

# Institut für Anglistik/Amerikanistik

## Lehrangebot Sommersemester 2022

Offizielle Informationsquelle für die Organisation des Studiums ist das  
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70102 – Kommentar  
70092 – Titel und Kommentar  
70098 – gestrichen  
70096 – neue Lehrveranstaltung  
70065+70068 – Name  
70096- neue Zeit  
70399 – neue Zeit und Raum  
70281 – neue Gruppe  
70125 – neuer Kommentar  
70168 – neuer Titel und Kommentar  
70169 – neuer Raum  
70166 – neuer Raum

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### 1 Liste der Raumkürzel

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-4039	SR 4039, August-Bebel-Straße 28
UP-HG-218	HS 218, Universitätshauptgebäude
UP-HG-323	HS 323, Universitätshauptgebäude
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
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
U69-H1-024	SR 024, Ulmenstraße 69, Haus 1
U69-H1-134	SR 134, Ulmenstraße 69, Haus 1
SCHW-HS	HS Schwaansche Straße 3
JP-FDR10	Fachdidaktikraum, Jakobi-Passage

### 2 Vorlesungen

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

**PD Dr. Rossow: Collective Identities in a Globalised World**

Vorlesung, 70407, Montag 11.15-12.45 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 (2020). *Communication, Cultural and Media Studies. The Key Concepts*. 5th ed. London and New York: Routledge (ISBN: 978- 0- 415- 78763- 5 (pbk) ISBN: 978- 1- 315- 22581- 4 (ebk)).

**Prof. Crane: Some Fundamentals of Cultural Studies in 12 Music Videos**

Vorlesung, 70405, Montag 15.15-16.45 Uhr, U69-AEHS1

This lecture will use an array of concepts from Cultural Studies in order to contextualise and critique music videos.

Whilst some music videos seem to simply be pop songs in another medium, this lecture will look at the various ways this short form engages with specific aesthetics of the visual to emphasise components of the lyrics, or to draw attention to other pressing concerns. As popular cultural texts, videos do not exist separate from their respective contexts; they create and critique them.

Each lecture will examine the audio-visual aesthetics and politics of (at least) one Anglophone music video. An attempt will be made to include videos that are from, or respond to, political situations and/or music trends beyond the UK and the US.

The videos will be shown in the lectures, and further viewing and reading materials will be provided for interested students as a matter of course.

**Prof. Schulte: Language Change in the History of English**

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

This class is an introduction to the history of the English language. We will cover all the major periods in the history of English: Old English, Middle English, Early Modern English, and Present Day English. The description of language structure and language use in these periods will highlight the roles of language contact and change. In addition to linguistic analyses, we will also consider the socio-cultural backgrounds of historical developments, so you will be able to connect language change with more general social change. You will, for example, learn which features of English are due to various invasions and conquests, and how inventions like the printing press have influenced the use of English.

**Prof. Schmitt-Kilb: Survey Lecture English/British Literary History, 16<sup>th</sup>-19<sup>th</sup> Century**

Vorlesung, 70399, Dienstag 17.15-18.45 Uhr, U69-AEHS1

In this first of a two-part lecture, you will be introduced to important developments in British Literature from the 16<sup>th</sup> to the 19<sup>th</sup> century. An overview of English, Scottish, Welsh (and Irish) writers and their texts will be complemented, when and where necessary, with excursions into political, 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 discussions of selected texts will contribute to an overview of the larger story of English Literature since ca 1500.

If you are looking for accompanying reading, I recommend Paul Poplawski (ed.), *English Literature in Context* (2<sup>nd</sup> edition), Cambridge: Cambridge University Press 2018.

**Please note:** the format of the lecture – presence, online, hybrid – will be modified depending on the pandemic situation. Please consult the usual channels to keep yourselves informed.

### **3 Literaturwissenschaft**

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

Grundkurs, 70101, Montag 13.15-14.45 Uhr, AB28-8023

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 the science fiction novel *Parable of the Sower* by Octavia Butler. In order to cover the category of drama, we will be reading short plays by Sonia Sanchez, published between 1968 and 1971, shortly after the Civil Rights Movement, revealing the interaction between politics and literature. Please purchase and read:

- Octavia Butler (1993), *Parable of the Sower* (any edition is fine)
- Sonia Sanchez, *I'm Black When I'm Singing, I'm Blue When I Aint't and Other Plays*. (Duke University Press, 2010)

All other texts will be available for download on StudIP.

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

Grundkurs, 70102, Donnerstag 15.15-16.45 Uhr, AB28-8023

This course serves as an introduction to the study of English literature in many of its aspects: 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 texts 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.

Please buy your own copy of the following books:

- Dermot Cavanagh, Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (eds.). *The Edinburgh Introduction to Studying English Literature*. Edinburgh: Edinburgh University Press, 2014. ISBN: 9780748691326.
- Jane Austen. *Northanger Abbey; Lady Susan; The Watsons; Sanditon*. Eds. James Kinsley and John Davie. Oxford: Oxford University Press, 2008 [1817]. ISBN: 9780199535545.
- Kate/Kae Tempest. *Wasted*. London: Bloomsbury Publishing, 2020 [2013]. ISBN: 9781408185766.

Further texts will be made available on Stud.IP.

#### **Dr. Zittlau: “Dear Angel of Dust” – Contemporary Epistolary Novels**

Proseminar, 70114, Montag 09.15-10.45 Uhr, AB28-8023

The epistolary novel is a work of narrative fiction that consists of documents, most commonly of letters. In this class, we will look at three examples starting with Alice Walker's *The Color Purple*, a novel set

in the American South, portraying a young black woman living in segregation and poverty, including harsh scenes of violence, which led to the controversial reception of the text. Our second text written by Nathaniel Mackey is from his ongoing narrative project *From A Broken Bottle Traces of Perfume Still Emanate*. This epistolary novel in many volumes (still unfinished) begins with the *Bedouin Hornbook* published in 1986, which is a series of letters to the Angel of Dust by a jazz musician including excessive reference to music. Our third text, *So Long A Letter* by the Senegalese author Mariama Bâ, is a letter from a widow to her childhood friend who now lives in the United States. While these three books will be at the center of our discussion, other texts uploaded on StudIP will provide you with literary criticism and context to further think about a very established genre at a time when the letter as a format loses the value it once had. Please purchase and read the following books:

- Alice Walker (1983), *The Color Purple* (any edition is fine)
- Nathaniel Mackey (1986), *Bedouin Hornbook*. Published in Nathaniel Mackey, *From A Broken Bottle Traces of Perfume Still Emanate* (New Directions, 2010)
- Mariama Bâ (1981), *So Long A Letter* (any edition is fine)

### **N. N.: Caribbean Short Stories (LA Grundschule)**

Proseminar, 70096, Freitag 13.15-14.45 Uhr, AB28-8028

Please note: This course is for students of Grundschulpädagogik only.

The Caribbean region is one of the most diverse spaces on earth, regarding language, ethnicity, ‘race’ and religion. Over the last century, a distinct Caribbean literary tradition has emerged that engages with the rich history as well as contemporary concerns of its place of origin. In this course, we will look at short stories, rewritings of folk tales, and a few picture books that engage with the Caribbean and its diaspora. We will be majorly concerned with concepts of postcolonial and gender theory, and discuss issues around representation, cultural differences and classroom diversity. Through our engagement with these texts, you will receive the basic skills for working with literary texts and taking a critical position towards them.

Please purchase the following texts:

- Reid-Benta, Zaliqa. *Frying Plantain*. London: Dialogue Books, 2020 [2019]. ISBN: 978-0349701530.
- Cooke, Trish. *Tales from the Caribbean*. London: Puffin Classics, 2017. ISBN: 978-0141373089.

Further stories and additional material will be made available on Stud.IP.

### **Prof. Schmitt-Kilb: The Novel of Formation in Historical Perspective: Victorian, Modern, Postmodern**

Proseminar, 70092, Dienstag 09.15-10.45 Uhr, AB28-8023

In the seminar we will trace the history of the novel of formation (*bildungsroman*) by reading three classic examples of different literary periods: Charlotte Brontë's *Jane Eyre* (1847, Victorianism), James Joyce's *A Portrait of the Artist as a Young Man* (1916, Modernism) and Andrea Levy's *Never Far from Nowhere* (1996, Postmodernism). The course aims to deepen your knowledge of narrative theory as well as your expertise in analysing and interpreting prose fiction in historical context and in the context of genre (*bildungsroman*, *künstlerroman*, *postcolonial novel of transformation*). We will discuss the novels thematically, aesthetically and against the backdrop of theoretical positions (gender, class, postcolonial theory). Please buy critical editions of the two earlier novels (I suggest the latest Norton Critical Editions for *Jane Eyre* and *A Portrait*, alternatively Oxford World's Classics) and read the novels as soon as you can! We will address them in chronological order, beginning with *Jane Eyre*.

**PD Dr. Hartung: Contemporary Storytelling: Techniques of Reading and Writing**

Proseminar, 70125

Mittwoch 13.15-14.45 Uhr, AB28-8028 ab dem 13.04.2022 14tägig

Mittwoch 15.15-16.45 Uhr, AB28-8028 ab dem 13.04.2022 14tägig

Contemporary literary texts emerge from different cultural and institutional settings. In this seminar, we will examine diverse literary genres such as poetry, the short story and the novel, but also non-fictional forms like the essay and autobiographical texts. We will explore the formal aspects of these texts, examining them also in institutional contexts such as literary prizes and journals. In this way, we will analyse how value judgements of literature are being made, self-reflexively tracing also our own processes of evaluation. The seminar intends to introduce students to a wide range of literary texts from different Anglophone cultural contexts. A further aim is also to sharpen analytic skills as well as more creative forms of academic writing.

In preparation for the course, please read Bernardine Evaristo's Booker Prize-winning novel *Girl, Woman, Other* (2019). A variety of shorter texts will be provided online.

**Becker: Mudbloods, Noughts, and Mockingjays: Constructions of Race, Class, Gender, and Species in Young Adult Fiction**

Proseminar, 70169, Donnerstag 11.15-12.45 Uhr, AB28-8028

The genre of young adult fiction has brought forth some of the most successful novels of our time. Countless readers have been absorbed into J.K. Rowling's wizarding world, or have been at the edges of their seats as Katniss Everdeen fought for her life in the Hunger Games. Young adult fiction—which is intended for readers between 12 and 20 but is also enjoyed by older audiences—deals with a range of culturally relevant issues and, in so doing, can help its intended readers develop, challenge, and navigate their values and worldviews.

Throughout the seminar, we will explore constructions of race, class, gender, and species in YA fiction. In particular, we will discuss Rowling's second Harry Potter novel, *The Chamber of Secrets*, as well as its screen and theatre adaptation. We will look at Suzanne Collin's first two novels of the Hunger Games trilogy, *The Hunger Games* (2008) and *Catching Fire* (2009), and its screen adaptations, and, last but not least, Melorie Blackman's *Noughts and Crosses* (2001), the first novel from the series of the same name, and the TV adaptation.

In preparation for the end-of-term paper, students will write and submit a short mid-term-essay (*Prüfungsvorleistung*). A detailed syllabus and list of secondary reading will be handed out in the first session.

Please purchase a copy of the novels (in English) and start reading in due time. You will have access to the screen adaptations of Harry Potter and The Hunger Games via Netflix or Amazon Prime. We will probably have a screen night to watch *Noughts and Crosses* together, as it is difficult to access the series online.

**Prof. Mackenthun: Classics of American Ecological Literature**

Proseminar, 70113, Donnerstag 13.15-14.45 Uhr, AB28-8028

The United States, which some call "Nature's Nation," constitutionally prides itself with its intimate association with the natural world. Under the influence of the encounter with Indigenous cultures, Romantic American literary texts, especially Henry David Thoreau's journal *Walden* (1854), contain elements of an appreciation of the more-than-human world whose present relevance is obvious. We will study some of these early cases of "nature writing" both for their literary merit and for their articulation of transcultural and ecological ideas.

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

- Thoreau, Henry David (1854/2016) *Walden & Civil Disobedience*. Ed. Tom Griffiths. ISBN 1840225971

### **Prof. Mackenthun: American Literary Naturalism**

Hauptseminar, 70154, Donnerstag 09.15-10.45 Uhr, UP-HG-323

Naturalism – the literary articulation of a social darwinist theory of history and human nature – coincided with the beginnings of corporate capitalism in the late nineteenth century: the emergence of rich tycoons and robber barons, rapid industrialization fired by steel and oil; free-wheeling financial speculation; with mass immigration and the growth of ghettos; with the growth of labor unions and, last not least, with American imperial engagements in the Pacific and Caribbean. As an aesthetic concept, Naturalism is frequently associated with Emile Zola's introduction of a 'scientific' method in literature – of turning writing into a laboratory for studying humans' response to a brutal economic world. Naturalism can teach us much about understanding our present historical conjuncture. What, for example, does the well-known term "survival of the fittest" really mean? How did the ideology it promotes come about, and how was it reconciled with the national narratives of democracy, social equality, and the self-made man? Next to scientific and political essays we will read selected short fiction and two novels, one of which applies naturalistic ideas to an analysis of New York's wealthy class, while the other offers an analysis of agrarian conflict in faraway California. There remain plenty of further texts to be adopted for reports and term papers.

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

- Wharton, Edith (1905) *The House of Mirth*. Penguin, 1993. ISBN: 0140187294
- Norris, Frank (1901) *The Octopus*. Penguin, 1994. ISBN: 0140187707

### **Prof. Schmitt-Kilb: Literature and Brexit? Textual Expressions of a Subtextual sentiment**

Hauptseminar, 70142, Donnerstag 13.15-14.45 Uhr, SCHW-HS

In the "Introduction" to *Brexit and Literature*, Robert Eaglestone argues that Brexit is not only a political and economic phenomenon, but "perhaps most significantly [...] an event in culture, too. Brexit grew from cultural beliefs, real or imaginary, about Europe and the UK" (2018: 1). In this seminar, we are going to read several literary texts that either directly address the cultural beliefs behind Brexit (e.g. Ali Smith, *Autumn*, 2016); Zadie Smith, "Fences: A Brexit Diary", 2016), or which indirectly evoke or represent the structure of feeling that resulted in Britain's exit from the EU. Texts of various genres such as Paul Kingsnorth's historical novel *The Wake* (2014), Sarah Moss' coming-of-age narrative *Ghost Wall* (2018), the satires by Sam Byers (*Perfidious Albion*, 2018) and Ian McEwan (*The Cockroach*, 2019), or John Lanchester's climate fiction novel *The Wall* (2019) belong to the latter category.

We will read a selection of these texts beginning with the linguistically challenging *The Wake* (it is written in a language meant to resemble Old English, invented by the author) and continue with Smith's *Autumn*. Please buy and start reading the novels as soon as you can.

### **Prof. Mackenthun: The Transcultural Atlantic in the Age of Revolution (BATS)**

Hauptseminar, 70147, Freitag 09.15-10.45 Uhr, AB28-8028

The 1790s and early 1800s were a time of global revolution. The Atlantic world in particular was a cauldron of rebellion: dispossessed peasants filled urban prisons, while landowners expanded their possessions, slaves rebelled against being worked to death on colonial plantations, maritime laborers fought for human rights and tolerable living conditions. Public discourse was filled with revolutionary ideas: Haiti became the first 'postcolonial' (Black) republic; the US became a laboratory of democracy. We will explore literary reflections on these spectacular events on both sides of the Atlantic Ocean,

paying particular attention to how these texts capture the radical spirit of innovation and transformation, while also expressing uncertainty and anxiety about an unpredictable future.

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

- Equiano, Olaudah (1789) *The Interesting Narrative and Other Writings*. Ed. Vincent Carretta. Penguin, 2003. ISBN-10: 0142437166
- Brown, Charles Brockden (1798) *Wieland; or, The Transformation*. Oxford UP, 2009. ISBN-10: 0199538778
- Brown, Charles Brockden (1799) *Edgar Huntly; or, Memoirs of a Sleep-Walker*. Penguin, 1988 (ISBN-10: 0140390626) or Hackett, 2006 (ISBN-10: 0872208532)
- Shelley, Mary (1818) *Frankenstein; or the Modern Prometheus*. Penguin, 2003. ISBN: 0141439475

### **Dr. Zittlau: Difficult to Tell: Recent Genre-Crossing Writings**

Hauptseminar, 70148, Freitag 13.15-14.45 Uhr, AB28-8023

Traditionally, we categorize literature as prose, poetry, and drama. However, many texts do not easily fit into these prominent categories. Especially the use of images, performances, videos or other material that goes beyond the written text complicates discussions of genre. In this class, we will focus on four books that experiment with new forms of writing. Gumbs's *M Archive* looks at the future and deals with climate change and the current crisis employing a form of writing that resists categorization and thereby stresses the content of the work. While Gumbs focusses on issues of the environment, Rankine deals with inequality in the American society, racism in particular. Her use of images in the text as well as documents and other insertion of non-fiction form a new genre to draw attention to forms of visibility and invisibility that are at the core of racism. Briante's work deals likewise with current American politics. Our fourth example, *ELADATL*, is a surrealist history of Air Transport in Los Angeles, a text created together with communities through performances.

Please purchase and read:

- Alexis Pauline Gumbs, *M Archive. After the End of the World* (Duke University Press, 2018)
- Claudia Rankine, *Just Us. An American Conversation* (Penguin Books, 2020)
- Susan Briante, *Defacing the Monument*. (Noemi Press, 2020)
- Sesshu Foster and Arturo Ernesto Romo, *ELADETL. A History of the East Los angeles Dirible Air Transport Lines*. (City Light Books, 2020)

## **4 Sprachwissenschaft**

### **Dr. Lukač: Sociolinguistics in the Digital Age**

Proseminar, 70065, Montag 09.15-10.45 Uhr, U69-H3-322

In pre-internet days, sociolinguists primarily sought to describe the spoken language of communities that could be clearly defined in terms of time, space, and speaker identities. Membership in these communities was determined by seemingly fixed categories such as one's place of birth, class, gender, age, and occupation. Since the rise of the internet over the last three decades, the realm of sociolinguistics has expanded to encompass digital spaces and online communities. Being a member of these communities is a matter of free choice in which performing identities and acting out personae is quintessential. Social media are a window to online polylogues, and they allow us to observe how people interact with digital technologies and each other. The unique affordances of social media present new challenges for sociolinguists. After an introductory bloc, we will address some of these fundamental challenges and approach the topic from different vantage points. In doing so, we will attempt to answer questions such as:

- How can Twitter help us study language change and regional variation?
- What are the characteristics of the language used by different generations of internet people?

- What role do hashtags such as #MeToo, #cottagecore, or #CookieMonster play in creating communities on social media?
- How are TikTok performances and video games used to debate collaboratively issues of seemingly stable identities in terms of race, gender, sexuality, self, and other?

By the end of this course, you will develop a familiarity with the research methods for exploring language variation in social media and employ them to conduct small-scale studies on language use online.

### **Prof. Schulte: Language and Power**

Proseminar, 70064, Dienstag 15.15-16.45 Uhr, AB28-8023

In this class we will discuss connections between language use and different forms of power, and will address topics relating to migration, social class, ethnicity, and gender. We will think about how language use creates, reinforces, or challenges power structures and how power structures are reflected in language use. We will analyse language use in various media and registers, including political speeches and newspapers. In the course of the semester, you will conduct your own small-scale research project and investigate the relationship between language and power in data you have chosen yourself.

### **Prof. Schulte: Linguistic Landscaping**

Proseminar, 70034, Mittwoch 09.15-10.45 Uhr, FP-FDR10

Linguistic landscapes help us investigate language that is visible in public spaces. They are often used to generate and analyse data about language use in multilingual contexts. In the course of the semester, you will first be introduced to the technique of linguistic landscaping and subsequently will get to know a number of different studies that use this technique in different settings. We will discuss the various advantages and limitations of this method of data collection and analysis, but you will also spend a significant amount of time in the field: You will design and conduct your own small-scale research project that utilises linguistic landscapes and present the results of your investigation at the end of the semester.

### **Spohr: Pragmatics**

Proseminar, 70070, Mittwoch 11.15-12.45 Uhr, U69-H3-416

- "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.

### **Prof. Schulte: Multilingualism in the History of English (BATS)**

Hauptseminar, 70030, Dienstag 13.15-14.45 Uhr, AB28-8023

Language contact and change, and multilingualism as one of their consequences, are not new phenomena. This seminar will consider how individual and societal multilingualism have shaped the development of the English language since the Middle Ages. This includes the analysis of linguistic



features but also sociolinguistic issues regarding their use, for example questions of identity construction in multilingual contexts. We will also put the historical developments in context with contemporary analyses and discussions of multilingualism in the English-speaking world.

### **Dr. Lorenz: Grammaticalization**

Hauptseminar, 70041, Dienstag 15.15-16.45 Uhr, U69-H3-322

Grammaticalization is a process of language change by which lexical items acquire grammatical function (e.g. GO in the English 'going to'-future). Beyond this basic definition grammaticalization entails processes on all levels - syntax, semantics, morphology, phonology - and is a typical pattern of change in all human languages. Consequently, grammaticalization research has contributed to discoveries of more general aspects of language change and grammar as such. It touches upon questions of how we use language, how we process it, and how it is represented in our minds.

This course covers the mechanisms involved in grammaticalization as well its various symptoms and side-effects. We will look into theories and case studies, and explore the scope and limits of the concept of grammaticalization within the field of linguistics.

### **Spohr/Lukac/Vawter: Fundamentals of Grammar**

Übung, 70068

Gruppe 1, Spohr	Donnerstag	11.15-12.45 Uhr	U69-H3-322
Gruppe 2, Vawter	Donnerstag	09.15-10.45 Uhr	U69-H1-134
Gruppe 3, Vawter	Donnerstag	11.15-12.45 Uhr	U69-H1-024
Gruppe 4, Dr. Lukač	Montag	13.15-14.45 Uhr	U69-H3-322

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

Course Book:

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

### **Vawter: Fundamentals of Grammar (LA Grundschule)**

Übung, 70067, Mittwoch 11.15-12.45 Uhr, U69-H3-222

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 and Phonology

Übung, 70078

Gruppe 1 Dienstag 13.15-14.45 Uhr U69-H3-223

Gruppe 2 Dienstag 15.15-16.45 Uhr U69-H3-223

Gruppe 3 Donnerstag 13.15-14.45 Uhr U69-H3-322

Gruppe 4 Donnerstag 15.15-16.45 Uhr U69-H3-322

This class will explore the sound system of English. We will study vowel and consonant phonemes and their interactions – first for isolated words, then for connected speech. Our focus will be on the standard varieties of English spoken in Great Britain and in the USA, though other varieties will sometimes be included.

Where appropriate, English and German will be compared to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology can help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

Another aim of this course is to enable students to use the IPA – both passively and by actively producing phonemic transcriptions in one of the two standard varieties mentioned above. Since this skill requires a lot of practice, there will be weekly transcription exercises both in class and as homework assignments.

#### Our course book is:

- Collins, Beverly, Inger M. Mees and Paul Carley. 2019. *Practical Phonetics and Phonology: A Resource Book for Students*. 4th ed. London/New York: Routledge (ISBN 978-1-138-59150-9).

#### Additionally, the following book is recommended as a reference:

- Roach, Peter, Jane Setter and John Esling (eds). 2011. *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th ed. Cambridge: Cambridge University Press. (ISBN 978-3-125-34688-8).

Both are available in the UB, though acquiring your own copies is recommended.

### Vawter: Phonetics and Phonology (LA Grundschule)

Übung, 70077, Mittwoch 09.15-10.45 Uhr, U69-H3-222

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

### PD Dr. Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160, Dienstag 11.15-12.45 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 on Stud.IP. Participants also have to buy Hartley, John (2020). *Communication, Cultural and Media Studies. The Key Concepts*. 5th ed. London and New York: Routledge (ISBN: 978- 0- 415- 78763- 5 (pbk) ISBN: 978- 1- 315- 22581- 4 (ebk)).

### Prof. Crane: Coal Cultures (LA Grundschule)

Proseminar, 70372, Dienstag 11.15-12.45 Uhr, AB28-4039

This seminar is exclusively for Grundschullehrerstudierende.

This seminar will examine coal and coal cultures in the Anglophone world. We will use the space of the seminar to discuss the different ways in which coal enables cultures, with a view in particular to class. Topics pertaining to the environmental humanities, extractivism and sustainabilities will also be integral to our discussions. Our discussions will centre analyses of specific texts, both written and audio-visual.

We will read ethnographic, auto-biographical and crime fiction texts, watch films, as well as engaging with theoretical input on class, environments, and extractivist cultures. (The syllabus will be finalised towards the end of the break: please check further announcements on Stud.IP, because whilst many readings will be provided on Stud.IP, you will be required to purchase/have access to some books.)

### Becker: "I'm here to fight for truth, and justice, and the American way!" – Heroes and Superheroes in American Popular Culture

Proseminar, 70166, Donnerstag 09.15-10.45 Uhr, AB28-8028

We have invented and listened to countless stories of fearless and world-saving heroes at least since antiquity. Heroes and superheroes also feature prominently in American comic, film, and in public narratives about real people. Joseph Campbell explains the hero's popularity with the fact that the hero-narrative deals with universal topics and issues, such as crisis, trauma, transformation, restoration, and human power. Katherine G. Aiken writes that the hero might not be as universal as Campbell describes, but emerges from a specific cultural and historical context and, thus, reflects political, social, and cultural concerns of a particular moment in history.

Throughout the seminar, we will look at and discuss American superhero movies as well as 'real-life' heroes such as Edward Snowden, and cultural phenomena like the clapping for heroes of the corona-pandemic. We will address questions including: When and why do we call someone a hero? Why do we seek heroes, especially in times of crises? How do heroes help us deal with moments of crisis? What can heroes tell us about the cultures that produced them?

Students will prepare a round table discussion as their *Prüfungsvorleistung* and write an end-of-term paper on a topic of their choice. A detailed syllabus and list of primary and secondary texts will be handed out in the first session.

**Becker: Mudbloods, Noughts, and Mockingjays: Constructions of Race, Class, Gender, and Species in Young Adult Fiction**

Proseminar, 70169, Donnerstag 11.15-12.45 Uhr, AB28-8028

The genre of young adult fiction has brought forth some of the most successful novels of our time. Countless readers have been absorbed into J.K. Rowling's wizarding world, or have been at the edges of their seats as Katniss Everdeen fought for her life in the Hunger Games. Young adult fiction-which is intended for readers between 12 and 20 but is also enjoyed by older audiences-deals with a range of culturally relevant issues and, in so doing, can help its intended readers develop, challenge, and navigate their values and worldviews.

Throughout the seminar, we will explore constructions of race, class, gender, and species in YA fiction. In particular, we will discuss Rowling's second Harry Potter novel, *The Chamber of Secrets*, as well as its screen and theatre adaptation. We will look at Suzanne Collin's first two novels of the Hunger Games trilogy, *The Hunger Games* (2008) and *Catching Fire* (2009), and its screen adaptations, and, last but not least, Melorie Blackman's *Noughts and Crosses* (2001), the first novel from the series of the same name, and the TV adaptation.

In preparation for the end-of-term paper, students will write and submit a short mid-term-essay (*Prüfungsvorleistung*). A detailed syllabus and list of secondary reading will be handed out in the first session.

Please purchase a copy of the novels (in English) and start reading in due time. You will have access to the screen adaptations of Harry Potter and The Hunger Games via Netflix or Amazon Prime. We will probably have a screen night to watch Noughts and Crosses together, as it is difficult to access the series online.

**PD Dr. Rossow: Who Or What Am I? Facets of Identity**

Proseminar, 70168, Donnerstag 11.15-12.45 Uhr, Onlineveranstaltung

For centuries, Ulster/Northern Ireland has been at the eye of the storm between Ireland and Britain, and the complexity of its history continues to intrigue its people and baffle the outside world. The course does not attempt to provide a comprehensive account of the province's history, which spans nine thousand years. Rather, using a highly selective approach, some of the arguably most significant events and developments are analysed. These include, among others, the early settlements; the plantations; the Penal Laws; the rise of the United Irishmen and Orangeism; the Act of Union; emigration and the Great Famine; the Home Rule crisis and partition; civil rights and the Troubles and Brexit. We will conclude the course by examining the current situation. The obligatory texts for the individual sessions and the reading assignments are provided on Stud.IP.

**Dr. Massey: Fight the Power!: US Protest Movements from 1619 to Covid-19**

Proseminar, 70177, Donnerstag 13.15-14.45 Uhr, U69-H3-222

In this seminar we will interrogate the origins, intellectual influences, leadership strategies, tactics, rhetoric, consequences of, and responses to various protest movements in U.S. history, from the arrival of the first enslaved Africans in 1619 to current responses to Covid-19 legislation and politicking. Subjects include resistance strategies of the enslaved, the Civil Rights era, conservative political movements, anti-war protests (Vietnam to Iraq), Indigenous environmental activism, the Trump era, Black Lives Matter, Covid-19, and protest literature and music.

**Prof. Crane: Travel Writing (BATS)**

Hauptseminar, 70374, Dienstag 15.15-16.45 Uhr, AB28-8028

In this seminar, which is directed at – but not exclusive to – members of the MA BATS, we will read and discuss travel writing for the way it figures and configures cultures in contact. We will look primarily to historical accounts that engage with phenomena of imperialism, of knowledge collection and construction, and contact zone conflicts. A theoretical framework, provided in selected readings on Stud.IP, will give rise to analyses that critique these phenomena and help us to direct our attention to the world-making properties of this kind of writing. Travel writing will be understood in a broad sense, and will possibly entail reading, for example, Charles Darwin, Daniel Defoe, Mary Wollstonecraft, Mungo Park, and perhaps German travellers like Alexander von Humboldt and/or Georg Forster (the syllabus will be finalised towards the end of the break: please check further announcements on Stud.IP, because whilst many readings will be provided on Stud.IP, you will be required to purchase/have access to some books).

Members of the seminar will participate in discussions. The seminar will also entail a creative component, where we compose our own short travel writing pieces.

### **Prof. Crane: Critical Animal Studies**

Hauptseminar, 70373, Mittwoch 09.15-10.45 Uhr, AB28-8023

We share our planet with all manner of species. In this seminar, we draw our attention towards the relations we have with other animals. We own, share, experiment with, harness the energy of, visit, display, wear and eat animals. That is to say, we encounter animals in many different ways: As pets, as pests, as food, and as spectacle, for instance.

This seminar will involve reading a selection of texts that examine our relations with nonhuman animals in different ways (a reader will be provided via Stud.IP). Pending final format and considerations of things (\*gestures at world\*), we will attempt an excursion (probably to the Rostock Zoo).

### **PD Dr. Rossow: Identity Politics - Panacea or Pandora's Box**

Hauptseminar, 70206, Mittwoch 17.15-18.45 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' and ethnicity, 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). The obligatory texts for the individual sessions and the reading assignments are provided on Stud.IP.

### **Dr. Zittlau: Collecting the Traces, Reconstructing Black Lives**

Hauptseminar, 70492, Freitag 09.15-10.45 Uhr, AB28-8023

The genre of biography is often dedicated to already established people, and we will indeed begin our journey through the lives of black people with Sojourner Truth, an illiterate former slave who rose to fame for her activist speeches. *The Narrative of Sojourner Truth* was published during her lifetime. We will then look at Zora Neale Hurston's *Barracoon* based on the interviews with Cudjo Lewis, a survivor of the Middle Passage. While written in the early twentieth century, the manuscript had remained unpublished until 2018. Finally, we will look at Saidiya Hartman's *Wayward Lives*, a book that recreates black lives from fragments and photographs found in the archives. The main issue that unites all three publications is the focus on orality, which leads to discussions of archives, traces, sources and formats of writing. Please purchase and buy the following books:

- Saidiya Hartman, *Wayward Lives. Beautiful Experiments. Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals*. (W.W. Norton, 2019)
- Zora Neale Hurston, *Barracoon. The Story of the Last 'Black Cargo'* (ed. By Deborah G. Plant; Amistad, 2018)
- Sojourner Truth (1850/1884), *Narrative of Sojourner Truth* (Penguin Books, 1998)

## **6 Fachdidaktik und Vermittlungskompetenz**

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

Grundkurs, 70233, Montag 11.15-12.45 Uhr, AB28-8023

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 Grundschule)**

Proseminar, 70248, Montag 11.15-12.45 Uhr, JP-FDR10

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: Methodenvielfalt im Englischunterricht**

Hauptseminar, 70275, Mittwoch 11.15-12.45 Uhr, AB28-8023

Nach einer Auseinandersetzung mit Begriffen wie beispielsweise Schülerzentrierung, Individualisierung, Interaktion und Kooperation erhalten die Studierenden die Gelegenheit, selbst unterschiedliche Methoden zu erproben und anschließend ihre Wirksamkeit für den Englischunterricht zu diskutieren. Außerdem werden wir ausführliche didaktische und methodische Analysen von Unterrichtsmaterialien durchführen und eigene Materialien erstellen.

**Dr. Schmidt: Planung und Gestaltung von Englischunterricht  
(SPÜ begleitend für LA Grundschule und Sonderpädagogik)**

Übung, 70276, Dienstag 09.15-10.45 Uhr, AB28-8028, vom 05.04.2022-17.05.2022, 1 SWS

Die Übung richtet sich an Studierende des Lehramts Grundschule und Sonderpädagogik, die im SS 2022 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 05.04.2022 bis 17.05.2022 (1 SWS)**

**Dr. Schmidt: Digitale Medien im Englischunterricht**

Übung, 70294, Dienstag 09.15-10.45 Uhr, AB28-8028, vom 24.05.2022-12.07.2022, 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 24.05.2022 bis 12.07.2022 (1 SWS)**

**Dr. Schmidt: Kooperatives Lernen im Englischunterricht**

Übung, 70281

Gruppe 1, Donnerstag 09.15-10.45 Uhr, vom 07.04.2022-19.05.2022, JP-FDR10

Gruppe 2, Donnerstag 09.15-10.45 Uhr, vom 02.06.2022-15.07.2022, JP-FDR10

Spracherwerb gelingt nur durch Kommunikation und Interaktion. Kooperative Lernformen eignen sich daher hervorragend für den Englischunterricht. In der Übung werden wir uns mit den Grundprinzipien kooperativen Lernens auseinandersetzen. Anhand praktischer Unterrichtssituationen wollen wir ergründen, wie mit Hilfe kooperativer Lernformen die Kommunikationsfähigkeit der Lernenden gefördert werden kann. Außerdem wollen wir verschiedene Methoden des kooperativen Lernens kennenlernen, praktisch erproben und auf ihre Einsatzmöglichkeiten im Englischunterricht hin untersuchen.

**Findet statt vom 07.04.2022 bis 19.05.2022 (1 SWS)**

**Dr. Schmidt: Unterrichtsplanung konkret: Begleitung des Hauptpraktikums**

**(für LA Regionale Schule und Gymnasium)**

Übung, 70242, Onlineveranstaltung

Die Lehrveranstaltung richtet sich an Studierende der Lehramter 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: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen für alle Lehrämter, semesterbegleitend**

Übung, 70261, Montag 13.15-14.45 Uhr, 14täglich gerade Wochen, JP-FDR10, 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**

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

Übung, 70268, Montag 13.15-14.45 Uhr, 14täglich ungerade Wochen, JP-FDR10, 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: Unterrichtsplanung konkret: Betreuung Praktika 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/Schmidt/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-H3-416

Gruppe 2: Dienstag 15.15-16.45 Uhr U69-H3-416

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.

### **Dr. 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-H3-322

Gruppe 2: Dienstag 11.15-12.45 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.

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

Übung, 70330

Gruppe 1: Donnerstag 13.15-14.45 Uhr U69-H3-416

Gruppe 2: Donnerstag 15.15-16.45 Uhr U69-H3-416

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: Montag	11.15-12.45 Uhr	AB28-8028
Gruppe 2: Montag	13.15-14.45 Uhr	AB28-8028

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.

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

Übung, 70333

Gruppe 1: Dienstag	11.15-12.45 Uhr	AB28-8028
Gruppe 2: Dienstag	13.15-14.45 Uhr	AB28-8028
Gruppe 3: Donnerstag	13.15-14.45 Uhr	U69-H3-223

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 and Instructing**

Übung, 70332

Gruppe 1: Dienstag	11.15-12.45 Uhr	U69-H3-223
Gruppe 2: Mittwoch	17.15-18.45 Uhr	AB28-8028

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.

### **Dr. 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-H3-233

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, 70353

Gruppe 1: Donnerstag 09.15-10.45 Uhr AB28-8023

Gruppe 2: Donnerstag 11.15-12.45 Uhr AB28-8023

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

### **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.

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

Übung, 70361, Donnerstag 11.15-12.45 Uhr, U69-H3-223

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

faithful to two languages and to determine to what extent translation provides an opportunity and site of cultural interaction.

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

### **Prof. Mackenthun: The Transcultural Atlantic in the Age of Revolution (BATS)**

Hauptseminar, 70147, Freitag 09.15-10.45 Uhr, AB28-8028

The 1790s and early 1800s were a time of global revolution. The Atlantic world in particular was a cauldron of rebellion: dispossessed peasants filled urban prisons, while landowners expanded their possessions, slaves rebelled against being worked to death on colonial plantations, maritime laborers fought for human rights and tolerable living conditions. Public discourse was filled with revolutionary ideas: Haiti became the first ‘postcolonial’ (Black) republic; the US became a laboratory of democracy. We will explore literary reflections on these spectacular events on both sides of the Atlantic Ocean, paying particular attention to how these texts capture the radical spirit of innovation and transformation, while also expressing uncertainty and anxiety about an unpredictable future.

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

- Equiano, Olaudah (1789) *The Interesting Narrative and Other Writings*. Ed. Vincent Carretta. Penguin, 2003. ISBN-10: 0142437166
- Brown, Charles Brockden (1798) *Wieland; or, The Transformation*. Oxford UP, 2009. ISBN-10: 0199538778
- Brown, Charles Brockden (1799) *Edgar Huntly; or, Memoirs of a Sleep-Walker*. Penguin, 1988 (ISBN-10: 0140390626) or Hackett, 2006 (ISBN-10: 0872208532)
- Shelley, Mary (1818) *Frankenstein; or the Modern Prometheus*. Penguin, 2003. ISBN: 0141439475

### **Prof. Schulte: Multilingualism in the History of English (BATS)**

Hauptseminar, 70030, Dienstag 13.15-14.45 Uhr, AB28-8023

Language contact and change, and multilingualism as one of their consequences, are not new phenomena. This seminar will consider how individual and societal multilingualism have shaped the development of the English language since the Middle Ages. This includes the analysis of linguistic features but also sociolinguistic issues regarding their use, for example questions of identity construction in multilingual contexts. We will also put the historical developments in context with contemporary analyses and discussions of multilingualism in the English-speaking world.

### **Prof. Crane: Travel Writing (BATS)**

Hauptseminar, 70374, Dienstag 15.15-16.45 Uhr, AB28-8028

In this seminar, which is directed at – but not exclusive to – members of the MA BATS, we will read and discuss travel writing for the way it figures and configures cultures in contact. We will look primarily to historical accounts that engage with phenomena of imperialism, of knowledge collection and construction, and contact zone conflicts. A theoretical framework, provided in selected readings on Stud.IP, will give rise to analyses that critique these phenomena and help us to direct our attention to the world-making properties of this kind of writing. Travel writing will be understood in a broad sense, and will possibly entail reading, for example, Charles Darwin, Daniel Defoe, Mary Wollstonecraft, Mungo Park, and perhaps German travellers like Alexander von Humboldt and/or Georg Forster (the syllabus will be finalised towards the end of the break: please check further announcements on Stud.IP, because whilst many readings will be provided on Stud.IP, you will be required to purchase/have access to some books).

Members of the seminar will participate in discussions. The seminar will also entail a creative component, where we compose our own short travel writing pieces.

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

Übung, 70361, Donnerstag 11.15-12.45 Uhr, U69-H3-223

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

## **9 Berufsvorbereitendes Lektüremodul**

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

**verantwortlich:**

PD Dr. Rossow

**Lehrende:**

Prof. Mackenthun, PD Dr. Rossow, Prof. Schmitt-Kilb

Kolloquium, 70303, Montag 17.15-18.45 Uhr, AB28-8023+AB28-8028+AB28-4039

**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.