

# Institut für Anglistik/Amerikanistik

## Lehrangebot Sommersemester 2020

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### Änderungen (Stand: 04.05.2020)

70305 – Zeit und Raum  
70036 – Raum  
70284 – Zeitraum  
70285 – Zeitraum  
70178 – Titel und Kommentar  
70460 – Titel und Kommentar

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### 1 Liste der Raumkürzel

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-9028	SR 9028, August-Bebel-Straße 28
AB28-10017	SR 10017a, August-Bebel-Straße 28
JP-SR5	SR 5, Jakobi-Passage, Kröpeliner Straße 57
JP-FDR10	Fachdidaktikraum, Jakobi-Passage, Kröpeliner Straße 57
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U69-H2-210	SR 210, Ulmenstraße 69, Haus 2
U69-H3-222	SR 222, Ulmenstraße 69, Haus 3
U69-H3-223	SR 223, Ulmenstraße 69, Haus 3
U69-H3-322	SR 322, Ulmenstraße 69, Haus 3
U69-H3-416	SR 416, Ulmenstraße 69, Haus 3
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude
UP-HG-114	SR 114, Universitätsplatz 1, Universitätshauptgebäude

### 2 Vorlesungen

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

**Kornexl: Language Change in the History of English**

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

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

### **Schmitt-Kilb: Survey Lecture English/British Literary History, 16<sup>th</sup>-20<sup>th</sup> Century**

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

In this first of a two-part lecture, you will be introduced to important developments in English Literature from the 16th to the 20th century. An overview of English, Scottish, Welsh and Irish writers and their texts will be complemented, 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 since ca 1500.

### **Linke: From Victorianism to Brexit: Britain in the 20<sup>th</sup> Century**

Vorlesung, 70402, Mittwoch 11.15-12.45 Uhr, UP-HG-218

This lecture provides a survey of British social and cultural history in the 20th century. Complex political developments such as the decline of the Empire and changes in the industrial, economic and power structures, especially after the two World Wars, will be discussed as far as they provide the background to social and cultural changes. Special emphasis will be placed on issues such as class structure, immigration and ethnicity, gender, and popular and media culture. Devolution in Scotland and Wales as well as the situation in Ireland will be considered as factors that have transformed the shape of the Union. The end of the British Empire, the 'Special Relationship' between the USA and the UK and British role in the European Union will be inspected critically as they form the background of Brexit. The lectures will cover both major historical events and examples of contemporary discourses. For selected topics, perspectives from various historians will be compared and evaluated to encourage a critical reading of history books.

### **Rosow: Collective Identities in a Globalised World**

Vorlesung, 70407, Dienstag 13.15-14.45 Uhr, U69-AEHS1

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

## **3 Literaturwissenschaft**

### **Zittlau: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft**

Grundkurs, 70443, Montag 11.15-12.45 Uhr, AB28-8023

This class will introduce you systematically and creatively to the fundamentals of literary studies. You will acquire knowledge about basic theories, concepts, methodologies and terminologies that will help you to engage with literary texts. We will learn ways to talk about poetry or how to approach a character as well as how to recognize a stylistic device and its function in a text. Besides theory texts and texts of literary criticism, we will read a diverse selection of poems and short stories, as well as a novel and a play from different historical periods and practice the analysis of those texts. Please purchase and read Vladimir Nabokov's *Lolita* (Penguin Classics, ISBN: 978-0070457225) and Anna Deavere Smith's *Fires in the Mirror* (Anchor Books, ISBN: 978-0385470148). All other texts will be available for download on Stud.IP.

**Flach: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft**

Grundkurs, 70102, Donnerstag 09.15-10.45 Uhr, AB28-8023

This course serves as an introduction to selected aspects of the study of English literature: literary theory, literary history, genre, textual analysis, critical vocabulary, etc. We will start with an attempt to define the object of our discipline by asking what literature (and particularly English literature) is. Looking at text samples from different genres, cultures and historical periods, we will then be concerned with the fundamentals of a scholarly approach to literature, i.e. the terminology, concepts and technical terms necessary for analysing and interpreting literary texts. *The Edinburgh Introduction* (see below) will be used as a set text – please buy your own copy. Further texts will be announced at a later stage. Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh University Press. ISBN-13: 978-0748691326.

**Bolze: Simple Texts, Complex Issues? Genres, the Climate Crisis, and the Classroom.**  
LA GS

Proseminar, 70117, Montag 15.15-16.45 Uhr, UP-HG-114

**This course is for students of *Grundschulpädagogik* only.**

This course will provide the basics you need to critically engage with English literature. You will become acquainted with the terminology and concepts of literary studies and apply those to a variety of text samples from different genres. Students are required to engage actively with the topics, as we apply them to possible classroom settings. We will include text forms that are suited for early learners, but make no mistake: critical concepts and literary theory can (and should) be applied to any form of literature, even picture books!

The course is structured into three parts, which reflect the three main literary genres, narrative, poetry and drama, with different thematic emphases: In the first section, we study two contemporary plays on climate change. In the second, narrative section, we explore re-writings of fairy tales and the representation of family structures in picture books (key word race, class, gender analysis). The poetry section will provide opportunity to combine textual analysis with an exploration of oral forms of presentation, in the context of slams, activism, and music.

Please purchase and read:

Andrew Bovell, *When the Rain Stops Falling*, ISBN 978-1848420342.

(Lots of) additional reading material will be made available on Stud.IP and in class.

**Schmitt-Kilb: Contemporary Short Stories in English**

Proseminar, 70108, Dienstag 11.15-12.45 Uhr, AB28-8028

The genre of the short story has a 200-year history. In this period, it has produced some of the finest fictional prose in English. Even though it has been (and continues to be) marginalized by a book market which favors the better-selling novel, the genre has remained lively and innovative until today. In the course, we will read and discuss a range of contemporary short stories by a broad spectrum of writers

against the backdrop of issues of genre, narratology and literary history. As part of the course requirements, participants will be expected to engage in some very short creative writing themselves. Even though we won't read the lot, I suggest you buy *The Penguin Book of the Contemporary British Short Story*, ed. Philip Hensher (ISBN-13: 978-0141986210). The stories give you a good idea about the wide variety of contemporary short stories. Additional stories will be provided as we go along.

### **Massey: I, Too, Sing America: An Introduction to African American Literature**

Proseminar, 70091, Dienstag 13.15-14.45 Uhr, AB28-8028

This course will survey African American literature from narratives of the enslaved to voices of the present. We will closely consider how various forms of literature have created a unique African American literary voice, and have affected both African Americans' understandings of themselves, as well as the ways in which they have been historically imagined. We will interrogate not only historical and political contexts, but also how issues of gender, ethnicity, sexuality, and class intersect with our chosen texts.

Required text: *Black Voices: An Anthology of African-American Literature* (Signet Classics, 2001)  
Other materials will be made available on Stud.IP.

### **Schlickeisen: The Political Philosophies of Ursula Le Guin's *The Dispossessed***

Proseminar, 70457, Donnerstag 15.15-16.45 Uhr, AB28-8028

Ursula K. Le Guin's narrative in *The Dispossessed* is set in a utopian society and raises questions about alternative modes of community. It carefully re-evaluates the contrasting principles of capitalism, authority and liberty. This seminar will examine the underlying syndicalist principles of Le Guin's Anarresti society as well as the literary qualities of the novel.

All participants are required to purchase a copy of the book (ISBN 978-0061054884) for the first session.

### **Schmitt-Kilb: Poetry – Approaches, Concepts, Theory, and the Art of Reading**

Hauptseminar, 70460, Donnerstag 15.15-16.45 Uhr, AB28-8023

Why poetry in the 21st century? Poetry asks for close reading, close reading requires time and patience, the willingness to question the obvious and to endure paradox, ambiguity and double meanings of all kinds. Nevertheless, and for all these reasons, poetry remains the genre best suited to teach us how language works, how meaning emerges from a text and what literature can do. Being forced to sit at home in a locked down environment, the art of reading poetry can be considered a political, anti-ideological activity as it serves to question a world usually governed by the ideology of speed, progress and immediate utility. In the course, we will discuss approaches, concepts and theories in relation with many literary examples taken from all periods of literary history, early modern to post-modern.

### **Christinidis: Wilkie Collins: *The Woman in White* and *The Moonstone***

Hauptseminar, 70459, Donnerstag 17.15-18.45 Uhr, AB28-8023

Compared to his friend Charles Dickens, Wilkie Collins has generally been neglected by literary scholars, even though he was also one of the most successful and popular Victorian authors. *The Woman in White* is one of the most important 'sensation novels', whereas *The Moonstone* has been described as an early detective novel. Both have dramatic, at times melodramatic, plot lines that centre on love, madness, mistaken identity, and long-forgotten crimes that come back to haunt everyone associated with them. This seminar will employ both narratological and cultural studies approaches to investigate, on the one hand, the cultural norms/values surrounding imperialism, class and gender, as well as the ways in which literary texts may reinforce or criticise such norms through narrative technique. Collins's

narratives were formally innovative: each novel combines the perspectives of many different characters, leaving the reader to doubt both the values they express and the 'truth' behind events. Please purchase the *Oxford World Classics* edition of both texts, as those are reliable and annotated, providing insight into significant changes Collins made to the text.

### **Zittlau: The American Prison in Contemporary Literature**

Hauptseminar, 70458, Montag 15.15-16.45 Uhr, AB28-8028

In the past two decades, the American prison complex has become a much-debated topic. Mass incarceration and the death penalty have led to heated political debates, as have the conditions of confinement. This class will look at recent fiction and the representation of the prison within these texts. Rachel Kushner's *The Mars Room* follows an incarcerated woman in prison, partly using flashbacks of her pre-prison life. *The Enchanted* by Rene Denfield focuses on the perspective of people on death row, whereas *One Big Self* explores the prison in poetry. While these works were not composed by incarcerated individuals, we will discuss texts from within the prison as well as short stories and invaluable theoretical texts. Apart from the texts that will be available on StudIP for download or distributed in class, please purchase and read:

- C. D. Wright, *One Big Self* (2003) ISBN 978-1556592584
- Rachel Kushner, *The Mars Room* (2018) ISBN-13: 978-1910702680
- Rene Denfield, *The Enchanted* (2015) ISBN-13: 978-1780226347

### **Hartung: Staging Orientalism: Travel, Contact and Posture in Orientalist Literature and Culture (BATS)**

Hauptseminar, 70134, 14taglich ab 08.04.2020

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

In his influential analysis of *Orientalism* (1978), Edward Said defined it as "a Western style for dominating, restructuring, and having authority over the Orient". More recent approaches have added to the idea of the 'Oriental Other' that of hybridizing and modernizing exchanges between East and West, while historical distinctions have been made between eighteenth-century theories of 'Orientalisms' and the greater range of representations of nineteenth-century British imperialism. In this seminar, we will trace these representations of empire and the Orient from the eighteenth-century reception of the translation of the *Arabian Nights' Entertainments* in England in the early eighteenth century to nineteenth-century Orientalist 'entertainments' in consumer culture. We will look at representations of self and other between estrangement, (de-)familiarity and exoticism in travel literature and paintings, Oriental tales and nineteenth-century literature, educational and philosophical narratives.

In preparation for this seminar, please read William Beckford: *Vathek* (1786) and John Polidori: *The Vampyre* (1819), both available in the Oxford World's Classics series. In addition, a reader will be made available.

## **4 Sprachwissenschaft**

### **Kornxl: English Morphology and Word-formation**

Proseminar, 70029, Dienstag 11.15-12.45 Uhr, 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. 2016. *English morphology and word-formation. An introduction*. 3rd revised and enlarged edition. Berlin: Erich Schmidt Verlag (ISBN: 978-3-503-17012-8).

### **Lorenz: Variation and Change in the English Language**

Proseminar, 70021, Montag 15.15-16.45 Uhr, U69-H3-322

"No man ever steps in the same river twice, for it's not the same river and he's not the same man." (Heraclitus) One cannot make the same utterance twice; it will not be the exact same utterance. Variation is always present in language use. It occurs on all levels of linguistic organization (phonetics, morphology, syntax, semantics, pragmatics). Much of this variation is not accidental, but contains information about the speaker (or writer) and what they want to convey. Moreover, linguistic variation is the source of language change.

In this course we will:

- survey the range of variation found in the English language. This includes social and regional variation (accents, dialects, sociolects), as well as articulatory variation (e.g. phonetic reduction) and pragmatic variation;
- study how changes in the English language are connected to variation;
- learn about the linguistic research in variation and change.

### **Spohr: Second Language Acquisition**

Proseminar, 70017, Mittwoch 11.15-12.45 Uhr, U69-H2-210

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

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

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

### **Spohr: Pragmatics**

Proseminar, 70070, Donnerstag 17.15-18.45 Uhr, AB28-8028

– "Will you marry me?"

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

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

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

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

Additional texts will be announced in class.

### **Kornel: Transcultural Encounters and Linguistic Transfer in the History of English (BATS)**

Hauptseminar, 70058, Mittwoch 09.15-10.45 Uhr, AB28-8023

English as a contact language provides ample material for research both from a theoretical and an empirical point of view. This seminar seeks to explore the conditioning factors for the apparent liberality and ease with which English has adopted material from other languages (e.g. Celtic, Latin, Old Norse, French) at nearly all stages of its development. To provide an analytical framework for selected diachronic case studies, we will investigate the general mechanisms of linguistic interference and the varying 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 the long-term effects of transcultural encounters on the shape of modern English.

### **Lorenz: Cognitive Linguistics**

Hauptseminar, 70036, Dienstag 15.15-16.45 Uhr, AB28-8028

Cognitive Linguistics seeks to describe language in terms of humans' general cognitive abilities and mechanisms, rather than as a system of (innate) grammar rules. In this view, learning and knowing a language is similar to other things we learn and know: largely a matter of training and experience. Moreover, a cognitive approach is useful in explaining linguistic phenomena in English such as polysemy, metaphor, analogy and idioms.

In this course we will:

- study the basics of cognition and language;
- learn how recent research in cognitive linguistics studies the English language;
- discuss what cognitive linguistics has to say about learning and teaching English.

Course book: Ungerer, Friedrich & Hans-Jörg Schmid. 2006. *An Introduction to Cognitive Linguistics*. 2nd edition. Harlow: Pearson Education.

### **Kähm/Spohr: Fundamentals of Grammar**

Übung, 70067

Gruppe 1	Mittwoch	09.15-10.45 Uhr, U69-H3-322	Frau Kähm
Gruppe 2	Mittwoch	11.15-12.45 Uhr, U69-H3-322	Frau Kähm
Gruppe 3	Mittwoch	17.15-18.45 Uhr, U69-H2-210	Frau Spohr

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

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

### **Spohr: Phonetics and Phonology**

Übung, 70078

Gruppe 1	Dienstag	15.15-16.45 Uhr, U69-H3-223
Gruppe 2	Donnerstag	11.15-12.45 Uhr, U69-H2-210
Gruppe 3	Donnerstag	13.15-14.45 Uhr, U69-H2-210

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

The course book (which all students must have) is: Collins, Beverly and Inger M. Mees. 2013. *Practical Phonetics and Phonology: A Resource Book for Students*. 3rd ed. London: Routledge. (ISBN 978-0415506496) – Please make sure you buy this edition!

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

## **5 Kulturwissenschaft**

### **Rossow: Grundkurs: Introduction to Cultural Studies**

Grundkurs, 70160, Montag 11.15-12.45 Uhr, U69-AEHS1

This course introduces students to the study of culture and provides them with some of the theoretical foundations for later courses in cultural studies. The course is divided into two main sections. It starts with a brief outline of the origins of the field and its history and then progresses by giving students an accessible introduction to some of the core concepts used in cultural studies to analyse and describe social phenomena: globalisation, nation and national identity, class, multiculturalism, ethnicity and 'race', and sex and gender. Students will be shown how these theoretical concepts can be applied to investigate concrete cases. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies. A *Reader* will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3. Participants also have to buy Hartley, John (2011). *Communication, Cultural and Media Studies. The Key Concepts*. London and New York: Routledge (ISBN 0-415-26889-3).

### **Rossow: After Identity**

Proseminar, 70178, Dienstag 17.15-18.45 Uhr, AB28-8023

This course examines identity, exploring its continuing relevance in twenty-first century Britain. It starts from the observation that the question of identity lies at the heart of various current debates not only in cultural studies but also in other fields. The issue is whether those identities which defined our modern world for so long - class, place, nationality, gender, sexuality, ethnicity, 'race' - are in decline and whether new, more fragmented and fluid forms of identity are arising in their place. In order to address this issue, we will discuss a number of questions including the following ones: How does the alleged crisis of identity relate to the wider social changes affecting our societies? Do we need an identity? How can modern identities best be theorised? Is it still possible to speak of identity in the singular, or is it more adequate to think of a whole range of identities that we can and do choose from depending on the circumstances in which we find ourselves?

A Reader and a large number of additional texts will be provided on Stud.IP.

### **Schmidt: American Photography: Selected Icons**

Proseminar, 70189, Dienstag 15.15-16.45 Uhr, AB28-8023

This class will take you through two centuries of America's history by focusing on renowned photographs. We will encounter the portraits of Frederick Douglass (and the genre of portrait



photography), Alfred Stieglitz's iconic city-scapes, the documentary photography of Dorothea Lange (most famously her image of a migrant mother), the extremely influential picture of Emmett Till up until the falling man of 9/11. Of course, we will also look at photographic art such as Cindy Sherman's, and we will certainly not ignore the recently discovered street photography of Vivian Maier. We will analyse these and more photographs and practice methods and approaches to interpret images while simultaneously refreshing our knowledge of American history and central issues in cultural studies.

### **Zittlau: Central Voices of (American) Feminism**

Proseminar, 70491, Dienstag 09.15-10.45 Uhr, AB28-8023

Discussing women's issues has a long tradition. This class will look at a selection of feminist thinkers from the 19<sup>th</sup> century until today and discuss their agendas that intertwined with the time and place in which they arose. Sojourner Truth's concern, for example, most famously expressed in her essay "Ain't I a Woman" (1851), is deeply rooted in the fight against slavery, while bell hook's feminism combines pop culture and radical pedagogy to address all genders in today's America. Margaret Mead, Rachel Carson and Donna Haraway are academics and scientists who tackle issues at the intersection of science and (environmental) activism whereas Audre Lorde and Cindy Sherman operate as artists. While most of the texts and artworks will be available on Stud.IP or distributed in the classroom, please purchase the book *Fifty-One Key Feminist Thinkers* compiled by Lori J. Marso (ed.) (Routledge, ISBN: 978-0415681353) which is an excellent introduction to the topic as well as a guide during the semester.

### **Linke: Screening Skinheads: British and American Feature Films on Right-wing Extremism**

Proseminar, 70485, Montag 15.15-16.45 Uhr, AB28-8023

In this class, participants will familiarise themselves with right-wing extremism and its history in Britain and the United States in the 20th and 21st centuries. We will explore how right-wing extremism has evolved and how many facets it has had. With the help of selected films, we will discuss how class, 'race', gender and nation are shown to intersect in recent cinematic constructions of skinheads and what ideological positions the respective film as a whole assumes. A *Reader* with selected texts on history, organisations and theoretical concepts will be provided at Copy and Paste, Margaretenplatz. Participants should be prepared to watch the films outside class.

Films will be chosen from the following list: *Made in Britain* (1983), *This is England* (2006), *American History X* (1998), *Inside a Skinhead* (2001), *Skin* (2019)

### **Linke: Transculturality in Colonial Contexts: Cinematic Representations of Cultural Contact in Colonial India (BATS)**

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

In this class, we will discuss two different perspectives on colonial cultural contact and their representations on film. The focus will be on the British in India in the late 19th and early 20th centuries. Films will be selected from various times of production, about different 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 1930s (*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.

### Linke: Indigeneity in Canada: Colonisation, Decolonisation, Representation

Hauptseminar, 70484, Dienstag 11.15-12.45 Uhr, JP-SR5

"Indigeneity", being native, has functioned as a central category of postcolonial studies for some time. Policies of colonisation and de-colonisation of Indigenous peoples in Canada will be the subject of this course. Although we will start with a survey of Canadian history with a special focus on colonisation and its effects on First Nations, the main focus of this class will be on recent theoretical and analytical approaches to the study of Indigenous cultures, on current socio-political issues, and on representations of First Nations in different media.

This class will include two workshops with Indigenous scholar Dr Margaret Robinson (Lennox Island First Nation; Dalhousie University, Halifax), who will teach two additional workshops in the project week, that is, on June 3 and 4, 2020, in the morning. This will provide a unique opportunity to hear from an Indigenous scholar about the situation of First Nations, de-colonisation strategies and representations in Canadian media, and to discuss these issues with her. **Please sign up for this class only if you know that you will be able to participate in the workshops in the "Projektwoche" in June.** Because of these workshops, classes will finish in late June.

Please acquire and read: Tshaukuesh Elizabeth Penashue: *Nitinikiau innusi – I keep the land alive*. Winnipeg: University of Manitoba Press 2019. A *Reader* with some basic theoretical texts and materials will be provided at Copy & Paste, Margaretenplatz.

### Rossow: The Pitfalls of Identity Politics

Hauptseminar, 70497, Donnerstag 13.15-14.45 Uhr, AB28-8028

Current debates in the public arena and in Cultural Studies are often less concerned with class than with gender, 'race', ethnicity or religion. This becomes particularly evident when we focus on the *politics* of identity. The concept of identity politics, following Griffin, "references a political disposition and political arguments founded on particular traits or interests concerning a specific group of people. [...] [I]dentity politics has been concerned with making political claims based on group identities that share these traits or interests." Identity politics, although it may be politically empowering, has also been criticized for its homogenising effect on those defined as *groups* and for viewing identity as fixed rather than as a process and for its inherent essentialism. The political *tactics* behind identity politics have been referred to as *strategic* essentialism by Spivak – acting based on a shared identity in the public arena in the interests of unity during a struggle for equal rights (cf. Chandler and Munday).

The course provides an in-depth discussion of the relevant terms gender, 'race', ethnicity and religion, considers the absence of class from most of the current debates, looks at the potentially adverse and divisive effects of identity politics in multicultural societies like Britain, and introduces the concept of intersectionality (the idea that the forms of identity mentioned above do not work independently but interact to produce particularized forms of social oppression).

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3.

### Zittlau: Botanic Visions

Hauptseminar, 70505, Mittwoch 11.15-12.45 Uhr, AB28-8023

This class focusses on the question of how plants populate the (visual) cultural imagination. We will explore images of the 17<sup>th</sup> and 18<sup>th</sup> century with the botanical drawings Maria Sibylla Merian made during her stay in Surinam, with Anna Atkins and her 19<sup>th</sup> century photographic depictions of plants (algae and ferns in particular), and with Franci Duran's experimental phytograms of the 21<sup>st</sup> century. These ambitiously scientific plant-portraits will be contrasted with plants in popular culture such as the DC Comics character of Poison Ivy or the cult musical *The Little Shop of Horrors* that prominently features a Venus Flytrap. In the spirit of the current ecocritical call to make kin (Donna Haraway) and to include other than human species, we will explore the changing agency of the plants and its critical

and political potential. After all, Michael Moore's campaign "Ficus for Congress" did make some valuable points about human-plant interactions. While we will mainly analyze visual representations of plants, we will also read texts by Robin Wall Kimmerer, Amanda Ackerman and others. All material will be provided in class or on Stud.IP.

### **Hartung: Staging Orientalism: Travel, Contact and Posture in Orientalist Literature and Culture (BATS)**

Hauptseminar, 70134, 14täglich ab 08.04.2020

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

In his influential analysis of *Orientalism* (1978), Edward Said defined it as "a Western style for dominating, restructuring, and having authority over the Orient". More recent approaches have added to the idea of the 'Oriental Other' that of hybridizing and modernizing exchanges between East and West, while historical distinctions have been made between eighteenth-century theories of 'Orientalisms' and the greater range of representations of nineteenth-century British imperialism. In this seminar, we will trace these representations of empire and the Orient from the eighteenth-century reception of the translation of the *Arabian Nights' Entertainments* in England in the early eighteenth century to nineteenth-century Orientalist 'entertainments' in consumer culture. We will look at representations of self and other between estrangement, (de-)familiarity and exoticism in travel literature and paintings, Oriental tales and nineteenth-century literature, educational and philosophical narratives.

In preparation for this seminar, please read William Beckford: *Vathek* (1786) and John Polidori: *The Vampyre* (1819), both available in the Oxford World's Classics series. In addition, a reader will be made available.

## **6 Fachdidaktik und Vermittlungskompetenz**

### **Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch**

Grundkurs, 70233, Montag 11.15-12.45 Uhr, AB28-10017

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernorientierung im Englischunterricht.

### **Schmidt: Kompetenzorientierter Englischunterricht**

Proseminar, 70267

Gruppe 1 Montag 09.15-10.45 Uhr, AB28-8028

Gruppe 2 Mittwoch 09.15-10.45 Uhr, AB28-8028

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

**Für alle Lehrämter außer Lehramt an Grundschulen.**

**Teilnahmevoraussetzung: abgeschlossener Grundkurs „Grundfragen der Fachdidaktik Englisch“**

### **Schütt: Frühbeginnender Englischunterricht (LA GS)**

Proseminar, 70248, Montag 11.15-12.45 Uhr, AB28-8028

Die Lehrveranstaltung vertieft die im Grundkurs und in der Übung Frühbeginnender Englischunterricht vermittelten Prinzipien des Lehrens und Lernens der englischen Sprache in der Grundschule in Theorie und Praxis. Typische Unterrichtssituationen und -materialien werden analysiert, entwickelt und gestaltet. Die kindgerechte Entwicklung fremdsprachlicher Kompetenzen wird ebenso thematisiert wie die Gestaltung des Übergangs zum "regulären" Englischunterricht in Klasse 5. Es wird empfohlen, das Proseminar frühestens im 4. Fachsemester zu belegen.

### **Morkötter: Fachübergreifender und fächerverbindender Unterricht**

Hauptseminar, 70264, Mittwoch 11.15-12.45 Uhr, AB28-8028

Im ‚traditionellen‘ Englischunterricht hat die englische Sprache die Doppelfunktion sowohl eines Unterrichtsgegenstands als auch des Kommunikationsmediums. Auch wenn es selbstverständlich Ziel ist, im Englischunterricht möglichst viele authentische Kommunikationsanlässe und -situationen zu schaffen, wird die Authentizität von Kommunikation unter anderem als ein Argument für Konzeptionen wie bilingualer Sachfachunterricht, Immersion oder *Content and Language Integrated Learning (CLIL)* angeführt. Affine Ansätze sind der fachübergreifende Unterricht, d.h. Inhalte aus anderen Fächern werden in den Englischunterricht integriert, und der fächerverbindende Unterricht (die Fachstruktur des Unterrichts wird aufgelöst), auf die im Seminar der Schwerpunkt gelegt werden soll. Wir werden uns zunächst mit den konzeptionellen Grundlagen von fachübergreifendem und fächerverbindendem Unterricht, auch in Abgrenzung zu den oben genannten Konzepten wie bilingualer Unterricht, befassen. Anschließend sollen gemeinsam – je nach Gruppenzusammensetzung im Hinblick auf die Fächerkombinationen – Lernarrangements für fachübergreifenden bzw. fächerverbindenden Unterricht erarbeitet werden, die gegebenenfalls auch erprobt werden können.

### **Schmidt: Learning English in the Digital Age. Digitales Lernen im Englischunterricht.**

Übung, 70285, Dienstag 09.15-10.45 Uhr, JP-FDR10, vom 26.05.2020 - 07.07.2020, 1 SWS

Digitale Medien bieten für das Lernen und Lehren von Fremdsprachen eine Reihe von Potentialen, die sich Lernende und Lehrende gleichermaßen im Englischunterricht zu Nutze machen können. So eröffnen sich durch den Einsatz digitaler Medien zum einen vielfältige Möglichkeiten der Sprach- und Kulturbegegnung, zum anderen können Lernangebote in stärkerem Maße auf die individuellen Bedürfnisse der Lernenden abgestimmt werden.

In der Übung sollen die Einsatzmöglichkeiten verschiedener digitaler Medien praktisch erprobt und auf ihren Nutzen für das Fremdsprachenlernen im kompetenzorientierten Englischunterricht untersucht werden.

**Findet statt vom 26.05.2020 bis 07.07.2020, 1 SWS**

### **Schmidt: Auf dem Weg zu mehr Mündlichkeit. Sprechprüfungen im Englischunterricht**

Übung, 70284, Dienstag 09.15-10.45 Uhr, JP-FDR10, vom 07.04.2020 - 19.05.2020, 1 SWS

Mit der zum Schuljahr 2019/20 in Mecklenburg-Vorpommern in Kraft getretenen Abiturprüfungsverordnung (APVO) muss im Laufe der Sekundarstufe II mindestens eine komplexe Leistungsüberprüfung im Kompetenzbereich Sprechen erfolgen. Damit wird der Stellenwert der Mündlichkeit im Fremdsprachenunterricht deutlich unterstrichen. Mündliche Ausdrucks- und Interaktionsfähigkeit sind entscheidend für die Bewältigung authentischer Sprachbegegnungssituationen und müssen dementsprechend im Englischunterricht systematisch entwickelt werden.

In der Übung wollen wir gemeinsam nach Wegen suchen, die Sprechkompetenz der Schülerinnen und Schüler zu fördern und ihre Sprechaktivität zu steigern. Dazu beschäftigen wir uns u. a. mit den verschiedenen Arten des Sprechens, motivierenden Sprechansätzen und der Bereitstellung sprachlicher

Mittel. Weiterhin wollen wir gemeinsam überlegen, wie Leistungsüberprüfungen im Sprechen sinnvoll gestaltet werden können.

**Findet statt vom 07.04.2020 bis 19.05.2020, 1 SWS**

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

Übung, 70268, Montag 13.15-14.45 Uhr, gerade Wochen, AB28-8028, 1 SWS

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

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

**1 SWS**

**Schütt: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen  
(LA Gymnasium, LA Regionale Schule, LA für Sonderpädagogik, LA Grundschule und  
Berufspädagogik)**

Übung, 70261, Montag 13.15-14.45 Uhr, ungerade Wochen, AB28-8028, 1 SWS

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen der LA Gymnasium und Regionalschule.

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

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

**1 SWS**

**Bartsch-Veselá: Teaching Language and Culture in Elementary Schools (LA GS)**

Übung, 70235, Dienstag 13.15-14.45 Uhr, AB28-9028, vom 07.04.2020 - 19.05.2020, 1 SWS

Our experience has led us to believe that culture is a vital part of language learning and that language and culture are interlinked in many important ways. This seminar offers some practical tips for enjoyable and meaningful language learning in the primary classroom. We will offer a series of practical classroom activities that develop and foster intercultural communicative competence with respect to teaching English to young learners. Both pupils' home culture(s) and the culture(s) of native English-speaking people we will be considered here. Student teachers will participate in discussions and prepare micro-teaching activities on given topics such as everyday customs and habits, holidays, festivals and celebrations, food, weather and climate, school life, shopping, music, etc. 80% attendance is required to complete the course. Additional study material will be provided.

**Findet statt vom 07.04.2020 bis 19.05.2020, 1 SWS**

**Bartsch-Veselá: Using Children's Literature in the Primary Foreign  
Language Classroom (LA GS)**

Übung, 70237, Dienstag 13.15-14.45 Uhr, AB28-9028, vom 26.05.2020 – 07.07.2020, 1 SWS

This seminar offers some practical tips for enjoyable and meaningful language learning in the primary language classroom. A 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, The Gruffalo, Little Red Riding Hood, Jungle Book, Winnie the Pooh, The Paper Bag Princess, Alice in Wonderland, Gulliver's Travels, etc.) Student teachers will be asked to participate in the discussions, read and analyse suitable texts (e.g. a short story or a fairy-tale) in English and prepare micro-teaching activities for their peers. 80% attendance is required to complete the course. Additional study material will be provided.

**Findet statt vom 26.05.2020 bis 07.07.2020, 1 SWS**

### **Schmidt: Let's sing. Songwriting im Englischunterricht**

Übung, 70286, Blockseminar, 1 SWS

03.06.2020 von 09.00 Uhr bis 15.30 Uhr, AB28-8023+8028

04.06.2020 von 09.00 Uhr bis 15.30 Uhr, AB28-8023+8028

Die englische Sprache mit und über die Musik zu erleben, lässt Schülerinnen und Schüler ihren ganz eigenen Zugang zum Sprachenlernen finden. Rhythmus, Klang, Melodie und auch die Bewegung zur Musik können sich positiv auf das Fremdsprachenlernen auswirken. Sogar das Schreiben und Vertonen eigener Songs sind im Englischunterricht möglich und steigern die Sprachlernmotivation.

Das zweitägige Blockseminar widmet sich dem musikorientierten Englischunterricht in der Primar- und Orientierungsstufe (Klassenstufen 1-6). Gemeinsam wollen wir verschiedene Möglichkeiten erproben, einen musikalischen Zugang zum Englischlernen zu finden. Hauptanliegen der Übung ist es, eine Unterrichtseinheit für Lernende der Grundschule bzw. der Orientierungsstufe zu entwerfen, die das Schreiben, Vertonen, Aufnehmen und Präsentieren eines eigenen Songs zum Ziel hat.

**Die Lehrveranstaltung richtet sich insbesondere an Studierende der Lehramter Grundschule, Regionale Schule und Sonderpädagogik. Musikalische Vorkenntnisse sind nicht erforderlich, Freude an Musik und Bewegung sollten Sie jedoch unbedingt mitbringen. Das Blockseminar kann als Übung im Umfang von 1 SWS im Modul Fachdidaktik 1 oder 2 angerechnet werden.**

### **Bayer/Schmidt/Schütt/Tieß: Schulpraktische Übungen**

Übung, 70273, an verschiedenen Schulen

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

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

## **7 Sprachpraxis**

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

Übung, 70305

Gruppe 1: Dienstag 13.15-14.45 Uhr U69-H3-322

Gruppe 2: Dienstag 15.15-16.45 Uhr U69-H3-322

This course is designed for future primary school teachers to further their studies in English grammar, vocabulary and skills. It focuses on an understanding of grammar as a functional use of language which creates rhetorical effects. In this view, writers make active choices that influence their readers just as

teachers make active choices about the language they use with their students. Special attention is given to applying prior studies in linguistics and pedagogy as well as to developing students as reflective, self-directed learners. The course also provides opportunities to try out English teaching ideas in team teaching practices and reflect on the process.

### **Vaughan: Sprachpraxis II: The Craft of Argument II**

Übung, 70330

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

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

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses exclusively on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

### **Bowen: Sprachpraxis II: The Craft of Argument II**

Übung, 70331

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

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

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses exclusively on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

### **Cathrow: Sprachpraxis II: The Craft of Argument II**

Übung, 70335

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

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

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses exclusively on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

### **Shay: Sprachpraxis III: Language in Performance**

Übung, 70336

Gruppe 1: Donnerstag 11.15-12.45 Uhr AB28-10017a

Gruppe 2: Donnerstag 13.15-14.45 Uhr AB28-9028

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

### **Bowen: Sprachpraxis III: Public Speaking & Speech Writing**

Übung, 70333

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

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

Gruppe 3: Donnerstag 13.15-14.45 Uhr AB28-8023

Speaking clearly and confidently in public is an essential skill for numerous professions, including teaching. This course aims to give students the theoretical background needed to understand spoken forms of rhetoric and to offer them the opportunity to present and prepare examples of public speaking. In the class students will learn how to analyse and model speeches and how to improve their skills in argumentation, formulation, and delivery. Perhaps most importantly the class will aim to provide a friendly environment where students will feel comfortable speaking in front of others and receiving feedback.

### **Spohr: Sprachpraxis III: Informing & Instructing**

Übung, 70332

Gruppe 1: Dienstag 11.15-12.45 Uhr U69-H2-210

Gruppe 2: Dienstag 13.15-14.45 Uhr U69-H2-210

In this course, we will learn how to use English to convey information in a structured manner, instruct others, and lead fruitful group discussions. The focus will be on successful facilitation of group interactions and clear communication. There will be both theoretical and practical components, so come to class prepared to participate actively.

### **Cathrow: Sprachpraxis IV: Translation German-English II**

Übung, 70352

Gruppe 1: Donnerstag 09.15-10.45 Uhr AB28-8028

Gruppe 2: Donnerstag 11.15-12.45 Uhr AB28-8028

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

### **Bowen: Sprachpraxis IV: Translation German-English II**

Übung, 70354

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

Gruppe 2: Mittwoch 11.15-12.45 Uhr 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.

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



Übung, 70324

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

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

"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](http://www.rebeccablood.net/essays/weblog_history.html))). Accordingly, this course will enable you to become such a 'public creator', a member of the blogosphere; it aims to both improve your reading and writing skills, particularly with regard to developing effective argumentative techniques, and enrich your active and passive vocabulary in the process. This will involve writing entire blogs of your own and commenting on other blogs.

### **Bowen: Transculturality & Translation (BATS)**

Übung, 70361, Donnerstag 11.15-12.45 Uhr, AB28-8023

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

## **8 Master British and American Transcultural Studies**

### **Kornexl: Transcultural Encounters and Linguistic Transfer in the History of English (BATS)**

Hauptseminar, 70058, Mittwoch 09.15-10.45 Uhr, AB28-8023

English as a contact language provides ample material for research both from a theoretical and an empirical point of view. This seminar seeks to explore the conditioning factors for the apparent liberality and ease with which English has adopted material from other languages (e.g. Celtic, Latin, Old Norse, French) at nearly all stages of its development. To provide an analytical framework for selected diachronic case studies, we will investigate the general mechanisms of linguistic interference and the varying 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 the long-term effects of transcultural encounters on the shape of modern English.

Linke: Transculturality in Colonial Contexts: Cinematic Representations of

### Cultural Contact in Colonial India (BATS)

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

In this class, we will discuss two different perspectives on colonial cultural contact and their representations on film. The focus will be on the British in India in the late 19th and early 20th centuries. Films will be selected from various times of production, about different 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 1930s (*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.

### Hartung: Staging Orientalism: Travel, Contact and Posture in Orientalist Literature and Culture (BATS)

Hauptseminar, 70134, 14tägig ab 08.04.2020

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

In his influential analysis of *Orientalism* (1978), Edward Said defined it as "a Western style for dominating, restructuring, and having authority over the Orient". More recent approaches have added to the idea of the 'Oriental Other' that of hybridizing and modernizing exchanges between East and West, while historical distinctions have been made between eighteenth-century theories of 'Orientalisms' and the greater range of representations of nineteenth-century British imperialism. In this seminar, we will trace these representations of empire and the Orient from the eighteenth-century reception of the translation of the *Arabian Nights' Entertainments* in England in the early eighteenth century to nineteenth-century Orientalist 'entertainments' in consumer culture. We will look at representations of self and other between estrangement, (de-)familiarity and exoticism in travel literature and paintings, Oriental tales and nineteenth-century literature, educational and philosophical narratives.

In preparation for this seminar, please read William Beckford: *Vathek* (1786) and John Polidori: *The Vampyre* (1819), both available in the Oxford World's Classics series. In addition, a reader will be made available.

### Bowen: Transculturality & Translation (BATS)

Übung, 70361, Donnerstag 11.15-12.45 Uhr, AB28-8023

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

dealt with the difficulties of making the foreign understandable. And, most importantly, we will translate relevant German and English texts, both functional and literary, in order to feel the strains of being faithful to two languages and to determine to what extent translation provides an opportunity and site of cultural interaction.

## **9 Berufsvorbereitendes Lektüremodul**

### **Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien)**

**verantwortlich:**

Kornexl

**Lehrende:**

Kornexl, Linke, Mackenthun, Schmitt-Kilb

Kolloquium, 70303, Montag 17.15-18.45 Uhr, AB28-8023 + AB28-8028

**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.