

Institut für Anglistik/Amerikanistik

Lehrangebot Sommersemester 2017

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1 Liste der Raumkürzel

AB28-8023	SR 8023, A.-Bebel-Str. 28
AB28-8028	SR 8028, A.-Bebel-Str. 28
AB28-4039	SR 4039, A.-Bebel-Str. 28
HSS3	HS, Schwaansche Str. 3
U69-H3-222	SR 222, Ulmenstr. 69, Haus 3
U69-H3-223	SR 223, Ulmenstr. 69, Haus 3
U69-H3-322	SR 322, Ulmenstr. 69, Haus 3
U69-H3-416	SR 416, Ulmenstr. 69, Haus 3
U69-H3-421	SR 421, Ulmenstr. 69, Haus 3
UP-HG218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Rossov: Collective Identities in a Globalised World

Vorlesung, 70407, Mittwoch, 09.15-10.45, UP-HG 218

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

Linke: British Society in the 19th Century: Riding the Tiger of Progress

Vorlesung, 70394, Mittwoch, 11.15-12.45, UP-HG 218

This lecture intends to provide a survey of the changes in 19th-century Britain, from technological and economic advancement to artistic movements. To give the survey a clear structure, 19th-century British

history will not only be divided into periods but also into several histories such as, for example, the history of class relations and the franchise, women's history, history of the Empire, intellectual and art history, major legal changes, their context and effects, and the history of Ireland and Scotland. Though by no means comprehensive, the lecture will serve to illustrate, with the help of selected aspects, the complexity of change. It will draw on 19th-century sources as well as recent historiography and highlight the process of constructing and revising history.

Mackenthun: Survey Lecture American Literature (Part I)

Vorlesung, 70399, Montag, 15.15-16.45, UP-HG 218

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

Kornexl: Language Change in the History of English

Vorlesung, 70404, Dienstag, 09.15-10.45, UP-HG 218

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

3 Literaturwissenschaft

Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70443, Dienstag, 17.15-18.45, AB28-8023

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

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

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

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

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

Bolze: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70102, Montag, 13.15-14.45, AB28-8023

This course serves as a basic introduction to English literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – all of these facets will be touched upon in the course, which starts with an attempt to define what literature (and particularly English literature) is. Examining text samples from different genres and periods, you will become acquainted with the terminology and concepts necessary to discuss literature critically and to analyse and interpret literary texts.

Please purchase the following editions:

- Chinua Achebe (2008), *Things Fall Apart*, edited by F.A. Irele. Norton Critical Edition. ISBN 978-0-393-93219-5, and
- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed. Edinburgh University Press.

Additional material will be made available on Stud.IP or in class.

**Schmitt-Kilb: James Joyce's *A Portrait of the Artist as a Young Man* (1916):
Text, Context, Critical Perspectives**

Proseminar, 70107, Mittwoch, 09.15-10.45, U69-H3-421

Using the example of the modernist classic novel by James Joyce, this course is designed to a) introduce you to the era of literary modernism; b) acquaint you with one of the most influential writers of the 20th century; and c) improve your skills in analysing and interpreting narrative texts. Close reading of the novel in combination with some knowledge of the larger historical and cultural contexts will go hand in hand with discussions about genre (bildungsroman, coming-of-age novel) and approaches to contemporary critical literature. As most of the participants will have to write a *Hausarbeit* to finish the course, I will put special emphasis on the technical skills necessary to develop thesis claim and create a critical argument. Please buy the Norton Critical Edition of *A Portrait of the Artist as a Young Man* (ISBN: 978-0-393-92679-8) and start reading as soon as you can.

Sadowski-Smith: The Composite Novel

Proseminar, 70426, Dienstag, 15.15-16.45, U69-H3-416

This course examines major US representations of the composite novel, a genre which combines characteristics of both the novel and the short story. The composite novel has reached wide popularity in the United States in the twentieth and twenty-first centuries as parts of efforts to "replenish" the exhausted genre of the novel and to capitalize on the so-called renaissance of the short story. The composite novel combines two unique reading pleasures: the patterned closure of individual stories and the discovery of larger unifying strategies that transcend apparent gaps between stories. Throughout the course, we will explore well-known US manifestations of the composite novel in modernist fiction and contemporary texts. Our reading of these works will engage with genre studies and major literary movements in the United States, such as modernism and postmodernism. Individual parts of composite novels, such as "The Bear" from William Faulkner's *Go Down Moses*, are counted among the classics of US fiction. Other major contemporary works of US literature like Louise Erdrich's *Love Medicine* and Sandra Cisneros's *The House on Mango Street* have been (mis)read and judged within the normative expectations of the novel.

Students will need to purchase a **Reader** (at Copy&Paste) as well as the following novels:

- 1) Cisneros, Sandra. *The House on Mango Street*. Vintage, 1991. ISBN 0679734775
- 2) Erdrich, Louise. *Love Medicine: New and Expanded Version (P.S)*. Perennial, 2016. ISBN 0061787426
- 3) Hemingway, Ernest. *In Our Time*. New York: Scribner. ISBN 0684822768

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) on Faulkner's "The Bear" (in the Reader) in the first session. Please read and bring the text. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Wallat: Nineteenth-Century American Authors: Ambrose Bierce

Proseminar, 70432, Donnerstag, 09.15-10.45, AB28-8023

The seminar aims to introduce one of the most prominent nineteenth-century American authors. Ambrose Bierce is one of America's greatest wits, most uncompromising satirists and innovative writers. This seminar will focus on the three types of Bierce's short stories: satirical horror stories, anti-war satires and old-Western "tall tales" and include a discussion of his distinct contribution to American literature and the culture of non-conformism and critical thought.

Participants are asked to buy:

Jerome Hopkins (ed.), *The Complete Short Stories of Ambrose Bierce*. Lincoln: University of Nebraska Press. (ISBN 0-14-043384-8)

Bolze: Bursting the Bubble? Confronting Bigotry in British Literature

Proseminar, 70123, Montag, 11.15-12.45, AB28-8023

After the results of the recent Brexit referendum in the UK and the presidential election in the US, journalists and critics were quick to identify one reason why these results came as a shock to pundits and pollsters: the trend of accessing and discussing news in a 'bubble' of likeminded peers that shuts out other, conflicting opinions. Contrary to what our 'liberal bubble' may suggest, the results of both votes have demonstrated that racism, populism and xenophobia not only exist within the 'basket of deplorables'. Their continued depiction as issues of an 'uneducated underclass' is thus problematic: to assume that racism is something "out there" ignores its genteel manifestations in our own bubble.

In this course we turn to texts that attempt to address these issues in less simplistic ways, starting with Maggie Gee's novel *The White Family*, written in response to the racially motivated murder of Stephen Lawrence in 1993.

Please purchase and read:

Maggie Gee (2008), *The White Family*. Telegram Books, ISBN 978-1846590436.

Additional material will be made available on Stud.IP and in class.

Bartsch Veselá: English Literature for Elementary Schools (LA Grundschule)

Proseminar, 70425, Mittwoch, 11.15-12.45, U69-H3-416

Johann Wolfgang von Goethe once wrote that every day one should at least hear one little song, read one good poem and see one fine painting. Literature, music and art certainly play an important role also in children's development. This course is designed for any student teachers who are interested in using children's literature in elementary schools. Participants will become acquainted with different genres, periods of English and American literatures, the fundamentals of literary analysis and interpretation of texts suitable for young learners of English. A wide variety of children's literature will be introduced, including traditional stories, classical fairy-tales, fables, animal stories, poems, rhymes, and other literary texts (e.g. *Where's Spot?*, *The Very Hungry Caterpillar*, *Little Red Riding Hood*, *Jungle Book*, *Winnie the Pooh*, *The Paper Bag Princess*, *Alice in Wonderland*, *Gulliver's Travels*, etc.). Students will read and analyse important children's texts in English and explore how they can be implemented in a primary school learning setting and will be asked to participate in discussions and give presentations on given topics.

You will need a copy of the following books:

DAHL, R. *Matilda*. London: Puffin Books, 2007.

MUNSCH, R. *The Paper Bag Princess*. London: Scholastic, 1980.

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

ELLIS, G.; BREWSTER, J. *The Storytelling Handbook for Primary Teachers*. London: Penguin Books, 1991.

MEYER, M. *English and American Literatures*. Tübingen, 2011.

WRIGHT, A. *Storytelling with Children*. Oxford. OUP, 1996.

Schmitt-Kilb: YouTube Shakespeare: Old Bard – New Media

Hauptseminar, 70427, Freitag, 13.15-14.45, AB28-8023

At first glance, Shakespeare and YouTube seem to belong to different universes, but in fact, YouTube is nowadays one of the dominant media through which Shakespeare is produced and received. From classroom activities to the promotion of plays on traditional stages or individual rewritings and private productions, YouTube offers a huge variety of responses to Shakespeare. In the seminar, we will investigate the phenomenon of YouTube Shakespeare from various angles, e.g.: What happens to/with Shakespeare on YouTube? What is lost, what is gained by YouTube Shakespeare? Is it a wholly contemporary affair, or does it have the potential to generate historical awareness? Which critical potential does it offer? What is the relevance of categories such as high, mass, and popular culture in this context? A variety of original Shakespeare material (text excerpts) as well as various examples of YouTube Shakespeare will form the basis of discussion, analysis and interpretation. For further information, please keep an eye on the showcase outside my office.

Schmitt-Kilb: Migrants and Refugees in Contemporary Fiction

Hauptseminar, 70428, Dienstag, 11.15-12.45, AB28-8028

In the light of current political and social developments, we will be concerned, in this seminar, with British fiction and non-fiction dealing with migrant experience. We are going to read two classics of Black British Fiction, Hanif Kureishi's *The Buddha of Suburbia* (1990) and Bernardine Evaristo's *Lara* (1997/2009 - please buy and read the 2009 edition) as well as *The Good Immigrant* (2016), a collection of mostly non-fictional prose edited by Niklesh Shukla. Different in style, perspective and content, the themes of xenophobia, racism and the problems of identity formation in transcultural contexts are common to all the texts. As always, discussions of topical issues will be based upon thorough literary critical analysis and interpretation. We will begin with Kureishi, so please buy the novel and start reading as soon as you can. Everybody who is interested is welcome and will get a place, if he/she successfully passes a quiz in week 2 which tests whether you have read *The Buddha of Suburbia*.

Sadowski-Smith: Early American Literature, US History and Its Aftermath

Hauptseminar, 70429, Dienstag, 13.15-14.45, AB28-8028

This course examines representations of US American history and culture until the US Civil War in the larger context of theories of US settler colonialism and imperialism as well as the formation of the US literary canon. We will read narratives of contact between indigenous peoples and Anglo American settlers as well as representations of the relationship between eighteenth century Republicanism, slave narratives, the literature of abolition, and the rise of the women's movement. We will focus on how these representations give voice to populations long marginalized in literary, cultural, and historical discourses.

Students will need to purchase a Reader with critical texts (at Copy&Paste, Margarethenplatz) as well as the following novels:

- 1) Butler, Octavia. *Kindred*. Boston: Beacon Press, 1979. ISBN 0807083690
- 2) Sedgwick, Catharine Maria. *Hope Leslie*. Penguin, 1998. ISBN 0140436766
- 3) Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Dover Thrift, 2005. ISBN 0486440281
- 4) Hawthorne, Nathaniel. *The Scarlet Letter*. Dover Thrift, 1994. ISBN 0486280489

Sadowski-Smith: Contemporary US Literature

Hauptseminar, 70430, Donnerstag, 13.15-14.45, AB28-8028

This course examines examples of post-1980s US fiction that have garnered literary prizes, entered the "canon" of contemporary US literature and/or received much critical attention. We will focus on the reemergence of genre fiction (including speculative, thriller, and magical realist fiction) and its relationship to theories of contemporary cultural production (such as postmodernism, globalization and trauma theory) by reading the work of John Barth, Octavia Butler, Anna Castillo, Louise Erdrich, Jonathan F. Foer, and Karen Tei Yamashita.

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

- 1) Butler, Octavia. *Kindred*. Beacon Press, 1988. ISBN 0807083690.
- 2) Castillo, Anna. *The Guardians*. New York: Random House, 2007.
- 3) Erdrich, Louise. *Love Medicine: New and Expanded Version (P.S)*. Perennial, 2016. ISBN 0061787426
- 4) Foer, Jonathan S. *Extremely Loud and Incredibly Close*. Boston: Houghton Mifflin, 2005. ISBN 0618711651
- 5) Yamashita, Karen Tei. *Tropic of Orange*. Coffee House Press, 1997. ISBN 1566890640

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

Wallat: American Classics: Eugene O'Neill, Arthur Miller and Tennessee Williams

Hauptseminar, 70431, Freitag, 11.15-12.45, AB28-8023

The decades after World War II saw the emergence of important playwrights such as Tennessee Williams and Arthur Miller, though Eugene O'Neill remained the dominant dramatist and continued to exert influence through his innovative work.

This course aims to introduce students to these three outstanding writers. The introduction will provide the opportunity for closer analysis of these writers and the issues they examine. Readings and classroom discussions will enable students not only to develop the analytic skills needed to address dramatic texts and but also to relate their understanding of American plays to the cultural and historical background from which they developed. Students will be encouraged to become aware of a variety of critical approaches to dramatic texts.

The course will focus on Eugene O'Neill's *Long Day's Journey into Night* (1941), Tennessee Williams's *The Glass Menagerie* (1944) and Arthur Miller's *Death of a Salesman* (1949).

4 Sprachwissenschaft

Kähm: The Origin and Development of English

Proseminar, 70071

Gruppe 1: Montag, 15.15-16.45, U69-H3-421

Gruppe 2: Dienstag, 15.15-16.45, AB28-4039

Where does today's English come from?

This course will give an overview of the development of the English language from its roots as a Germanic dialect to its present state, looking at different aspects such as phonology, morphology, syntax and lexis. We will focus on the older periods Old English, Middle English and Early Modern English and address crucial aspects of language change which have shaped the present form of English. By way of illustration, we will read short period texts to complement the theoretical background.

Course book: Barber, Charles, Joan C. Beal and Philip A. Shaw. 2009. *The English Language: A Historical Introduction*. 2nd ed. Cambridge: Cambridge University Press (ISBN: 978-1107693937).

Kornexl: Chaucer's English

Proseminar, 70008, Dienstag, 11.15-12.45, AB28-8023

The language of the most prominent Middle English poet is based on the dialect of London, which soon after his death in 1400 became the basis of a newly emerging standard. By close readings of extracts from a range of Chaucerian texts we will investigate the general characteristics of late 14th-century Southern English and explore the individual features that attest to the extraordinary richness of Chaucer's language and his masterly handling of style, diction and metre.

Kornexl: English Morphology and Word-formation

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

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

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

Kornexl: Enriching English: Historical Encounters and Linguistic Transfer

Hauptseminar, 70073, Mittwoch, 11.15-12.45, AB28-8023

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

Haselow: Conversation Analysis

Hauptseminar, 70055, Montag, 15.15-16.45, AB28-8023

Conversation Analysis (CA) is a research tradition that grew out of ethnomethodology and studies the social organization of 'conversation', or 'talk-in-interaction', by means of a detailed inspection of tape recordings and transcriptions made from such recordings. The orderliness of conversation as a social event is seen as the product of the systematic deployment of specifiable interactional methods or 'devices', which can be identified through the analysis of conversational episodes in authentic speech data.

In this seminar students will become familiar with the main methods, analytic techniques and findings of CA and will carry out some case studies in the most important domains of organization in conversation, including turn-taking, action-sequencing, repairs, openings and closings, and action formation (e.g. banter, telling a story). Additionally, we will focus on the linguistic devices employed for the management of organizational problems in interactions, above all problems with the construction of turns and with preference organization (preferred and dispreferred actions).

Suggested introductory reading: Hutchby, Ian and Robin Wooffitt. 2008. *Conversation Analysis*. 2nd ed. Cambridge: Polity Press.

Jitschin: Fundamentals of Grammar (LA Grundschule)

Übung, 70067

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

Gruppe 2: Dienstag, 11.15-12.45, U69-H3-322

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

Course Book: Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman (ISBN: 978-0582237261).

Jitschin: Fundamentals of Grammar

Übung, 70068

Gruppe 1: Montag, 17.15-18.45, U69-H3-322

Gruppe 2: Dienstag, 17.15-18.45, U69-H3-322

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

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

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

Course Book: Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman (ISBN: 978-0582237261).

Jitschin: Phonetics and Phonology (LA Grundschule)

Übung, 70077

Gruppe 1: Montag, 13.15-14.45, U69-H3-322

Gruppe 2: Dienstag, 13.15-14.45, U69-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 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 and 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: Dienstag, 15.15-16.45, U69-H3-222

Gruppe 2: Mittwoch, 19.15-20.45, AB28-8023

Gruppe 3: Donnerstag, 11.15-12.45, AB28-8023

Gruppe 4: Donnerstag, 13.15-14.45, AB28-8023

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

The course book (which all students must have) is: Collins, Beverly and Inger M. Mees. 2013.

Practical Phonetics and Phonology: A Resource Book for Students. 3rd ed. London: Routledge (ISBN 978-0415506496).

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

5 Kulturwissenschaft

Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160, Montag, 09.15-10.45, UP-HG-218

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

Rossow: Neil Hegarty's *Story of Ireland*

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

This course analyses extracts from Neil Hegarty's fresh and intriguing version of Ireland's history, which, according to Amazon, "has traditionally focused on the localized struggles of religious conflict, territoriality and the fight for Home Rule. But from the early Catholic missions into Europe to the embrace of the euro, the real story of Ireland has played out on the larger international stage. Story of

Ireland presents this new take on Irish history, challenging the narrative that has been told for generations and drawing fresh conclusions about the way the Irish have lived. Revisiting the major turning points in Irish history, Neil Hegarty re-examines the accepted stories, challenging long-held myths and looking not only at the dynamics of what happened in Ireland, but also at the role of events abroad. How did Europe's 16th-century religious wars inform the incredible violence inflicted on the Irish by the Elizabethans? What was the impact of the French and American revolutions on the Irish nationalist movement? What were the consequences of Ireland's policy of neutrality during the Second World War? *Story of Ireland* sets out to answer these questions and more, rejecting the introspection that has often characterized Irish history."

Wallat: Race, Class and Gender in America

Proseminar, 70486, Freitag, 09.15-10.45, AB28-8023

This seminar will combine a general presentation of *American Studies subjects* with a more detailed discussion of important aspects of "diversity" with respect to the political, social and cultural history in the U.S. Our analysis will examine the ways in which race, class and gender have been socially constructed as difference in the form of hierarchy. Thus, discussions in class will focus on selective critical and literary texts concerned with the formation, presentation and experience of race, class and gender in relation to recent debates on the issue of "difference".

Participants are asked to buy:

Brown, Wesley and Any Ling (eds.). *Imagining America*. New York: Persea Books, 2003.

Colombo, Garry & Robert Cullen, Bonnie Lisle (eds.). *Rereading America: Cultural Contexts for Critical Thinking and Writing*. Boston: Bedford Books of St. Martin's Press, 1993 (9th edition 2013).

For background reading, I recommend:

- Cambell, Neill and Alisdair Kean. *American Cultural Studies: An Introduction to American Culture*. London and New York: Routledge, 1997.
- Mauk, David and John Oakland. *American Civilization*. Abingdon: Taylor & Francis Ltd., 2005.

Linke: Introduction to Indigenous Studies

Proseminar, 70216, Dienstag, 11.15-12.45, U39-H3-416

"Indigeneity", being native, has recently become a central category of ethnic studies. It has been closely connected with the postcolonial condition, that is, with the situation of the colonised peoples in former British colonies such as Canada, the USA, Australia and New Zealand, and with general characteristics their cultures share. In this course, we will start with readings and discussions of recent theoretical and analytical approaches to the study of indigenous cultures, including comparative approaches. Then students will apply these theories and approaches to selected materials by and about indigenous peoples from various cultures, e.g. film and music. The history and current socio-political conditions of indigenous people in the respective country will also be addressed. Where possible, students will be given opportunity to bring in and discuss samples of indigenous cultures of their own choice.

A *Reader* with some basic theoretical texts and materials will be provided at Copy & Paste, Margaretenplatz.

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

Proseminar, 70218

Gruppe 1: Donnerstag, 17.15-18.45, U69-H3-222

Gruppe 2: Freitag, 09.15-10.45, AB28-8028

Goethe once wrote that there are two things children should get from their parents: roots and wings. Roots to give them a sense of belonging, wings to help free them from constraints and prejudices. Also

English teachers have to consider pupils' native culture and teach about English-speaking cultures. This course serves as an introduction to cultural studies in the English-speaking countries. Students will learn about history, geography, system of education, multiculturalism, religion, and various feasts celebrated in Great Britain, the USA and Canada. This will be compared to the students' own cultural experience. In addition, participants will learn to develop didactic materials suitable for teaching culture in elementary foreign language classroom. They will be asked to participate in discussions and give presentations on given topics.

A copy of the following book is recommended:

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

Additional material will be provided.

Zittlau: Democracy in America

Proseminar, 70487, Montag, 11.15-12.45, AB28-8028

This class will look at the concept of democracy as practiced in the United States throughout its history. We will begin with Alexis de Tocqueville's *Democracy in America (De la démocratie en Amérique 1835/40)*, a close observation of market strategies, Western Expansionism and Jacksonian democracy of the 1830s. Tocqueville is concerned about the roles of liberty and equality in American society, a concern that has never lost its urgency and continues to be present in today's society. Reading texts by Muriel Rukeyser, Chantal Mouffe and others, we will move to current times, look at poetry, art, performance and activism as well as political theory to think about democracy in the United States. This course will be very reading intensive, please be prepared to invest time in the preparation.

Linke: Transculturality on Film: Cultural Contact in Colonial India

Hauptseminar, 70502, Montag, 09.15-10.45, AB28-8023

In this class, we will discuss different cases of colonial cultural contact and their representations on film. The focus will be on the British in India in the 19th and early 20th centuries. Films will be selected from various times of production, about various historical events and from both Indian and British perspectives. Films will, for example, cover early colonial history (*The Chess Players*, India 1977), the 1854 rebellion (*The Rising*, India 2005) and growing tensions in the late 19th century (*Lagaan*, India 2001). British films will represent the 19th century thuggee rising (*Gunga Din*, USA 1939), the North-West frontier wars (*The Lives of a Bengal Lancer*, UK, 1935) and the growing unrest in the 1920s and '30s (*Heat & Dust*, UK 1983 / *Passage to India*, UK, 1984, and *Before the Rains*, India, 2008). The analysis of each film 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 and styles it taps into.

Selected secondary sources will be made available in a *Reader*, which will be provided at Copy and Paste, Margaretenplatz. Participants should be prepared to watch the films outside class.

Rosow: From Gangs to Virtual Communities

Hauptseminar, 70199, Mittwoch, 17.15-18.45, AB28- 8028

This course addresses a social and cultural phenomenon (subcultures) that has been with us for some considerable time and continues to intrigue not only researchers within the fields of, for example, Cultural Studies or Sociology, but has repeatedly attracted the attention of the mass media, politicians, censors, teachers and concerned parents alike. According to Gelder (2005) "[s]ubcultures are groups of people that are in some way represented as non-normative and/or marginal through their particular interests and practices, through what they are, and through what they do and where they do it. They may

represent themselves in this way" but "they will also be represented like this by others, who in response can bring an entire apparatus of social classification and regulation to bear upon them."

On the basis of a wide range of seminal texts in the field of subcultural studies, the course traces not only the history of this field, introduces the key theoretical terms to analyse subcultural forms but also discusses a selection of concrete groups – from the gangs of Chicago in the 1920s to virtual communities at the beginning of the twenty-first century.

A *Reader* with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Sadowski-Smith: The Transnational (South) West

Hauptseminar, 70493, Donnerstag, 15.15-16.45, AB28- 8028

This course examines shifting representations of the transnational (South)West that illustrate how the academic study of the United States has moved from a nation-centric focus toward hemispheric lenses. Representations of the (South)West have been central to both models. While the understanding of the region as the "frontier" was integral to early (1950s-1960s) perspectives on US American culture and history, the more recent focus on the transnational character of the Southwest has emerged from and continues to revolve around representations of the area as a border region, a meeting place of diverse cultures and histories.

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

- 1) Castillo, Ana. *So Far from God*. Plume, 1994. ISBN 0452272092
- 2) McCarthy, Cormac. *All the Pretty Horses*. Vintage, 1993. 0679744398
- 3) Silko, Leslie. *Ceremony*. Penguin, 1977. ISBN 0140086838
- 4) Yamashita, Karen Tei. *Tropic of Orange*. Coffeehouse Press, 1997. ISBN 1566890640
- 5) Fuentes, Carlos. *The Crystal Frontier*. Harvest Books, 1998. ISBN 0156006200

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

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

Grundkurs, 70233, Montag, 11.15-12.45, Hörsaal, Schwaansche Str. 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; Lernorientierung im Englischunterricht.

Garbe: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240

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

Gruppe 2: Mittwoch, 09.15-10.45, AB28-8028

Nicht für Lehramt Grundschule.

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

Garbe: Frühbeginnender Englischunterricht (LA Grundschulen)

Proseminar, 70248, Dienstag, 09.15-10.45, AB28-8028

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.

Morkötter: Differenzierung und Individualisierung im Englischunterricht

Hauptseminar, 70226, Mittwoch, 11.15-12.45, AB28-8028

Spätestens seit Betonung der Lerner- und Handlungsorientierung im Zuge der kommunikativen Wende rückte der/die individuelle LernerIn mit seinen bzw. ihren Bedürfnissen, Stärken und Schwächen, Vorlieben und Abneigungen stärker in den Mittelpunkt des didaktischen Interesses. Stichwörter waren und sind der Umgang mit Heterogenität, Differenzierung, Individualisierung, Inklusion usw. Wir werden uns im Seminar mit verschiedenen Formen von Heterogenität beschäftigen, wie beispielsweise SchülerInnen mit Lernschwierigkeiten oder sprachliche Heterogenität im Klassenzimmer, sowie mit Möglichkeiten der Kooperation und Kollaboration. Darüber hinaus sollen verschiedene Wege der Differenzierung (Unterrichtsinhalte, Ziele, Unterrichtsorganisation, Medieneinsatz) vorgestellt und diskutiert werden. Als Seminarbeitrag soll eine Aufgabe mit einem Vorschlag zur Binnendifferenzierung entwickelt und vorgestellt werden. Das Seminar ist für alle Lehrämter geöffnet.

Linke: Teaching culture through visual media

Hauptseminar, 70269, Dienstag, 15.15-16.45, AB28-8023

Generally, the usefulness of various media in the EFL classroom has been widely acknowledged for a long time, and visualisation has ranged high among the principles of language teaching. Nevertheless, the effort that is required when media are to be utilised efficiently and in a focused way for the development of competences, that is, skills and knowledge, in EFL has often been underestimated. This class will start with reflections on media types and genres and on the various goals of English language teaching, especially with regard to cultural and intercultural learning. Then we will discuss various media and their value for (inter)cultural learning. The media will range from cartoons, paintings and graphic novels to photography, film and others. Students will have the opportunity to prepare practical examples of the use of media for specific goals in (inter)cultural learning.

A Reader with some basic texts on media, intercultural learning and media use will be provided at Copy & Paste, Margaretenplatz.

Garbe: Darstellendes Spiel im Englischunterricht

Übung, 70250, Donnerstag, 09.15-10.45, 14täglich, gerade Wochen, AB28-8028

Theoretische Grundlagen des darstellenden Spiels und Möglichkeiten ihrer praktischen Umsetzung stehen im Mittelpunkt dieser Lehrveranstaltung. Die Studenten lernen die motivierende Rolle des darstellenden Spiels kennen und erwerben Kenntnisse über die Möglichkeiten des Einsatzes von zur Dramatisierung geeigneten Texten und Kriterien zu deren Auswahl. Eine optimale Prozessgestaltung wird anhand typischer Fallbeispiele geplant und diskutiert.

Garbe: Reading is Fun

Übung, 70256, Donnerstag, 09.15-10.45, 14täglich, ungerade Wochen, AB28-8028

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: Frühbeginnender Englischunterricht

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

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

Übung, 70261, Montag, 15.15-16.45, 14täglich, gerade Wochen, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen für das LA an Gymnasien und das LA an Regionalen Schulen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im SS 2017.

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.

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

Übung, 70276, Donnerstag, 11.15-12.45, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen für das LA an Grundschulen und das LA Sonderpädagogik statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2016/17.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Englischunterrichts 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: Projekte im Englischunterricht

Übung, 70220, Montag, 15.15-16.45, 14täglich, ungerade Wochen, AB28-8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2017 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: LernerInnen-Orientierung im Englischunterricht

Übung, 70225, Montag, 13.15-14.45 14täglich, ungerade Wochen, AB28-8028

Um dem Prinzip der individuellen Kompetenzförderung im Englischunterricht gerecht zu werden, muss gefragt werden, welche Voraussetzungen Schüler und Schülerinnen in den Englischunterricht mitbringen, zu welchem Zweck und aus welcher Motivation heraus sie Englisch lernen wollen/müssen, welche Lernwege sie bevorzugen und welche Lernerfahrungen sie bereits mitbringen. Am Schülerinteresse orientierte Inhalte und Lernwege, die Vermittlung von Lernstrategien zur Förderung (lebenslanger) Selbstlernprozesse, eine Öffnung des Unterrichts, kooperative Lernformen und damit verbunden eine veränderte Rolle von LehrerInnen und SchülerInnen resultieren daraus. In dieser Übung lernen Sie Methoden und Lerninhalte kennen und umsetzen, die die LernerInnen-Orientierung im Englischunterricht in den Fokus nehmen.

Schütt/Schmidt/N.N.: Schulpraktische Übungen

Übung, 70273, Verschiedene Schulen

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

In Gruppen von fünf bis sechs Studierenden und unter der Anleitung und Begleitung durch DozentInnen der Fachdidaktik Anglistik erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren. Die Vergabe der SPÜ-Plätze erfolgt durch Frau Dr. Garbe und Frau Schütt, ca. eine Woche vor Semesterbeginn. Der genaue Termin wird den Studierenden per Email bzw. durch einen Aushang bekannt gegeben.

Bartsch Veselá: Teaching English to Learners with Specific Educational Needs

Übung, 70227, Mittwoch, 17.15-18.45, gerade Wochen, AB28-7028

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

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

Bartsch Veselá: CLIL in Practice – Content and Language Integrated Learning for Primary Teachers

Übung, 70277, Mittwoch, 17.15-18.45, ungerade Wochen, AB28-7028

This course is designed for students who will be teaching English to young learners in elementary schools. The aim of the course is to clarify the key concepts of Content and Language Integrated Learning (CLIL) and to focus on specific areas of primary classroom management and instruction. The

participants will develop their skills in teaching non-language subjects through English, including Mathematics, Geography, History, Art, Music and Physical Education. The course includes practical sessions on preparing CLIL micro lessons and delivering these lessons to the trainer and peers to put learned methodology and new ideas into practical use. Participants will also work on adapting and creating their own teaching materials.

7 Sprachpraxis

Bartsch Veselá: Sprachpraxis II: Getting Grammar Right (for Primary Schools) (LA Grundschule)

Übung, 70305

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

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

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

Eastwood, John (2006). *Oxford Practice Grammar with Answers. Intermediate with Tests (and Practice-Boost CD-ROM)*. Oxford: Oxford University Press.

McCarthy, Michael (2012). *English Vocabulary in Use: Upper-Intermediate with Answers and CD-ROM*. Cambridge: Cambridge University Press.

Bartsch Veselá: Sprachpraxis II: Getting Grammar and Vocabulary Right

Übung, 70304

Gruppe 1: Donnerstag, 13.15-14.45, U69-H3-222

Gruppe 2: Donnerstag, 09.15-10.45, U69-H3-322

Competent speakers of English do not only have to master vocabulary, they also need to know how to combine words into larger units, such as clauses and sentences. This course is designed for the future lower-secondary school teachers to assist their study of English grammar and vocabulary. The emphasis is on the meaning and the use of the grammatical forms and the use of vocabulary of several areas. Special attention will be given to those points which are often a problem for students. In addition, we will explore different approaches to teaching English grammar and vocabulary. Participants will need the following books:

Eastwood, John (2006). *Oxford Practice Grammar with answers. Intermediate with Tests (and Practice-Boost CD-ROM)*. Oxford: Oxford University Press.

McCarthy, Michael (2012). *English Vocabulary in Use: Upper-Intermediate with Answers and CD-ROM*. Cambridge: Cambridge University Press.

Spohr: Sprachpraxis II: Exploring English Vocabulary

Übung, 70323

Gruppe 1: Dienstag, 11.15-12.45, U69-H3-222

Gruppe 2: Mittwoch, 17.15-18.45, AB28-8023

Gruppe 3: Donnerstag, 17.15-18.45, AB28-8023

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.

Klumm: Sprachpraxis II: English Collocations in Use

Übung, 70307

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

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

When learning vocabulary it is not enough to focus on single, isolated words. You must take into consideration how words combine in a language. In other words, you must pay attention to collocations. For instance, if you were to say that 'he made a crime', you would have used the individual words more or less correctly (at least according to the dictionary) and perhaps listeners would understand the idea that you were trying to get across. But your listeners would find your statement far easier to understand if you had said, 'he committed a crime'. Moreover, they would think that you had a good grasp of the language since your language would sound more natural. In this course we will focus on a range of topic areas and the collocations that commonly arise in them. We will look at some general topics such as 'change' or 'time and place', but also examine more particular discourses such as academic or sports journalism language. Students taking the course are expected to possess a copy of the *Oxford Collocations Dictionary for Students of English*.

Bowen: Sprachpraxis II: English Collocations in Use

Übung, 70308

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

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

When learning vocabulary it is not enough to focus on single, isolated words. You must take into consideration how words combine in a language. In other words, you must pay attention to collocations. For instance, if you were to say that 'he made a crime', you would have used the individual words more or less correctly (at least according to the dictionary) and perhaps listeners would understand the idea that you were trying to get across. But your listeners would find your statement far easier to understand if you had said, 'he committed a crime'. Moreover, they would think that you had a good grasp of the language since your language would sound more natural. In this course we will focus on a range of topic areas and the collocations that commonly arise in them. We will look at some general topics such as 'change' or 'time and place', but also examine more particular discourses such as academic or sports journalism language. Students taking the course are expected to possess a copy of the *Oxford Collocations Dictionary for Students of English*.

Flaherty: Sprachpraxis III: Media English

Übung, 70367

Gruppe 1: Donnerstag, 15.15-16.45, U69-H3-416

Gruppe 2: Donnerstag, 17.15-18.45, U69-H3-416

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.

Klumm: Sprachpraxis III: Media English

Übung, 70368

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

Gruppe 2: Dienstag, 13.15-14.45, AB28-8023

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.

Bowen: Sprachpraxis III: Creative Writing

Übung, 70359

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

Gruppe 2: Mittwoch, 09.15-10.45, U69-H3-223

Gruppe 3: Mittwoch, 11.15-12.45, U69-H3-223

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

Vaughan: Sprachpraxis IV: Essay Writing

Übung, 70350

Gruppe 1: Freitag, 11.15-12.45, U69-H3-416

Gruppe 2: Freitag, 13.15-14.45, U69-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: Montag, 11.15-12.45, U69-H3-416

Gruppe 2: Montag, 13.15-14.45, U69-H3-416

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

Spoehr: Sprachpraxis IV: Translation English-German II

Übung, 70353, Dienstag, 13.15-14.45, U69-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: Sprachpraxis IV: Translation German-English II

Übung, 70362

Gruppe 1: Donnerstag, 11.15-12.45, U69-H3-223

Gruppe 2: Donnerstag, 13.15-14.45, U69-H3-223

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 and Transculturality

Übung, 70361, Donnerstag, 15.15-16.45, U69-H3-223

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

8 Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien) (Lehramt an Regionalen Schulen und an Gymnasien)

Lehrende: Bolze, Haselow, Kornexl, Linke, Mackenthun, Rossow, Schmitt-Kilb, Wallat, Zittlau

Kolloquium, 70303, Montag, 17.15-18.45, AB28-8023/8028

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

Beachten Sie die unterschiedlichen zwingenden Teilnahmevoraussetzungen:

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

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

9 Master British and American Transcultural Studies

Sadowski-Smith: Early American Literature, US History and Its Aftermath

Hauptseminar, 70429, Dienstag, 13.15-14.45, AB28-8028

This course examines representations of US American history and culture until the US Civil War in the larger context of theories of US settler colonialism and imperialism as well as the formation of the US literary canon. We will read narratives of contact between indigenous peoples and Anglo American settlers as well as representations of the relationship between eighteenth century Republicanism, slave narratives, the literature of abolition, and the rise of the women's movement. We will focus on how these representations give voice to populations long marginalized in literary, cultural, and historical discourses.

Students will need to purchase a Reader with critical texts (at Copy&Paste, Margarethenplatz) as well as the following novels:

- 1) Butler, Octavia. *Kindred*. Boston: Beacon Press, 1979. ISBN 0807083690
- 2) Sedgwick, Catharine Maria. *Hope Leslie*. Penguin, 1998. ISBN 0140436766
- 3) Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Dover Thrift, 2005. ISBN 0486440281
- 4) Hawthorne, Nathaniel. *The Scarlet Letter*. Dover Thrift, 1994. ISBN 0486280489

Kornexl: Enriching English: Historical Encounters and Linguistic Transfer

Hauptseminar, 70073, Mittwoch, 11.15-12.45, AB28-8023

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

Linke: Transculturality on film: Cultural contact in colonial India

Hauptseminar, 70502, Montag, 09.15-10.45, AB28-8023

In this class, we will discuss different cases of colonial cultural contact and their representations on film. The focus will be on the British in India in the 19th and early 20th centuries. Films will be selected from various times of production, about various historical events and from both Indian and British perspectives. Films will, for example, cover early colonial history (*The Chess Players*, India 1977), the 1854 rebellion (*The Rising*, India 2005) and growing tensions in the late 19th century (*Lagaan*, India 2001). British films will represent the 19th century thuggee rising (*Gunga Din*, USA 1939), the North-

West frontier wars (*The Lives of a Bengal Lancer*, UK, 1935) and the growing unrest in the 1920s and '30s (*Heat & Dust*, UK 1983 / *Passage to India*, UK, 1984, and *Before the Rains*, India, 2008). The analysis of each film 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 and styles it taps into.

Selected secondary sources will be made available in a *Reader*, which will be provided at Copy and Paste, Margaretenplatz. Participants should be prepared to watch the films outside class.

Bowen: Translation and Transculturality

Übung, 70361, Donnerstag, 15.15-16.45, U69-H3-223

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.