

# Institut für Anglistik/Amerikanistik

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## 1 Liste der Raumkürzel

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## 2 Vorlesungen

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

### **Kornelx: Language Change in the History of English**

Vorlesung, 70404, Dienstag 11.15-12.45 Uhr, Onlineveranstaltung

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.

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

Vorlesung, 70407, Dienstag 17.15-18.45 Uhr, Onlineveranstaltung

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 problematizes and investigates collective identities such as national identity, class, ethnicity, and sex and gender. Participants are encouraged to buy Hartley, John (2019) *Communication, Cultural and Media Studies. The Key Concepts*. 5<sup>th</sup> ed. London and New York: Routledge (ISBN 0-415-26889-3).

### **Crane: Some Fundamentals of Cultural Studies, with 12 Recipes**

Vorlesung, 70401, Mittwoch 09.15-10.45 Uhr, Onlineveranstaltung

In positioning food as a form of cultural studies, this lecture takes up Raymond Williams's observation that "[c]ulture is ordinary: that is where we must start". Food is ordinary. It is crucial to survival, and also a carrier of a lot of cultural meaning. We are not necessary 'what we eat', but what – and *how* – we eat (and prepare and serve and share) food is a rich source for cultural studies inquiry.

Accordingly, key concepts and methodologies of Cultural Studies will be explored in this lecture by examining food, specifically: recipes. Taking several different media formats into account – recipe books, recipe collections (e.g. online), professional cooking shows, reality cooking shows – recipes will be shown to be really interesting cultural artefacts. Attention will be paid to the specifics of the formats and how they shape the text and its reception.

Practices of food preparation and consumption are, further, rich sites of investigation into such key concepts as: gender, ethnicity, age, class, desire, diaspora, religion, performativity, nation, and globalisation (amongst others). Such terms will be introduced and employed to examine the 12 recipes that form the backbone of this lecture.

(Disclaimer: whether we actually look at 12 recipes will depend on the final length of the semester, as there will also be a general introductory session, and some sessions might even look at two or more (!) recipes.)

### **Mackenthun: Survey Lecture American Literature (Part. I)**

Vorlesung, 70399, Donnerstag 09.15-10.45 Uhr, Onlineveranstaltung

This survey lecture is indispensable for understanding the development of American literature within changing historical contexts. The first part will carry you from its indigenous and colonial beginnings through its development in the 18th and early 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*.

**Please note that this lecture forms part of various literature modules (Grundlagen I, Grundlagen II, Vertiefung I).**

## **3 Literaturwissenschaft**

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

Grundkurs, 70101, Montag 11.15-12.45 Uhr, Onlineveranstaltung

This class will introduce you 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. Besides theory texts and texts of literary criticism, we will read a variety 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:

- Zora Neale Hurston's *Their Eyes Were Watching God*
- Stephen Adley Guirgis' *Between Riverside and Crazy*.

All other texts will be available for download on Stud.IP.

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

Grundkurs, 70102, Dienstag 09.15-10.45 Uhr, Onlineveranstaltung (Stud.IP & BBB)

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

Please purchase the following editions:

- Sarah Moss (2018), *Ghost Wall*, ISBN 978-1783784462, 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.

### **Schmitt-Kilb: Virginia Woolf: Literary Modernism and the Art of Fiction**

Proseminar, 70123, Dienstag 11.15-12.45 Uhr, Onlineveranstaltung

Virginia Woolf is one of the outstanding representatives of literary modernism in English, a pioneer in terms of style and her feminist perspective on literature and writing (*A Room of One's Own*, 1928). Her work includes masterpieces such as the novels *Mrs. Dalloway* (1925), *To the Lighthouse* (1927) and *The Waves* (1931), but also short stories and critical essays, many of which have acquired classical status. By reading a selection of fictional and non-fictional texts, it is the aim of the course a) to give you an introduction to (literary) modernism via the work of one of its most brilliant representatives; b) to deepen your skills in analyzing and interpreting narrative texts, c) to work with secondary literature and develop your own critical perspectives on literary texts. Please buy and read the Penguin Modern Classics editions of *To the Lighthouse* (ISBN-13: 978-0141183411) and *The Waves* (ISBN-13: 978-0141182711) and the Oxford World's Classics edition of *A Room of One's Own* (ISBN-13: 978-0199642212).

### **Bolze: "Wait till your father gets home"? Family Constellations, Class and 'the norm' in English Literature**

Proseminar, 70105, Dienstag 15.15-16.45 Uhr, Onlineveranstaltung (Stud.IP und BBB)

**Please note: this course is for students of Grundschulpädagogik only.**

In this course we will cast a critical eye on the 'norm' represented through fictional texts. You will become acquainted with important terminology and concepts of literary studies, which will help you focus less on what is said and more on how it is represented. We will analyse a variety of texts from different genres, such as short stories, extracts from novels as well as secondary literature, and reflect how these texts construct or challenge a perceived norm. Starting with fictional representations of various forms of disability, we will also discuss questions of stereotypes, authenticity (do fictional texts need to be authentic? Is that even possible?), and categories such as race, class, and gender. Critical concepts and literary theory can (and should) be applied to any form of literature, even – and perhaps especially – picture books, so in the second part we will focus on children's books that include single-parent families or other family constellations outside the heteronormative, 'nuclear' family model. (Lots of) reading material will be made available on Stud.IP.

### **Mackenthun: Charles Brockden Brown, *Wieland*. A Case Study in Literary Criticism**

Proseminar, 70127, Mittwoch 09.15-10.45 Uhr, Onlineveranstaltung

*Wieland; or The Transformation* (1798) is one of the earliest American novels, and a thrilling gothic romance. Written during the period when the United States was "invented" as a young democratic nation, Brown's novel reflects the strengths and weaknesses of living in a republic whose citizens have freed themselves from the embrace of paternalism and authoritarian rule. It features a strong and sympathetic female protagonist maneuvering her way through the labyrinth of a socially and psychologically instable society, including an evil gambler apparently intent on testing the mental and emotional resilience of a group of friends. We will read the novel both for its literary qualities and as an intellectual experiment that is surprisingly responsive to our current concerns about democracy, social companionship, (ir)rationality, and the effects of the intentional spread of lies and falsehood.

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

Charles Brockden Brown (1798/2009) *Wieland*. Ed. Emory Elliot. Oxford UP. ISBN: 0199538778.

### **Weber: Intersectionality in Recent Black British Fiction –**

### A Case Study of Bernardine Evaristo's *Girl, Woman, Other* (2019)

Proseminar, 70124, Donnerstag 11.15-12.45 Uhr, Onlineveranstaltung

Bernardine Evaristo won the Booker Prize in 2019 for her polyvocal novel *Girl, Woman, Other*. The Booker committee's choice made history because Evaristo is the first, and so far the only black woman to have received the prestigious literary prize. Her prize-winning work is informed by a discourse of representation and black womanhood zooming in on the lives of twelve diverse protagonists, who are mostly black, mostly women, and living in Great Britain.

We will approach the text using different theoretical lenses (the trifecta of 'race', class and gender, as well as age, sexuality, and motherhood) and draw out the critical potential of the concept of 'intersectionality' (Kimberlé Crenshaw, 1989) in literary representation. Next to practising and improving your skills in applying critical theory and developing your own research questions, the course will further build upon your *Grundkurs*-knowledge through discussions of genre, narrative situation and characterisation techniques.

Please purchase *Girl, Woman, Other* (2019, ISBN-13: 978-0241984994) and start reading as soon as you can. Further texts will be made available on Stud.IP.

### Massey: A House of Their Own: Introduction to Chicax Literature

Proseminar, 70112, Donnerstag 13.15-14.45 Uhr, Onlineveranstaltung

The term "Chicax" reflects the diversity and agency of Mexican heritage communities in the United States – in particular in respect of the term's representative turn towards Indigenous, Queer, and non-binary communities.

In this respect, through an analysis of a range of texts and genres, this seminar will examine the unique histories and thematic concerns of Chicax writers.

### Zittlau: Graphic Novels. Exploring a Genre

Proseminar, 70175, Freitag 13.15-14.45 Uhr, Onlineveranstaltung

Traditionally, the graphic novel has a narrator and an illustrator, thus bridging two different media, literature and graphic depictions. The intermediality, the relationship between text and image, is of particular importance and a well-established strategy to tell a story. The term "Graphic novel" is relatively new; however, the strategy of combining text and images is not. In this class, we will look at the historical development of and theoretical approaches to the genre, which arguably goes back to the medieval form of the woodcut. We will then discuss a selection of contemporary examples. All students must purchase and read:

- Art Spiegelman, *Maus I & II: My Father Bleeds History* and *And Here My Troubles Began* (1980)
- Marjane Satrapi, *Persepolis I & II. The Story of a Childhood* and *The Story of a Return* (2003)
- Richard McGuire, *Here* (2014).

All other texts will be provided on StudIP. This class can be taken for either literature or cultural studies. It will be online and assignment driven.

### Zittlau: Life Writing: Contemporary Memoirs

Hauptseminar, 70157, Montag 15.15-16.45 Uhr, Onlineveranstaltung

This class will look at the literary strategies of life writing, particularly at the genre of the memoir. We will read and discuss Carmen Maria Machado's memoir of an abusive lesbian relationship, Myriam Gurba's coming of age narrative of her identity conflicts as a Mexican-American, the story of poet Tracy

K. Smith told as an entanglement of race and faith, and Maggie Nelson's descriptions of a murder trial. We will explore different literary strategies to put lived events into words, think about concepts such as authenticity and staging and stylistic devices that enhance the notion of the real. Please purchase and read:

- Carmen Maria Machado, *In the Dream House* (Graywolf Press, 2019)
- Myriam Gurba, *Mean* (Coffee House Press, 2017)
- Tracy K. Smith, *Ordinary Light* (Alfred A. Knopf, 2015)
- Maggie Nelson, *The Red Parts. Autobiography of a Trial* (Vintage, 2007)

All other texts, including literary theory and life writing contexts will be made available on StudIP.

### **Mackenthun: Fossil Fuel Fictions**

Hauptseminar, 70194, Donnerstag 13.15-14.45 Uhr, Onlineveranstaltung

As the world is approaching the end of the fossil fuel economy. It is worthwhile reflecting on the cultural and literary work dedicated to that topic. We will examine one bestselling novel from the early period of oil extraction (*Oil*, by the muckraking writer Upton Sinclair, recently adapted for the movie *There Will be Blood*) and then concentrate on more recent literary treatments of the human, economic, and environmental effects of the fossil fuel industry – including John Sayles' acclaimed novel on the Dakota pipeline conflict and a novel by an Indigenous female writer that promises to shed a fundamentally different perspective on the problem (Hogan). Our approach will be guided by questions about the potential and limits of literary discourse to deal with the topic of fossil fuel extraction – one of the most destructive, yet economically essential and culturally formative, activities of global modernity.

Students are required to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Upton Sinclair (1929/2007) *Oil*. Penguin. ISBN-10: 9780143112266
- Linda Hogan (1990) *Mean Spirit*. Ballantine. ISBN-10: 0804108633
- Jennifer Haigh (2016) *Heat & Light*. Harper Collins. ISBN-10: 0061763497.
- John Sayles, *Yellow Earth* (Haymarket, ISBN-10: 1642590215) is brand new and not yet available as paperback. An ebook version will be ready for download.

### **Mackenthun: Race and Turn-of-the-Century American Literature (BATS)**

Hauptseminar, 70139, Freitag 09.15-10.45 Uhr, Onlineveranstaltung

Ever since the "scientific" invention of race, American literature has reflected on the cultural and social effects of race theory and racist politics. It has also propagated racist ideas. Aided by a rich collection of critical writings on scientific racism and literature, we will look at late nineteenth-century and early twentieth-century US literature's responses to race discourse. After a necessary glimpse at Poe, we will read both serious and satirical, realist and fantastic, racist and anti-racist treatments of the topic, always with a view to their political and transcultural implications.

Students are required to purchase the following texts:

- Mark Twain (1894/2002) *Pudd'nhead Wilson*. Modern Library. ISBN-10: 0812966228.
- Pauline Hopkins (1902-03/2004) *Of One Blood*. Washington Square Press. ISBN: 0743467698.

Critical texts, short stories by Edgar Allan Poe and H.P. Lovecraft, as well as novels by Nella Larsen (*Passing*) and d'Arcy McNickle (*The Surrounded*), will be made available as a *Reader*, to be purchased at Copy&Paste.

### **Schmitt-Kilb: Writing "Nature" in the Anthropocene**

Hauptseminar, 70143, Freitag 13.15-14.45 Uhr, Onlineveranstaltung

*New Nature Writing* is a label that sells. The term entered critical discourse in 2008 when Jason Cowley edited a special edition of *Granta* magazine entitled *New Nature Writing*; Kathleen Jamie, John Burnside and best-selling authors Helen Macdonald and Robert Macfarlane have since helped to popularize it. Sales numbers exploded in recent years. *NNW* describes prose texts belonging to a hybrid genre of creative non-fiction that mixes autobiography, landscape writing, scientific investigation, philosophical reflection, history, journalism etc. Diverse as it may appear, the common denominator of *New Nature Writing* is the investigation of the relationship of humans to their non-human environments – "nature"? – against the backdrop of an anthropocenic feeling of "constant culpability" (Jamie) in the face of climate crisis and large-scale environmental catastrophe. In the seminar, we will engage with examples of *New Nature Writing* together with fictional prose from a critical perspective at the crossroads of textual analysis (style, genre), cultural studies, theory (new materialism, post-humanism, post-nature, *natureculture*) and environmentalism. Thus we will test the genre's potential to represent the relationship between the human and the non-human in the 21<sup>st</sup> century. Please buy and read Robert Macfarlane (2019), *Underland*. A reader with further texts will be made available at the beginning of the term.

#### 4 Sprachwissenschaft

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

Proseminar, 70021, Montag 15.15-16.45 Uhr, Onlineveranstaltung

"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.

Course book: Kiesling, Scott F. 2011. *Linguistic Variation and Change*. Edinburgh: Edinburgh University Press.

Additional texts will be announced in class.

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

Proseminar, 70029, Dienstag 09.15-10.45 Uhr, Onlineveranstaltung

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).

### Spohr: Second Language Acquisition

Proseminar, 70017, Mittwoch 11.15-12.45 Uhr, Onlineveranstaltung

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 15.15-16.45 Uhr, Onlineveranstaltung

- "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.

### Lorenz: Cognitive Linguistics

Hauptseminar, 70036, Dienstag 15.15-16.45 Uhr, Onlineveranstaltung

Cognitive Linguistics seeks to describe language in terms of humans' general cognitive abilities and mechanisms, rather than 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. A cognitive approach is useful in explaining linguistic phenomena such as polysemy, metaphor, analogy and idioms, but is also applied to aspects of phonology and sentence structure.

In this course we will:

- study the basics of cognition and language;
- learn about recent research in cognitive linguistics;
- 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 ed. Harlow: Pearson Education.

Additional texts will be announced in class.

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

Hauptseminar, 70058, Mittwoch 09.15-10.45 Uhr, Onlineveranstaltung

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.

### **Lechner, Kähm: Fundamentals of Grammar**

Übung, 70068

Gruppe 1: Dienstag	13.15-14.45 Uhr	Onlineveranstaltung	Lechner
Gruppe 2: Dienstag	15.15-16.45 Uhr	Onlineveranstaltung	Lechner
Gruppe 3: Mittwoch	09.15-10.45 Uhr	Onlineveranstaltung	Kähm
Gruppe 4: Mittwoch	11.15-12.45 Uhr	Onlineveranstaltung	Kähm

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.

### **Lechner: Fundamentals of Grammar, LA Grundschule**

Übung, 70067, Donnerstag 13.15-14.45 Uhr, Onlineveranstaltung

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). Competent speakers of all age groups do not only have to master the vocabulary of a given language. They also need to know how to combine words into larger units, such as clauses and sentences. A very good 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 at 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.

### **Spohr: Phonetics & Phonology**

Übung, 70078

Gruppe 1: Dienstag	15.15-16.45 Uhr	Onlineveranstaltung
Gruppe 2: Mittwoch	17.15-18.45 Uhr	Onlineveranstaltung
Gruppe 3: Donnerstag	11.15-12.45 Uhr	Onlineveranstaltung
Gruppe 4: Donnerstag	13.15-14.45 Uhr	Onlineveranstaltung

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. 2019. *Practical Phonetics and Phonology: A Resource Book for Students*. 4th 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)

### **Lechner: Phonetics and Phonology, LA Grundschule**

Übung, 70077, Donnerstag 15.15-16.45 Uhr, Onlineveranstaltung

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.

The course book (which all students must have) is: Collins, Beverly and Inger M. Mees. 2019. *Practical Phonetics and Phonology: A Resource Book for Students*. 4th ed. London: Routledge. (ISBN 978-0415506496) – Please make sure you buy this edition!

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

## **5 Kulturwissenschaft**

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

Grundkurs, 70160, Montag 09.15-10.45 Uhr, Onlineveranstaltung

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 (2020). *Communication, Cultural and Media Studies. The Key Concepts*. 5<sup>th</sup> ed. London and New York: Routledge (ISBN: 978- 0- 415- 78763- 5 (pbk) ISBN: 978- 1- 315- 22581- 4 (ebk)).

### **Rosow: Who Or What Am I? Facets of Identity**

Proseminar, 70163, Dienstag 11.15-12.45 Uhr, Onlineveranstaltung

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* will be provided on Stud.IP at the beginning of the course.

### **Crane: Culinary Cultural Studies**

Proseminar, 70183, Dienstag 13.15-14.45 Uhr, Onlineveranstaltung

Food is a basic need for human survival, but its presence in our quotidian lives is intriguingly complex. We cut, cook, and serve; we revere, refuse, and throw away; we enjoy, revolt, and tolerate. Our expectations are (inevitably?) formed through culture: The borders of what is, what could be, and what can't be food, intersect with practices of consumption and identity.

This seminar will look at a variety of texts to trace various meanings of food, including cooking shows, recipes, restaurant menus, film, fiction, advertisements, life writing and critical essays. We will broach issues as disparate as waste, gender, ethnicity, ethics, habitus, religion, authenticity, hybridity, globalisation, environmentalism, precarity, nation, and a host of others.

Sessions will be organised around themes that bring together food with key issues (for example: Tuna and Globalization); we will be doing a fair bit of reading as well as thinking about specific cultural artefacts.

Normally, a *Reader* with a selection of thematically organised texts and a list of topics for term papers would be provided at the beginning of the course to be bought at Printzentrum, Neuer Markt 3. As this seminar will probably be offered online, the necessary materials will be provided in digital form.

### **Becker: Women in Visual Culture**

Proseminar, 70173, Donnerstag 15.15-16.45 Uhr, Onlineveranstaltung

In *Ways of Seeing* (1972) John Berger declares: "A woman must continually watch herself. She is almost continually accompanied by her own image of herself" (46), and in so doing gave rise to a number of questions concerning the representations of women in visual culture: What do visual representations reveal about our assumption about women and their place in our society? Which power relations between the viewer and the image object do visual media entail? In which ways have women internalised the 'male gaze'? In which specific ways are women of different ethnicities and skin colours represented? Throughout the seminar, we will address such and similar questions. Students will read and discuss gender theory and theories on visual culture, and the intersections between these two. We will critically engage with representations of women in painting, advertising, film, and social media. The seminar will be online.

**The seminar will be held online.** We will have weekly meetings via Zoom. Secondary literature and some of the materials will be made available on Stud.IP. A detailed syllabus will be provided in the first session.

Students will write an end-of-term paper (Hausarbeit) on a seminar-related topic of their choice. In order to prepare for the final paper, students will be given small written assignments throughout the term (not on a weekly basis but regularly), which they will collect in a learning portfolio. Note: Students of Lehramt Grundschule will have to take an oral exam (for details see the Modulbeschreibung: "Grundlagen der anglistischen und amerikanistischen Literatur- und Kulturwissenschaft für Lehramt an Grundschulen").

### **Zittlau: Graphic Novels. Exploring a Genre**

Proseminar, 70175, Freitag 13.15-14.45 Uhr, Onlineveranstaltung

Traditionally, the graphic novel has a narrator and an illustrator, thus bridging two different media, literature and graphic depictions. The intermediality, the relationship between text and image, is of particular importance and a well-established strategy to tell a story. The term "Graphic novel" is relatively new; however, the strategy of combining text and images is not. In this class, we will look at the historical development of and theoretical approaches to the genre, which arguably goes back to the medieval form of the woodcut. We will then discuss a selection of contemporary examples. All students must purchase and read:

- Art Spiegelman, *Maus I & II: My Father Bleeds History* and *And Here My Troubles Began* (1980)
- Marjane Satrapi, *Persepolis I & II. The Story of a Childhood* and *The Story of a Return* (2003)
- Richard McGuire, *Here* (2014).

All other texts will be provided on StudIP. This class can be taken for either literature or cultural studies. It will be online and assignment driven.

### **Crane: Future Artefacts in the Anthropocene**

Hauptseminar, 70208, Dienstag 15.15-16.45 Uhr, Onlineveranstaltung

This seminar works through an idea of 'future artefacts' to explore several key ideas that help us understand the ways in which we inhabit the world, and to start to imagine the dimensions of our impacts as they stretch spatially and temporally. Ideas that will shape our engagement in Material Cultures include waste, the Anthropocene(s), temporalities and post/neo-colonial relations.

This course will involve reading, critical thinking, short statement writing pieces, as well as the curation of a 'virtual museum catalogue' (a creative task) where each student nominates and 'presents' their own 'future artefact.'

Normally, a *Reader* with a selection of thematically organised texts and a list of topics for term papers would be provided at the beginning of the course to be bought at Printzentrum, Neuer Markt 3. As this seminar will probably be offered online, the necessary materials will be provided in digital form.

### **Crane: Exploring-Collecting-Surveying: Practices of Science in the Imperial Contact Zone (BATS)**

Hauptseminar, 70207, Donnerstag 09.15-10.45 Uhr, Onlineveranstaltung

This seminar looks at practices of science in the contact zone in order to think through the historical beginnings, and contemporary repercussions, of imperial practices of exploring, collecting, surveying, categorising and similar activities. It draws on extensive work done in postcolonial studies and STS (science and technology studies), as well as fields such as museum studies, material cultural studies and ethnogeography or -biology, to think about the historical and contemporary consequences of ideas of knowledge.

Our work in this seminar will be organised around a set of 5-6 case studies, which look at research into specific contact zones and their implications for categories of interest to cultural studies (gender, race, nation, class...). This will entail careful reading and lively discussion/exchange of ideas.

Normally, a *Reader* with a selection of thematically organised texts and a list of topics for term papers would be provided at the beginning of the course to be bought at Printzentrum, Neuer Markt 3. As this seminar will probably be offered online, the necessary materials will be provided in digital form.

### **Rosow: Identity Politics – Panacea or Pandora’s Box**

Hauptseminar, 70206, Donnerstag 11.15-12.45 Uhr, Onlineveranstaltung

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.

### **Mackenthun: Fossil Fuel Fictions**

Hauptseminar, 70194, Donnerstag 13.15-14.45 Uhr, Onlineveranstaltung

As the world is approaching the end of the fossil fuel economy. It is worthwhile reflecting on the cultural and literary work dedicated to that topic. We will examine one bestselling novel from the early period of oil extraction (*Oil*, by the muckraking writer Upton Sinclair, recently adapted for the movie *There Will be Blood*) and then concentrate on more recent literary treatments of the human, economic, and environmental effects of the fossil fuel industry – including John Sayles' acclaimed novel on the Dakota pipeline conflict and a novel by an Indigenous female writer that promises to shed a fundamentally different perspective on the problem (Hogan). Our approach will be guided by questions about the potential and limits of literary discourse to deal with the topic of fossil fuel extraction – one of the most destructive, yet economically essential and culturally formative, activities of global modernity.

Students are required to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Upton Sinclair (1929/2007) *Oil*. Penguin. ISBN-10: 9780143112266
- Linda Hogan (1990) *Mean Spirit*. Ballantine. ISBN-10: 0804108633
- Jennifer Haigh (2016) *Heat & Light*. Harper Collins. ISBN-10: 0061763497.
- John Sayles, *Yellow Earth* (Haymarket, ISBN-10: 1642590215) is brand new and not yet available as paperback. An ebook version will be ready for download.

### **Zittlau: Rural America: A Historical Overview**

Hauptseminar, 70200, Freitag 09.15-10.45 Uhr, Onlineveranstaltung

About 20 percent of the population of the United States lives in rural areas, which make up around 90 percent of the country. While the focus is often on the cities, this class will take a historical approach, beginning with the Frontier, the Midwest, and the conflict between ranching and farming. We will then move across the United States, look at Native Americans in rural areas in the North, at the rural South and its history in slavery and agriculture and at today's issues such as water supply and sewage systems, which form only a small part of current environmental conflicts. All material, including photographs and film as well as numerous texts will be provided on StudIP. This class will be online and assignment driven.

## **6 Fachdidaktik und Vermittlungskompetenz**

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

Grundkurs, 70233, Freitag 11.15-12.45 Uhr, Onlineveranstaltung

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 Onlineveranstaltung

Gruppe 2: Mittwoch 09.15-10.45 Uhr Onlineveranstaltung

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 Grundschule**

Proseminar, 70248, Montag 11.15-12.45 Uhr, Onlineveranstaltung

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: Die Förderung produktiver Fertigkeiten durch Filmeinsatz im Englischunterricht**

Hauptseminar, 70239, Mittwoch 11.15-12.45 Uhr, Onlineveranstaltung

Filme sind in der Regel bei SchülerInnen (nicht nur) im Englischunterricht willkommen. Wir werden uns im Seminar mit theoretischen Grundlagen von Hörsehverstehen und unterschiedlichen Herangehensweisen an verschiedene Filmformate (z.B. Videos, Sketche, Dokumentarfilme oder Spielfilme) befassen. Neben der Rezeption sollen vor allem Methoden im Vordergrund stehen, die die produktiven Fertigkeiten von SchülerInnen fördern. Den Studierenden soll die Möglichkeit einer Didaktisierung von selbstgewähltem Filmmaterial und deren Reflexion gegeben werden.

### **Schmidt: Planung und Gestaltung von Englischunterricht (SPÜ-begleitend)**

Übung, 70276, Dienstag 09.15-10.45 Uhr, Onlineveranstaltung, vom 06.04.2021-18.05.2021, 1 SWS

Die Übung richtet sich an Studierende, die im SoSe 2021 die Schulpraktischen Übungen absolvieren.

Einen Schwerpunkt der Übung bildet die Planung von Englischunterricht. Die Teilnehmenden setzen sich mit den verschiedenen Aspekten der Unterrichtsplanung auseinander und erhalten Gelegenheit, sich im Schreiben eines Langentwurfs zu üben.

Darüber hinaus widmet sich die Übung der Gestaltung eines kompetenzorientierten kommunikativen Englischunterrichts. Die Teilnehmenden machen sich u. a. mit verschiedenen Methoden für den Englischunterricht vertraut, befassen sich mit Möglichkeiten der Differenzierung, lernen Aufgabenformate zur Förderung des Sprechens kennen und setzen sich mit den Herausforderungen der einsprachigen Gestaltung von Englischunterricht auseinander.

**Findet statt vom 06.04.2021 bis 18.05.2021, 1 SWS**

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

Übung, 70286, Dienstag 09.15-10.45 Uhr, Onlineveranstaltung, vom 01.06.2021-13.07.2021, 1 SWS

Die englische Sprache mit und über die Musik zu erleben, lässt Schüler\*innen 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.

Die Übung widmet sich dem musikorientierten Englischunterricht in der Grundschule und Sekundarstufe 1. Gemeinsam wollen wir verschiedene Möglichkeiten erproben, einen musikalischen Zugang zum Englischlernen zu finden. Musikalische Vorkenntnisse sind dabei nicht erforderlich, Freude an Musik und Bewegung jedoch unbedingt.

**Findet statt vom 01.06.2021 bis 13.07.2021, 1 SWS**

### **Schmidt: Englischunterricht auf Distanz mit komplexen Aufgaben**

Übung, 70288, Donnerstag 09.15-10.45 Uhr, Onlineveranstaltung, vom 08.04.2021-20.05.2021, 1 SWS

Englischunterricht auf Distanz erfordert sorgsam durchdachte didaktisch-methodische Konzepte und die Anpassung von Materialien und Aufgabenformaten. Komplexe Aufgaben, wie z. B. die Erstellung eines *blog posts*, einer digitalen *photo story* oder eines *podcasts*, sind für das Englischlernen im Distanzunterricht aus vielerlei Gründen sehr gut geeignet. Sie fordern die Schüler\*innen kognitiv heraus, orientieren sich an gebräuchlichen Kommunikationsformen junger Menschen und verlangen eine weitgehend selbstständige Bearbeitung.

In der Übung wollen wir uns näher mit Wolfgang Halle's Konzept der komplexen Kompetenzaufgabe befassen. Anhand verschiedener Unterrichtsbeispiele arbeiten wir die Merkmale komplexer Kompetenzaufgaben heraus und prüfen ihre Einsatzmöglichkeiten im Englischunterricht auf Distanz. Am Ende der Übung entwerfen wir eine eigene komplexe Aufgabe für den Distanzunterricht.

**Findet statt vom 08.04.2021 bis 20.05.2021, 1 SWS**

### **Schmidt: Let's be poets! Gedichte im Englischunterricht**

Übung, 70263, Donnerstag 09.15-10.45 Uhr, Onlineveranstaltung, vom 03.06.2021-15.07.2021, 1 SWS

Ob Poetry Slam oder Instagram Haikus – Gedichte erfreuen sich bei jungen Menschen wieder zunehmender Beliebtheit. Auch für den Englischunterricht haben Gedichte viel zu bieten: sie sprechen sowohl die sprachliche als auch die affektive Ebene des Fremdsprachenlernens an, ermöglichen die Förderung aller Bereiche der funktionalen kommunikativen Kompetenz und bieten Anknüpfungspunkte für literarisches und interkulturelles Lernen.

In der Übung wollen wir uns vor allem handlungs- und produktorientierten Zugängen zur Lyrik widmen, die u. a. das Performen, Bebildern, Verfilmen oder Verfassen von Gedichten beinhalten. Wir lernen verschiedene Möglichkeiten der Arbeit mit Gedichten im Englischunterricht kennen und entwickeln selbst Unterrichtsideen für die kreative Auseinandersetzung mit lyrischen Formen.

**Findet statt vom 03.06.2021 bis 15.07.2021, 1 SWS**

**Schmidt: Unterrichtsplanung konkret: Begleitung des Hauptpraktikums  
(für LA Regionale Schule und Gymnasium)**

Übung, 70242, Onlineveranstaltung

Die Lehrveranstaltung richtet sich an Studierende der Lehrämter an Regionalen Schulen und Gymnasien, die derzeit ihr Hauptpraktikum durchführen oder dies für die kommende vorlesungsfreie Zeit planen. Die Übung soll Studierenden die Möglichkeit geben, das Hauptpraktikum im Fach Englisch begleiten zu lassen und untereinander in den Austausch zu konkret auftretenden Fragen der Unterrichtsplanung und –durchführung zu kommen.

**Die Lehrveranstaltung ist ein Zusatzangebot, das nicht an ein Modul gekoppelt ist.**

**Schütt: Unterrichtsplanung konkret: Begleitung des Orientierungspraktikums II  
und des Hauptpraktikums (für LA Grundschule)**

Übung, 70292, Onlineveranstaltung

Die Lehrveranstaltung richtet sich an Studierende des Lehramtes an der Grundschule, die derzeit ihr Orientierungspraktikum II beziehungsweise ihr Hauptpraktikum durchführen oder dies für die kommende vorlesungsfreie Zeit planen. Die Übung soll Studierenden die Möglichkeit geben, die Praktika im Fach Englisch begleiten zu lassen und untereinander in den Austausch zu konkret auftretenden Fragen der Unterrichtsplanung und –durchführung zu kommen.

**Die Lehrveranstaltung ist ein Zusatzangebot, das nicht an ein Modul gekoppelt ist.**

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

Übung, 70268, Montag 13.15-14.45 Uhr, 14täglich gerade Wochen, Onlineveranstaltung, 1 SWS

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2021 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  
für alle Lehrämter, außer Grundschule, semesterbegleitend**

Übung, 70261, Montag 13.15-14.45 Uhr, 14täglich ungerade Wochen, Onlineveranstaltung, 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: Using Children's Literature in the English Foreign Language Classroom**

Übung, 70237, Dienstag 13.15-14.45 Uhr, Onlineveranstaltung, vom 06.04.2021-25.05.2021, 1 SWS

This seminar is designed for student teachers who will be teaching English in primary and lower-secondary schools. It offers practical tips for enjoyable and meaningful language learning in the English language classroom. A variety of children's literature will be introduced, including traditional stories, classical fairy-tales, 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, 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 develop own story-based teaching activities to be used in the English classrooms. Study material will be provided.

**Findet statt vom 06.04.2021 bis 25.05.2021, 1 SWS**

### **Bartsch Veselá: Classroom English for Primary Teachers, LA Grundschule**

Übung, 70283, Dienstag 13.15-14.45 Uhr, Onlineveranstaltung, vom 01.06.2021-13.07.2021, 1 SWS

This course is specifically designed for students of Primary School Pedagogy (Grundschulpädagogik). It aims to improve spoken English to be used as the main language of communication in the classroom. It offers a repertoire of classroom language for teachers (e.g. checking attendance, giving instructions for doing things, organizing pair and group work, eliciting language, dealing with discipline, setting homework, evaluation of work etc.) and learners (asking for permission, asking questions, seeking clarification, etc.) The students will improve their confidence and broaden the range of language teaching activities. Study material will be provided.

**Findet statt vom 01.06.2021 bis 13.07.2021, 1 SWS**

### **Bartsch Veselá: Content and Language Integrated Learning (CLIL) in Practice**

Übung, 70277, Donnerstag 13.15-14.45 Uhr, Onlineveranstaltung, vom 08.04.2021-27.05.2021, 1 SWS

This course is designed for students who will be teaching English as a foreign language in primary and lower-secondary schools. The aim of the course is to clarify the key concepts of integration a foreign language and other subjects across curriculum. The participants will develop their skills in teaching different content areas through English, including Mathematics, Geography, History, Art, Music and Physical Education. Student teachers will participate in discussions and prepare activities on given topics. Study material will be provided.

**Findet statt vom 08.04.2021 bis 27.05.2021, 1 SWS**

### **Bartsch Veselá: Teaching Culture in the English Foreign Language Classroom**

Übung, 70235, Donnerstag 13.15-14.45 Uhr, Onlineveranstaltung, vom 03.06.2021-15.07.2021, 1 SWS

This course is designed for student teachers who will be teaching English as a foreign language in primary and lower-secondary schools. It offers both theoretical background and practical teaching ideas with respect to teaching culture and the development of intercultural communicative competence. The participants of the course will be introduced to a wide variety of culture-based classroom activities and topics, including everyday customs, holidays, festivals and celebrations, food, weather and climate, school life, shopping, music, children's literature, etc. Student teachers will participate in discussions and prepare activities on given topics. Study material will be provided.

**Findet statt vom 03.06.2021 bis 15.07.2021, 1 SWS**

## Schütt/Schmidt: 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 Onlineveranstaltung

Gruppe 2: Dienstag 15.15-16.45 Uhr Onlineveranstaltung

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.

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

Übung, 70331

Gruppe 1: Montag 11.15-12.45 Uhr Onlineveranstaltung

Gruppe 2: Montag 13.15-14.45 Uhr Onlineveranstaltung

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 Onlineveranstaltung

Gruppe 2: Dienstag 11.15-12.45 Uhr Onlineveranstaltung

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.

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

Übung, 70330

Gruppe 1: Donnerstag 11.15-12.45 Uhr Onlineveranstaltung  
 Gruppe 2: Donnerstag 13.15-14.45 Uhr Onlineveranstaltung

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.

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

Übung, 70332

Gruppe 1: Dienstag 11.15-12.45 Uhr Onlineveranstaltung  
 Gruppe 2: Dienstag 13.15-14.45 Uhr Onlineveranstaltung

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.

### **Bowen: Sprachpraxis III: Public speaking and speech writing**

Übung, 70333

Gruppe 1: Dienstag 09.15-10.45 Uhr Onlineveranstaltung  
 Gruppe 2: Dienstag 11.15-12.45 Uhr Onlineveranstaltung  
 Gruppe 3: Donnerstag 13.15-14.45 Uhr Onlineveranstaltung

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.

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

Übung, 70336

Gruppe 1: Mittwoch 09.15-10.45 Uhr Onlineveranstaltung  
 Gruppe 2: Mittwoch 11.15-12.45 Uhr Onlineveranstaltung

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 IV: Translation: German-English II**

Übung, 70371

Gruppe 1: Mittwoch 09.15-10.45 Uhr Onlineveranstaltung  
 Gruppe 2: Mittwoch 11.15-12.45 Uhr Onlineveranstaltung

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.

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

Übung, 70362

Gruppe 1: Donnerstag 09.15-10.45 Uhr Onlineveranstaltung

Gruppe 2: Donnerstag 11.15-12.45 Uhr Onlineveranstaltung

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 Onlineveranstaltung

Gruppe 2: Freitag 13.15-14.45 Uhr Onlineveranstaltung

"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 and Translation (BATS)**

Übung, 70361, Donnerstag 11.15-12.45 Uhr, Onlineveranstaltung

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**

### **Mackenthun: Race and Turn-of-the-Century American Literature (BATS)**

Hauptseminar, 70139, Freitag 09.15-10.45 Uhr, Onlineveranstaltung

Ever since the "scientific" invention of race, American literature has reflected on the cultural and social effects of race theory and racist politics. It has also propagated racist ideas. Aided by a rich collection of critical writings on scientific racism and literature, we will look at late nineteenth-century and early twentieth-century US literature's responses to race discourse. After a necessary glimpse at Poe, we will read both serious and satirical, realist and fantastic, racist and anti-racist treatments of the topic, always with a view to their political and transcultural implications.

Students are required to purchase the following texts:

- Mark Twain (1894/2002) *Pudd'nhead Wilson*. Modern Library. ISBN-10: 0812966228.
- Pauline Hopkins (1902-03/2004) *Of One Blood*. Washington Square Press. ISBN: 0743467698.

Critical texts, short stories by Edgar Allan Poe and H.P. Lovecraft, as well as novels by Nella Larsen (*Passing*) and d'Arcy McNickle (*The Surrounded*), will be made available as a *Reader*, to be purchased at Copy&Paste.

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

Hauptseminar, 70058, Mittwoch 09.15-10.45 Uhr, Onlineveranstaltung

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.

### **Crane: Exploring-Collecting-Surveying: Practices of Science in the Imperial Contact Zone (BATS)**

Hauptseminar, 70207, Donnerstag 09.15-10.45 Uhr, Onlineveranstaltung

This seminar looks at practices of science in the contact zone in order to think through the historical beginnings, and contemporary repercussions, of imperial practices of exploring, collecting, surveying, categorising and similar activities. It draws on extensive work done in postcolonial studies and STS (science and technology studies), as well as fields such as museum studies, material cultural studies and ethnogeography or -biology, to think about the historical and contemporary consequences of ideas of knowledge.

Our work in this seminar will be organised around a set of 5-6 case studies, which look at research into specific contact zones and their implications for categories of interest to cultural studies (gender, race, nation, class...). This will entail careful reading and lively discussion/exchange of ideas.

Normally, a *Reader* with a selection of thematically organised texts and a list of topics for term papers would be provided at the beginning of the course to be bought at Printzentrum, Neuer Markt 3. As this seminar will probably be offered online, the necessary materials will be provided in digital form.

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

Übung, 70361, Donnerstag 11.15-12.45 Uhr, Onlineveranstaltung

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, Mackenthun, Rossow, Schmitt-Kilb

Kolloquium, 70303, Montag 17.15-18.45 Uhr, Onlineveranstaltung

**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.