit der Entwicklung eigener Materialien und Unterrichtssequenzen zum Umgang mit Stereotypen durch die Studierenden. Ein Reader mit Textauszügen wird im Copyshop "Copy&Paste" Ulmenstraße bereitgestellt.

Morkötter: Sprechfertigkeit und Sprachmittlung im Englischunterricht

Hauptseminar, 70260, Mi. 11.15-12.45, AB 8023

Die Fertigkeit "Sprechen" trat im Fremdsprachenunterricht verglichen mit schriftlichen Kompetenzen lange Zeit eher in den Hintergrund, was sich im Zuge der Kompetenzorientierung geändert hat bzw. ändert. Auch der Bereich der (mündlichen und schriftlichen) Sprachmittlung ist mittlerweile fester Bestandteil von Rahmenplänen und Kerncurricula. In Abgrenzung zum Dolmetschen oder Übersetzen wird unter "Sprachmittlung" die sinngemäße Übertragung von Inhalten aus einer Sprache in eine andere verstanden. Eine große Rolle spielt hierbei die Situations- und Adressatenangemessenheit, wobei hinsichtlich des Übertragungsmediums (gesprochen/geschrieben) auch Mischformen häufig sind (z.B. wenn der Inhalt einer englischsprachigen Mail auf Deutsch mündlich zusammengefasst wird). Im Seminar werden wir uns u.a. mit Sprechfertigkeit und Sprachmittlung in bildungspolitischen Dokumenten und Unterrichtsvorschlägen befassen. Für den Erwerb eines Leistungsnachweises sind ein Seminarvortrag und eine Hausarbeit mit einem Lehrbuchanalyseteil und einem eigenen Aufgabenvorschlag im Bereich der Sprechfertigkeit oder Sprachmittlung erforderlich.

Garbe: Reading is Fun

Übung, 70256, Mi. 09.15-10.45, 14tägl., ungerade Wochen, AB 8028

Neben einem allgemeinen Überblick über die Lesestrategien und Komponentenübungen zur Entwicklung des Lesens, die durch Beispiele erläutert werden, steht die kreative Gestaltung von Aufgaben zur Steuerung des Leseprozesses, zur Auswertung des Gelesenen und für die weiterführende Arbeit mit dem Text im Mittelpunkt der Lehrveranstaltung.

Schütt: Übung Frühbeginnender Englischunterricht

Übung, 70221, Mo. 13.15-14.45, 14tägl., gerade Wochen, AB 8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Fremdsprachenunterrichts. In dieser Übung wird die Mehrdimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Die Gestaltung des Übergangs zum "regulären" Englischunterricht in der SEK I wird thematisiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten sollen zu anregender, kindgerechter Unterrichtsgestaltung befähigen.

Dieser Kurs ist primär für das Lehramt an Grundschulen (2012) vorgesehen. Eventuell vorhandene freie Plätze werden im Rahmen der Onlineeinschreibung auch an interessierte Studierende der anderen Lehramter vergeben.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen semesterbegleitend

Übung, 70261, Mo. 15.15-16.45, 14tägl., gerade Wochen, AB 8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im SS 2016.

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: Diagnostizieren, Stützen, Fördern: Differenzierung
im kompetenzorientierten Englischunterricht**

Übung, 70255, Mo. 13.15-14.45, 14tägl., ungerade Wochen, AB 8028

Heterogene Lernergruppen im Fremdsprachenunterricht sind Alltag in allen Schulformen. Diese Übung dient einerseits dazu, die Diagnosekompetenz angehender EnglischlehrerInnen zu schulen, und andererseits Maßnahmen der Differenzierung kennenzulernen und einzuleiten, so dass Lerner auf verschiedenen Lernstandsniveaus gestützt und gefördert werden. Dabei werden Diagnoseinstrumente ebenso wie kooperative Lernformen an praktischen Unterrichtsbeispielen erprobt.

Schütt: Projekte im Englischunterricht

Übung, 70220, Mo. 15.15-16.45, 14tägl., ungerade Wochen, AB 8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2016 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.

7 Sprachpraxis

Piontek: Sprachpraxis IIb Error Analysis (LA Grundschule)

Übung, 70327

Gruppe 1: Mi. 15.15-16.45, U-H3-223

Gruppe 2: Mi. 17.15-18.45, U-H3-223

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.

Adam: Sprachpraxis II: Error Analysis

Übung, 70314

Gruppe 1: Di. 13.15-14.45, U-H3-416

Gruppe 2: Di. 15.15-16.45, U-H3-416

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.

Adam: Sprachpraxis II: Translation English-German I

Übung, 70356

Gruppe 1: Mi. 09.15-10.45, U-H3-222

Gruppe 2: Mi. 11.15-12.45, U-H3-222

The aim of this course is to enable students to translate different kinds of texts (newspaper cuttings, popularized, special language and literary texts) into good idiomatic German. We will deal with language structures and discuss practical problems of the translation process. The texts will have to be translated at home. In class, we will compare and discuss different versions.

Spohr: Sprachpraxis II: Exploring English Vocabulary

Übung, 70323

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

Gruppe 2: Mi. 17.15-18.45, AB 8028

Gruppe 3: Do. 17.15-18.45, AB 8023

In this course, we will investigate the specialized vocabulary of several areas, e.g. medicine, law, and science, but also more everyday topics such as cooking or music. The exploration of each topic area will be led by a group of students who will introduce the relevant vocabulary and its underlying principles to the class. The aim of this course is twofold: firstly, to expand your active and passive vocabulary, and secondly, to familiarize you with methods and tools to expand it even further in the future.

Bowen: Sprachpraxis III: Writing Texts

Übung, 70317

Gruppe 1: Di. 11.15-12.45, U-H3-416

Gruppe 2: Di. 13.15-14.45, U-H3-421

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. (This course was formerly known as Text Production I)

Bowen: Sprachpraxis III: Creative Writing

Übung, 70359

Gruppe 1: Mi. 09.15-11.45, U-H3-223

Gruppe 2: Mi. 11.15-13.45, 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.

Flaherty: Sprachpraxis III: The Art of Argumentation

Übung, 70351

Gruppe 1: Di. 15.15-16.45, U-H3-222

Gruppe 2: Di. 17.15-18.45, U-H3-222

The aim of "The Art of Argument" is to make students aware of the different schemes, strategies, techniques and pitfalls involved in constructing strong arguments so that their logical argumentation skills can be refined and strengthened. It starts with a background in theory before going into the practical application of the theory with both oral and written argumentation exercises. With a focus on logical argument, it is a supplementary course to "Persuasive Communication".

Flaherty: Sprachpraxis III: Media English

Übung, 70367

Gruppe 1: Do. 15.15-16.45, AB 8028

Gruppe 2: Do. 17.15-18.45, AB 8028

The course "Media English" seeks to look at the specific ways English is used in different media contexts and to help students create different media pieces themselves. Over the semester a variety of media features will be covered – from headlines to interviews, reports to reviews – with students first analyzing media pieces themselves before applying this analysis to the media works that they produce. The aim of the course is to improve students' ability to produce good quality journalistic pieces with appropriate and correct journalistic language.

Vaughan: Sprachpraxis IV: Essay Writing

Übung, 70350

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

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

This course principally aims to further the development of students' writing abilities and critical thinking skills. After a brief review of sentence and paragraph structure, the course will concentrate on the main features, style, and register of Anglo-American essays. In addition, students will learn to analyse a topic, develop a more coherent structure for their ideas, and be guided in proof-reading and editing essays to meet criteria appropriate to a level expected of at university.

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

Übung, 70324

Gruppe 1: Fr. 11.15-12.45, AB 8028

Gruppe 2: Fr. 13.15-14.45, AB 8028

"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.

Spohr: Sprachspraxis IV: Translation English-German II

Übung, 70353, Di. 13.15-14.45, U-H3-222

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

Bowen: Sprachspraxis IV: Translation German-English II

Übung, 70362

Gruppe 1: Do. 11.15-12.45, AB 8023

Gruppe 2: Do. 13.15-15.45, AB 8023

In this course, students will consider the practice of translation as a form of socially situated text production. To this end, they will explore the distinct exigencies, norms and strategies involved in a variety of context-based translation activities. In particular, we will look at a range of literary translation practices, including children's literature translation, drama translation, and the translation of poetry. We will also look at several kinds of 'functional' translation, placing particular emphasis on community

translation (e.g. hospital and court translation). This course complements Translation German-English I, although students are NOT required to have taken the first course.

Bowen: Translation Workshop for Teacher Students

Übung, 70357

Gruppe 1: Di. 15.15-16.45, U-H3-421

Gruppe 2: Do. 15.15-16.45, AB 8023

This course is only open to *Lehramtstudents* preparing to complete their exams.

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.

8 Berufsvorbereitendes Lektüremodul

Lehramt an Regionalen Schulen und an Gymnasien

Kornexl et al.: Kolloquium, 70303, Mo. 17.15-18.45, AB 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.

9 Master British and American Transcultural Studies

Mackenthun: Classics of American Transcultural Literature

Hauptseminar Literatur, 70435, Fr. 13.15-14.45, AB 8023

From its beginnings, American literature has addressed issues of slavery, colonial expansion and race relations. In this class, we will take a new look at classic American texts from the critical perspective of transcultural studies. We will explore how these texts negotiate the inequality of race and class, territorial dispossession, and the discourses for legitimating social inequalities. We will especially look at how these classic texts, along with a few less classic ones, have been discussed in recent literary criticism as giving a voice to America's discursively excluded others. One question will be how this 'other' presence in American literature has shaped the literary aesthetic in America, how questions of racial discrimination and territorial dispossession produce a 'haunting' atmosphere in classic American literature (Toni Morrison).

Students will have to purchase a **Reader** with critical texts (Copy&Paste, Margarethenplatz), as well as the following novels (please, if possible, no other editions):

Brown, Charles Brockden (1798). *Edgar Huntly*. Penguin. ISBN-10: 0140390626

Melville, Herman (1846). *Typee*. Penguin. ISBN-10: 0140434887

Douglass, Frederick (1845). *Narrative of the Life of Frederick Douglass*. W.W. Norton. ISBN-10: 0393969665.

Stowe, Harriet Beecher (1853). *Uncle Tom's Cabin*. Oxford. ISBN-10: 0199538034

Twain, Mark (1884). *The Adventures of Huckleberry Finn*. Penguin. ISBN-10: 0141439645

All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: Charles Brockden Brown, *Edgar Huntly*. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Christinidis: Expats, Migrants, Refugees

Hauptseminar Literatur, 70436, Do. 11.15-12.45, U-H3-421

This course will provide a theoretical approach to the concepts 'expats', 'migrants' and 'refugees' and the different ways in which they construct people's international movement and the reasons behind it. We will then explore a variety of fictional and autobiographical texts that represent the wide diversity of experiences people have as 'expats', 'migrants' or 'refugees'. We will be looking at short stories, essays, and novels, primarily texts published recently, but with some examples going back to the early twentieth century.

Shorter texts (short stories and essays) will be uploaded to Stud.IP. I will announce the books you will need to buy via a notice on my door by the end of January, and they will also be added to the online course listing at that time.

Kornexl: Cross-linguistic Influences on English

Hauptseminar Sprachwissenschaft, 70066, Di. 11.15-12.45, AB 8023

The apparent liberality and ease with which English has absorbed material from other languages at nearly all stages of its development is usually counted as one of its assets, but to the same degree as a challenge to native speakers and foreign language learners. To provide an analytical framework for selected diachronic case studies, 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 and use of English.

Linke: Transculturality on Film: Representations of Cultural Contact in Colonial Africa

Hauptseminar Kultur, 70501, Mo. 09.15-10.45, AB 8023

In this class, participants will discuss two different cases of colonial cultural contact and their representation on film. The focus will be on the British (and Americans) in South Africa and in North Africa in the late 19th and early 20th centuries. Several British and American films will be selected as examples for each area, among them Khartoum (1966) and Lawrence of Arabia (1962) as well as Zulu (1964), Zulu Dawn (1978) and The Ghost and the Darkness (1996) or Flame Trees of Thika (1981). The analysis of each set of films will be embedded in readings and debates on colonial history, on characteristic features of the representation of colonial contact situations and on transculturality. Special

attention will be paid to the circumstances of each film's production, the perspective from which it is shot and the various discourses it taps into, such as ethnography. Selected secondary sources will be made available in a READER, which can be bought in "Copy&Paste", Ulmenstraße. Participants must be prepared to watch all films outside class.

Bowen: Sprachpraxis IV: Translation German-English II

Übung, 70362

Gruppe 1: Do. 11.15-12.45, AB 8023

Gruppe 2: Do. 13.15-15.45, AB 8023

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