

# Institut für Anglistik/Amerikanistik

## Lehrangebot Sommersemester 2023

Offizielle Informationsquelle für die Organisation des Studiums ist das  
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700144 - Kommentar  
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### 1 Liste der Raumkürzel

AB28-4039	SR 4039, August-Bebel-Straße 28
AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-9028	SR 9028, August-Bebel-Straße 28
UP-HG-218	HS 218, Universitätshauptgebäude
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U69-H3-120	SR 120, Ulmenstraße 69, Haus 3
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
SCHW-HS	HS Schwaansche Straße 3
JP-FDR10	Fachdidaktikraum, Jakobi-Passage

### 2 Vorlesungen

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

Prof. Mackenthun: Survey Lecture American Literature, Part I

Vorlesung, 70399, Mittwoch 09.15 - 10.45 Uhr, UP-HG-218

This survey lecture is indispensable for understanding the development of American literature within changing historical contexts. The first part will carry you from the indigenous beginnings and colonial American literature through its development in the 18<sup>th</sup> and 19<sup>th</sup> centuries all the way to the Civil War. Since we will explore the meanings of the terms "America" and "literature" and their relevance for the definition of an American literary 'canon,' special emphasis will be placed on the impact of ethnicity, gender, and social relations on American writing. The survey lecture forms the backbone of your studies of American Literature. 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 13 ISBN-13: 978-0618532971; ISBN-13: 978-0618532988) whose purchase is recommended to students who want to specialize in American Studies (used earlier editions are available). Students are required to purchase a *Reader*.

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

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

Vorlesung, 70404, Mittwoch 07.30 - 09.00 Uhr, UP-HG-218

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.

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

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

The lectures cover key areas of Cultural Studies and introduce additional theoretical foundations for other courses in Cultural Studies. The course aims to familiarise students not only with broad theoretical concepts but also with the specialised terms and practices utilised in Cultural Studies. The individual sessions start by reviewing the topics first covered in the Grundkurs "Introduction to Cultural Studies", and then expand on them. The main thematic focus is on the concept and continued significance of collective identities in a globalised context. In addition to the global context, the course 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)).

The obligatory texts for the individual sessions are provided on Stud.IP.

## **3 Literaturwissenschaft**

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

Grundkurs, 70101, Montag 09.15 – 10.45 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 selection of contemporary

American poems, the novel *The Salt Eaters* (1980) by Toni Cade Bambara, and the play *The Trials of Brother Jero* (1960) by Wole Soyinka. Please purchase and read:

- Toni Cade Bambara (1980), *The Salt Eaters* (Penguin Modern Classics)
- Tracy Smith (ed.) (2017), *American Journal. Fifty Poems For Our Time* (Graywolf Press)

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

**Bolze: Grundkurs: Introduction to Literary Studies  
(Einführung in die Literaturwissenschaft)**

Grundkurs, 70102, Montag 15.15 - 16.45 Uhr, SCHW-HS

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.

**Prof. Mackenthun: Richard Powers, *The Overstory*.  
A Case Study in Literary Criticism**

Proseminar, 70116, Donnerstag 09.15 - 10.45 Uhr, AB28-8023

Richard Powers' novel *The Overstory* (2018) gives us access to the environmental history of the United States through a multicultural cast of characters variously connecting to trees – one of humans' most used and abused companion exploited as a natural resource. The novel consists of human-arboreal stories that extend from the nineteenth century to the Pacific Timber Wars of the 1990s – a devastating reduction of America's ancient redwood forests. We will read this novel in conjunction with additional material – texts on trees (e.g. by Ursula LeGuin), Cameron's movie *Avatar*, Indigenous tree stories, and various documentary materials. Above all, however, we will assess the literary and aesthetic contribution of one of America's most refined contemporary writers to discussions about ecological sustainability, climate change, and species extinction.

Students are required to purchase a *Reader* and the following novel:

- Richard Powers (2018). *The Overstory*. Heinemann/Penguin. ISBN-13: 978-1785151644

**Dr. Zittlau: The Sonnet in American Poetry**

Proseminar, 70079, Freitag 09.15 - 10.45 Uhr, AB28-8023

Originally a Sicilian form of poetry, the sonnet made its career in the English-speaking world in large part because of Shakespeare's rebellious love adventures in 14 lines. Since then the sonnet has resisted numerous fashions in poetry writing, and it has continued to be used as a form by radical and political writers, such as Langston Hughes, or Nikki Wallschlaeger. The American poet Diane Seuss won the Pulitzer Prize in 2022 for her recent collection of sonnets that almost read like fragments of film scenes from working-class life. We will talk about poetry, discuss ways to access sonnets and involve creative exercises around writing and presenting poetry.

Please purchase and read:

- Diane Seuss, *Frank: Sonnets*. Graywolf Press, 2021.

**Weber: "No Modernism Without Lesbians":  
The Sapphic Novel in Early 20<sup>th</sup>-Century Britain**

Proseminar, 70122, Donnerstag 15.15 - 16.45 Uhr, AB28-8023

The first three decades of the 20th century saw a surge of Sapphic writing in Great Britain and other countries, such as France and the USA. As the title of Diana Souhami's book (2020) contends: there would be “no modernism [as we know it] without lesbians”.

In this course, we will read selected sapphic texts, analysing them with reference to their historical, socio-cultural and literary contexts. We will apply narrative theory, genre theory, and queer theory among other critical standpoints, and will discuss the applicability and usefulness of our contemporary terminology.

Please purchase a copy of:

- Radclyffe Hall: *The Well of Loneliness* (1928)
- Virginia Woolf: *Orlando* (1928)
- Virginia Woolf: *A Room of One's Own* (1929) (or download here: <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118299210>)

Try to get a critical readers' edition, such as Oxford World Classics or Norton.

A limited number of copies of the selected texts will be made available in the library.

### **Prof. Mackenthun: Property Fictions**

Hauptseminar, 70121, Donnerstag 13.15 - 14.45 Uhr, AB28-8023

One way of looking at the history of the United States is to regard it as a gigantic property transaction. Indigenous societies were cheated and forced off their land while settler colonial resource extraction effected an ecological deterioration of the soil and its human and nonhuman inhabitants. More recently, in the period of the post-subprime mortgage crisis, of conflicts over pipelines and of yearly expanding wildfires, the loss of liveable space due to a toxic, property-oriented and wasteful economy is the cause of much social conflict. In this class we will address some literary responses to this process of dispossession.

Students are required to purchase a *Reader* and the following novels:

- James Fenimore Cooper (1823). *The Pioneers*. Repr. Penguin, 1988. ISBN-13: 978-0140390070
- Louise Erdrich (2017). *The Round House*. Corsair. ISBN-13: 978-1472108142
- Barbara Kingsolver (2019). *Unsheltered*. Faber and Faber. ISBN-13: 978-0571347032
- Sara Pennypacker (2020). *Here in the Real World*. Harper Collins. ISBN-13: 978-0008371692

### **Dr. Zittlau: Myth and Poetry**

Hauptseminar, 70150, Montag 13.15 - 14.45 Uhr, AB28-8023

Originally presented in rhythmic verse, mythology's connection to poetry is particularly evident. Therefore, it is not surprising that poets continue to reference their ancestry in contemporary texts. The Canadian poet Anne Carson, for example, is fascinated with Heracles, a hero in Greek mythology who kills his family in an outburst of rage. A translator of ancient Greek texts, Carson employs poetry not only to retell the story of Heracles but also to reflect on sources and translations. The same is true for the Kenyan writer Ngugi Wa Thiong'o. In his latest book, he retells the story of the founding of the Gikuyu people with a feminist twist in verse. While we read both authors, we will also look at works by Jericho Brown, Carol Ann Duff, Joy Harjo and others, refresh our knowledge about classic mythology and non-European myths.

Please purchase and read:

- Ngugi Wa Thiong'o, *The Perfect Nine*. The New Press, 2020.
- Anne Carson, *H of H. Playbook*. New Directions, 2021.

### **N. N.: Environmental Activism in the Global South**

Hauptseminar, 70151, Mittwoch 13.15 - 16.45 Uhr, AB28-9028

**Description:** In December 1991, the World Bank's chief economist signed off the infamous memo which encouraged the "migration of the dirty industries" into the so-called Less Developed Countries (LDCs) across the Global South because of their "vastly under-polluted" atmosphere. The gesture marked an unprecedented maneuver in the global redistribution of pollution, or more bluntly sought to validate Beck Ulrich's assertion that "pollution follows the poor". The neoliberal waste transfer exacerbated the environmental plunder initiated by colonialism and postcolonial resources extraction across these spaces, and consequently produced a distinct communal response to environmental crisis.

Against this background, this seminar examines the Global South as a contested geographical expression and an experience of coloniality, resilience and resistance. It further explores the intrinsic nexus between the people and their environment and foregrounds the historical contexts that enliven the environmental present and future of the Global South. At the end of the seminar, students would be able to clearly articulate a better understanding of the Global South, the implication of history in the prevalent environmental practices and forms of activism.

While relevant materials would be made available electronically in due course, students are requested to buy and read the following novels in advance:

- Maathai, Wangari. *Unbowed*. Arrow Books, 2006.
- Akbar, Prayaag. *Leila*. Faber & Faber, 2018.

### **Bolze: The Doomstead in Climate Change Fiction: Close Readings and Critical Perspectives**

Hauptseminar, 70149, Dienstag 13.15 - 14.45 Uhr, AB28-8028

So-called 'doomsteads' ('doom-homesteads': well-prepared self-contained subsistence farms that will let a small number of people survive environmental catastrophe) are a recurring trope in postapocalyptic climate change novels. Offering survival only for a select few, they represent insular, highly regulated, and ultimately unsustainable spaces.

We will read three recent novels by British writers that make use of the doomstead: Sarah Hall's *The Carhullan Army* (2007), Jessie Greengrass's *The High House* (2021), and Rosa Rankin-Gee's *Dreamland* (2021). With the help of theory on apocalypse, utopia/dystopia, ecocriticism, and postcolonial criticism, we will discuss how the novels engage critically with the idea of a 'fresh start' after environmental breakdown.

Please purchase:

- Sarah Hall, *The Carhullan Army*, ISBN 978-0571236602
- Jessie Greengrass, *The High House*, ISBN 978-1800750913
- Rosa Rankin-Gee, *Dreamland*, ISBN 978-1471193842
- These novels will also be stocked in the university library.

### **PD Dr. Hartung: Beginnings: Perspectives on the 18<sup>th</sup> Century Novel**

Hauptseminar, 70144, Mittwoch 13.15 - 16.45 Uhr, AB28-8028

The eighteenth century is frequently seen as the time in which the British novel begins to become a prominent genre, before it turns, in the nineteenth century, into a 'mature' art form defined by psychological realism. In this seminar, we will (re)consider questions of literary history and canon-making, which are expressed, for instance, in temporal terms such as 'beginnings' or developmental metaphors like 'maturity'. We will look at three novelists which represent different aspects of the eighteenth-century novel in Britain: Samuel Richardson, whose epistolary novel have been influential for many women writers in his time, to whom he served as a mentor, while his writings introduced a gendered view into the novel; Frances Burney, whose popular writings introduced the 'female' *Bildungsroman* into the novel genre; and Maria Edgeworth, whose intellectual engagement with the Enlightenment in general and pedagogy in particular influenced novel writing at the turn to the nineteenth century, while opening its themes up for historically contested topics such as 'interracial

marriage'. The aim of the seminar is to introduce students to an important historical genre of British literature, while sharpening analytic skills of close reading and initiating conceptual discussion of literary history.

In preparation for the course, please read Samuel Richardson: *Pamela* (1740), Frances Burney: *Evelina* (1778) and Maria Edgeworth: *Belinda* (1801). All three texts are available in annotated editions by Penguin Classics or Oxford World's Classics.

### **Prof. Mackenthun: Mariners, Refugees, and Runaways in Transcultural American Literature (BATS)**

Hauptseminar, 70159, Freitag 11.15 - 12.45 Uhr, AB28-8028

In a way, the history of the United States is a history of refugees and runaways, its original European immigrant population having arrived at its shores in search of a better life in both economic and political terms. Americans continued to move westward, ideologically furnished with the narratives of improvement through settlement and Manifest Destiny. They soon learned that America was no Golden Land for everyone – least of all for women and non-white males, slaves, Indigenous people, and those without property. In this class we will look at the transcultural literary imprint of this history of people running away from 'civilization'. These are stories about white men seeking Polynesian adventure; slaves in search of freedom; women preferring life among the "Indians"; a Mexican-American outlaw; and a poor white "trash" child in search of a life outside of "sivilization." From these fictional adventures we learn that running away is very much part of the American cultural DNA, and the love of freedom very much the result of transcultural encounters.

Students are required to purchase a *Reader* and the following texts:

- Herman Melville (1846). *Typee, or A Peep at Polynesian Life*. Repr. Ed. John Bryant. Penguin, 1996. ISBN-13: 978-0140434880
- Catharine Maria Sedgwick (1827). *Hope Leslie; or, Early Times in the Massachusetts*. Repr. Ed. Carolyn Karcher. Penguin, 1998. ISBN-13:978-0140436761
- John Rollin Ridge (1854). *The Life and Adventures of Joaquín Murieta*. Repr. Ed. Diana Gabaldon, 2018. Penguin. ISBN-10: 9780143132653
- Mark Twain (1884). *The Adventures of Huckleberry Finn*. Repr. Ed. Peter Coveney, 2003. Penguin. ISBN-10: 0141439645

## **4 Sprachwissenschaft**

### **Prof. Schulte: Investigating Multilingualism**

Proseminar, 70012, Dienstag 09.15 - 10.45 Uhr, AB28-8023

Language contact and change, and multilingualism as one of their consequences, are frequent phenomena both in the past and the present. In spite of this, multilingualism in particular is often viewed as a problematic practice. In this seminar, we will discuss and investigate multilingual practices and you will be introduced to the technique of linguistic landscaping, which helps us to collect data on language use in a community. In particular, we will work on an analysis of the multilingual linguistic landscape of Rostock over the course of the semester. You will spend a significant amount of time in the field collecting and analysing data and putting our findings together into a publishable format.

### **Prof. Schulte: Morphology**

Proseminar, 70028, Dienstag 15.15 - 16.45 Uhr, AB28-8023

In this seminar, we will investigate the internal structure of words. This includes, for example, the distinction between inflection and word-formation. We will consider theoretical problems with some of

the terms used in morphology, such as the notions word, affix and morpheme, and compare the morphology of English with that of other languages, which often have a vastly different morphology. There will also be practical work in the form of a small research project, which will introduce you to corpus linguistic methods. Corpora play an important role in various applied linguistic fields, for example Natural Language Processing; so this seminar will provide you with both foundational knowledge of the structure of English (and to a limited extent that of other languages) and skills that are transferrable to the non-academic job market.

### **Dr. Lukač: The Language of Narratives**

Proseminar, 70023, Freitag 11.15 - 12.45 Uhr, AB28-8023

Although typically associated with literature and thought to be found between the covers of books, stories permeate all aspects of our lives: from social media, casual conversations, the courtroom, the media, as well as family, school, and work interactions. The study of narratives is thus not only an object of inquiry for literary scholars. It can be found across an array of different disciplines, including sociolinguistics. Sociolinguists investigate how stories are told in different contexts and how they are received, as well as their content, function, and organization. The aim of this course is to bring together the theory and practice of narrative analysis from a broad sociolinguistic perspective. The aim is to improve our understanding of the ways in which narrative constitutes a fundamental resource in social interaction.

### **Spohr: Pragmatics**

Proseminar, 70070, Donnerstag 15.15 - 16.45 Uhr, U69-H3-222

– "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: Changing Discourse on Multilingualism (BATS)**

Hauptseminar, 70059, Dienstag 17.15 - 18.45 Uhr, AB28-8023

Language contact and change, and multilingualism as one of their consequences, are frequent phenomena both in the past and the present. In spite of this, multilingualism in particular is often viewed as a problematic practice. In this seminar, we will discuss and investigate multilingual practices in the past and the present, but also focus on society's attitudes towards these practices. We will use Critical Discourse Analysis to uncover the underlying ideologies about multilingual language use and multilingual language users from medieval times until today. You will carry out a small-scale research project using Critical Discourse Analysis and we will combine the individual projects into a publishable format.

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

Übung, 70078

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

Gruppe 2:	Dienstag	15.15 - 16.45 Uhr	U69-H3-222
Gruppe 3:	Mittwoch	17.15 - 18.45 Uhr	AB28-8028
Gruppe 4:	Donnerstag	11.15 - 12.45 Uhr	U69-H3-222

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 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] ).

**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 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen]).
- Both are available in the UB, though acquiring your own copies is recommended.

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

Übung, 70077

Gruppe 1:	Mittwoch	09.15 - 10.45 Uhr	AB28-8023
Gruppe 2:	Mittwoch	11.15 - 12.45 Uhr	AB28-8023

This course is designed to give you an understanding of English phonetics and phonology. While knowledge of these subjects can certainly help you improve your pronunciation, this is not a pronunciation class. You will learn how speech sounds are produced, what sounds and patterns are possible in English, and what special processes come into play in connected speech. Additionally, you will also work with the International Phonetic Alphabet (IPA) to learn to understand and produce transcriptions. This course is designed to equip you with the tools necessary to help your future students verbally communicate in English.

**N. N./Dr. Lukač/Spohr: Fundamentals of Grammar**

Übung, 70068

Dr. Lorenz	Gruppe 1: Montag	15.15 - 16.45 Uhr	AB28-8023
Spohr	Gruppe 2: Dienstag	13.15 - 14.45 Uhr	U69-H3-222
Dr. Lorenz	Gruppe 3: Dienstag	15.15 – 16.45 Uhr	U69-H3-223
Dr. Lukač	Gruppe 4: Donnerstag	09.15 – 10.45 Uhr	AB28-8028

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 must also 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

Gruppe 1: Donnerstag 09.15 - 10.45 Uhr U69-H3-120

Gruppe 2: Donnerstag 11.15 - 12.45 Uhr U69-H3-120

Grammar is the backbone or architecture of a language. A competent language learner has not only mastered vocabulary, but the art of designing and crafting a firm grammatical structure. This course is intended to help you become a language architect, so that you can help your future students build skyscrapers. The course provides practice in applying the principles and rules formulated in scientific grammars, focusing on word-classes and structure (morphology) the principles of English sentence structure (syntax), and the meanings behind form variation (semantics & pragmatics).

**5 Kulturwissenschaft****PD Dr. Rossow: Grundkurs: Introduction to Cultural Studies**

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

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

Proseminar, 70170, Montag 15.15 - 16.45 Uhr, AB28-8028

This seminar will develop a selection of concepts from Cultural Studies in order to contextualise and critique music videos. We will also be concerned with the specific genre of music videos and their pop cultural contexts (i.e. with a view to other forms, like tiktok), their aesthetics, as well as what they can and cannot do.

Whilst some music videos seem to simply be pop songs in another medium, this seminar will centre 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 (e.g. political) concerns. As popular cultural texts, videos do not exist separate from their respective contexts, they create and critique them: Honing our tools for tracing these things as well as further developing our vocabularies for expressing these ideas will be central to the work of this seminar.

Videos that are from, or respond to, political situations and/or music trends beyond the UK and the US will also be included to create a broad anglophone basis.

A Reader will be provided.

### **Prof. Crane: Visual Cultural Studies**

Proseminar, 70187, Dienstag 11.15 - 12.45 Uhr, AB28-8028

In this seminar we focus on visual images as cultural products. We will work towards developing our critical vocabularies for discussing images and the roles they play in producing meanings. We will also work towards interrogating the politics of these meanings.

A broad range of visual artefacts will be brought in for analysis, including advertisements, artworks from paintings to graffiti, diagrams, maps, infographics, and some audio-visual texts (with an emphasis, obviously, on their images; including long and short films).

A *Reader* will be provided.

### **PD Dr. Rossow: There Ain't No Black in the Union Jack**

Proseminar, 70161, Donnerstag 11.15 - 12.45 Uhr, AB28-8023

One of the most interesting challenges for British society in the period after the Second World War was the large-scale immigration of considerable numbers of non-white immigrants from Britain's (former) Empire and the development of significant multicultural ethnic-minority communities. This course examines the historical background of this development, the main periods of immigration from the Empire/Commonwealth, and the position of non-white ethnic minorities in contemporary Britain. Particular attention will be devoted to the crucial but contentious concepts of racism, racial discrimination, assimilation, integration and multiculturalism.

The obligatory texts for the individual sessions and the reading assignments are provided on Stud.IP.

### **Dr. Zittlau: Art, Politics, and Activism in the United States**

Proseminar, 70181, Freitag 13.15 - 14.45 Uhr, AB28-8023

This class will look at different works of art (visual, performances, conceptual, installation and video art) and their political context. We will not only discuss art as a comment on political crisis and activism, such as the Black Art Movement and the Civil Rights Movement, but also think about the role of curators and art collectors. How does a conventional painting like *Christina's World* by Andrew Wyeth, painted in 1948, become a message about disability rights? How can art comment on environmental crisis, on injustice, on HIV Aids if exhibited in spaces that are often exclusive and expensive? What are the politics in calling Horace Pippin's paintings "naïve"? Please purchase and read:

- Krista Franklin, *Too Much Midnight*. Haymarket Books, 2020.

All other material will be provided on Stud.IP.

### **Dr. Massey: Cultural Representations of the US Mexico Borderlands**

Proseminar, 70174, Dienstag 13.15 - 14.45 Uhr, AB28-8023

The US-Mexico border has been since its very inception a site of contested history and meaning. Through the lens of Chicana Feminism, this course will investigate representations of the border from the 1848 Treaty of Guadalupe Hidalgo to Trumpian calls for a multi-billion dollar wall. We will explore multiple forms of social artistry in the borderlands, including corridos, poetry, performance art, and muralism. This exploration will not only reveal realities often hidden in public debates on il/legality and im/migration, but also how border communities operate as agents of change, transformation, and resistance.

### **Prof. Mackenthun: Property Fictions**

Hauptseminar, 70121, Donnerstag 13.15 - 14.45 Uhr, AB28-8023

One way of looking at the history of the United States is to regard it as a gigantic property transaction. Indigenous societies were cheated and forced off their land while settler colonial resource extraction effected an ecological deterioration of the soil and its human and nonhuman inhabitants. More recently, in the period of the post-subprime mortgage crisis, of conflicts over pipelines and of yearly expanding wildfires, the loss of liveable space due to a toxic, property-oriented and wasteful economy is the cause of much social conflict. In this class we will address some literary responses to this process of dispossession.

Students are required to purchase a *Reader* and the following novels:

- James Fenimore Cooper (1823). *The Pioneers*. Repr. Penguin, 1988. ISBN-13: 978-0140390070
- Louise Erdrich (2017). *The Round House*. Corsair. ISBN-13: 978-1472108142
- Barbara Kingsolver (2019). *Unsheltered*. Faber and Faber. ISBN-13: 978-0571347032
- Sara Pennypacker (2020). *Here in the Real World*. Harper Collins. ISBN-13: 978-0008371692

### **Prof. Crane: Infrastructure Thinking**

Hauptseminar, 70192, Dienstag 15.15 - 16.45 Uhr, AB28-8028

Infrastructure Thinking is imagined as a seminar space for considering how infrastructures give rise to particular forms of social and cultural life, at the same time as privileging some lives and erasing/displacing/decimating others (human and nonhuman).

What is infrastructure? In a (hilarious) video, John Oliver of *Last Week Tonight* has suggested that infrastructure is anything that can be blown up in an action movie. More specifically? We might be thinking about: pipelines, healthcare systems, internet access, media, megadams, electricity grids, shipping containers, parcel delivery networks, agriculture and food networks, levies, roads, railroads, clothing networks, museums, ...

We will read a selection of writings on infrastructure (more generally), energy (cultures), standards, frameworks, entanglements, and consider some analyses of specific infrastructures. From these readings, we will develop a glossary of key terms for infrastructure thinking. The collaborative work on this glossary will be one of the key components of working together in this semester. Toward the end of the semester, we will develop interesting (and innovative) ways of presenting infrastructures with a view towards sharing ideas and critical approaches.

A *Reader* will be provided; should any textbooks be required for the entire seminar, this will be announced via Stud.IP.

### **PD Dr. Rossow: Identity Politics – Panacea or Pandor’s Box**

Hauptseminar, 70206, Mittwoch 17.15 - 18.45 Uhr, AB28-8023

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]identity 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.

### N. N.: Environmental Activism in the Global South

Hauptseminar, 70151, Mittwoch 13.15 - 16.45 Uhr, AB28-9028

**Description:** In December 1991, the World Bank's chief economist signed off the infamous memo which encouraged the "migration of the dirty industries" into the so-called Less Developed Countries (LDCs) across the Global South because of their "vastly under-polluted" atmosphere. The gesture marked an unprecedented maneuver in the global redistribution of pollution, or more bluntly sought to validate Beck Ulrich's assertion that "pollution follows the poor". The neoliberal waste transfer exacerbated the environmental plunder initiated by colonialism and postcolonial resources extraction across these spaces, and consequently produced a distinct communal response to environmental crisis.

Against this background, this seminar examines the Global South as a contested geographical expression and an experience of coloniality, resilience and resistance. It further explores the intrinsic nexus between the people and their environment and foregrounds the historical contexts that enliven the environmental present and future of the Global South. At the end of the seminar, students would be able to clearly articulate a better understanding of the Global South, the implication of history in the prevalent environmental practices and forms of activism.

While relevant materials would be made available electronically in due course, students are requested to buy and read the following novels in advance:

- Maathai, Wangari. *Unbowed*. Arrow Books, 2006.
- Akbar, Prayaag. *Leila*. Faber & Faber, 2018.

### **Becker: Constructing and Controlling Black, Female, Disabled, and Animal Bodies in the Long 19<sup>th</sup> Century (BATS)**

Hauptseminar, 70212, Donnerstag 13.15 - 14.45 Uhr, AB28-8028

Throughout the 19<sup>th</sup> century bodies played a central role in numerous cultural practices. Bodies of women, slaves, animals, and people with disabilities were exhibited in zoos, freak shows, and public dissections; mental diseases, such as hysteria, were treated by disciplining the female body; populations were controlled by controlling reproductive bodies, and so forth. In the course of the seminar we will discuss these and other practices. We will ask how bodies, particularly those of women, slaves, people with disabilities, and animals have been conceptualised and controlled; and we will consider how conceptualisations of specific bodies have helped to establish and maintain imperial, patriarchal, racist and anthropocentric power structures.

## **6 Fachdidaktik und Vermittlungskompetenz**

### **Prof. 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.

### **Dr. 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 findet Berücksichtigung.

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

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

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

Proseminar, 70248 Montag 13.15 - 14.45 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.

#### **Prof. Morkötter: Die Förderung von Sprachlernkompetenz und sprachenübergreifendes Lernen**

Hauptseminar, 70232, Mittwoch 11.15 - 12.45 Uhr, AB28-8028

In den *Bildungsstandards für die erste Fremdsprache für den Mittleren Schulabschluss* heißt es, die Schülerinnen und Schüler können „Lerntechniken und -strategien für den Ausbau ihrer Kenntnisse in der jeweiligen Fremdsprache sowie für den Erwerb weiterer Sprachen einsetzen (KMK 2003: 10).

Doch was genau ist mit „Lerntechniken und -strategien“ gemeint und wie können wir diese auf- und ausbauen? Wie können methodische Kompetenzen die (Weiter-) Entwicklung anderer Kompetenzen unterstützen und welche Rolle spielt hierbei sprachenübergreifendes Lernen?

Nach einer Auseinandersetzung mit unterschiedlichen Konzeptionen von „Sprachlernkompetenz“ und „sprachenübergreifendem Lernen“ werden wir sowohl vorhandene Materialien sichten und analysieren als auch eigene Aufgaben entwickeln und gegebenenfalls erproben.

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

Übung, 70276, Dienstag 09.15 - 10.45 Uhr, AB28-8028

Die Übung richtet sich an Studierende des Lehramts Grundschule und Sonderpädagogik, die im Sommersemester 2023 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.

#### **Dr. Schmidt: Let's talk. Sprechen fördern im Englischunterricht der Sekundarstufen 1 und 2**

Übung, 70280, Donnerstag 09.15 – 10.45 Uhr, JP-FDR10  
findet statt vom 06.04.2023 bis 11.05.2023

Wie bringe ich Schülerinnen und Schüler zum Sprechen? Diese Frage gehört zu den Dauerbrennern in der fachdidaktischen Diskussion. In dieser Übung wollen wir uns ebenfalls mit dieser Frage beschäftigen und gemeinsam nach Wegen suchen, die Sprechkompetenz der Schülerinnen und Schüler zu fördern und ihre Sprechaktivität zu steigern. Dazu beschäftigen wir uns u. a. mit motivierenden Sprechansätzen und der Bereitstellung unterstützender sprachlicher Mittel. Weiterhin sollen abwechslungsreiche und motivierende Übungen zur Anbahnung der Sprechfertigkeit erprobt und auf ihre Wirksamkeit hin untersucht werden. Auch die Leistungsüberprüfung im Kompetenzbereich Sprechen wird thematisiert werden.

**Findet statt vom 06.04.2023 bis 11.05.2023 (1 SWS)**

### **Dr. Schmidt: Romane im Englischunterricht – why and how to teach?**

Übung, 70297, Donnerstag 09.15 – 10.45 Uhr, JP-FDR10  
findet statt vom 25.05.2023 bis 13.07.2023

Literarische Texte können den Englischunterricht auf vielfältige Weise bereichern: 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 interkulturelles Lernen.

Inwiefern sich Romane für die Entwicklung literaturbezogener Kompetenzen im Englischunterricht eignen, wollen wir in dieser Übung näher beleuchten. Wir lernen unterschiedliche methodische Zugänge kennen und entwickeln selbst Unterrichtsideen für die kreative Auseinandersetzung mit Romanen. Grundlage für die Arbeit in der Übung ist der Roman *Flawed* von Cecelia Ahern, der vor Beginn der Lehrveranstaltung vorbereitend zu lesen ist.

- Ahern, Cecelia (2016), *Flawed*, London: HarperCollins Publ. UK, ISBN: 978-0-00-812512-7

**Findet statt vom 25.05.2023 bis 13.07.2023 (1 SWS)**

### **Schütt: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen für alle Lehrämter semesterbegleitend**

Übung, 70261, Montag 11.15 - 12.45 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 11.15 - 12.45 Uhr, 14täglich ungerade Wochen, JP-FDR10, 1 SWS

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im Sommersemester 2023 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**

### **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: 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: Schulpraktische Übungen**

Übung, 70273, an verschiedenen Schulen

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

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

## **7 Sprachpraxis**

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

Übung, 70305

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

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

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

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

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

Übung, 70331

Gruppe 1: Montag 11.15 - 12.45 Uhr AB28-8028

Gruppe 2: Montag 13.15 - 14.45 Uhr AB28-8028

The Craft of Argument II continues where the first part of the module left off. This semester we will focus on how argumentation is situated in specific written genres, focusing in particular on critical and academic text types. You will learn to recognize variations in rhetoric and argument across different genres, and will compose your own texts in light of these variations, thus helping to improve your ability to construct arguments and confidently respond to a variety of communicative situations in English.

### **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 where the first part of the module left off. This semester we will focus on how argumentation is situated in specific written genres, focusing in particular on critical and academic text types. You will learn to recognize variations in rhetoric and argument across different genres, and will compose your own texts in light of these variations, thus helping to improve your ability to construct arguments and confidently respond to a variety of communicative situations in English.

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

Übung, 70330

Gruppe 1: Donnerstag 11.15 - 12.45 Uhr U69-H3-416

Gruppe 2: Donnerstag 13.15 - 14.45 Uhr U69-H3-416

The Craft of Argument II continues where the first part of the module left off. This semester we will focus on how argumentation is situated in specific written genres, focusing in particular on critical and academic text types. You will learn to recognize variations in rhetoric and argument across different genres, and will compose your own texts in light of these variations, thus helping to improve your ability to construct arguments and confidently respond to a variety of communicative situations in English.

### **Dr. Bowen: Sprachpraxis III: Public Speaking and Speech Writing**

Übung, 70333

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

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

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.



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

Übung, 70336

Gruppe 1: Mittwoch 09.15 - 10.45 Uhr U69-H3-322

Gruppe 2: Mittwoch 11.15 - 12.45 Uhr U69-H3-322

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.

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

Übung, 70332

Gruppe 1: Mittwoch 11.15 - 12.45 Uhr U69-H3-222

Gruppe 2: Donnerstag 13.15 - 14.45 Uhr U69-H3-222

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, 70371

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, 70362

Gruppe 1: Donnerstag 09.15 - 10.45 Uhr U69-H3-322

Gruppe 2: Donnerstag 11.15 - 12.45 Uhr U69-H3-322

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: Mariners, Refugees, and Runaways in Transcultural American Literature (BATS)**

Hauptseminar, 70159, Freitag 11.15 – 12.45 Uhr, AB28-8028

In a way, the history of the United States is a history of refugees and runaways, its original European immigrant population having arrived at its shores in search of a better life in both economic and political terms. Americans continued to move westward, ideologically furnished with the narratives of improvement through settlement and Manifest Destiny. They soon learned that America was no Golden Land for everyone – least of all for women and non-white males, slaves, Indigenous people, and those without property. In this class we will look at the transcultural literary imprint of this history of people running away from 'civilization'. These are stories about white men seeking Polynesian adventure; slaves in search of freedom; women preferring life among the "Indians"; a Mexican-American outlaw; and a poor white "trash" child in search of a life outside of "sivilization." From these fictional adventures we

learn that running away is very much part of the American cultural DNA, and the love of freedom very much the result of transcultural encounters.

Students are required to purchase a *Reader* and the following texts:

- Herman Melville (1846). *Typee, or A Peep at Polynesian Life*. Repr. Ed. John Bryant. Penguin, 1996. ISBN-13: 978-0140434880
- Catharine Maria Sedgwick (1827). *Hope Leslie; or, Early Times in the Massachusetts*. Repr. Ed. Carolyn Karcher. Penguin, 1998. ISBN-13:978-0140436761
- John Rollin Ridge (1854). *The Life and Adventures of Joaquín Murieta*. Repr. Ed. Diana Gabaldon, 2018. Penguin. ISBN-10: 9780143132653
- Mark Twain (1884). *The Adventures of Huckleberry Finn*. Repr. Ed. Peter Coveney, 2003. Penguin. ISBN-10: 0141439645

### **Prof. Schulte: Changing Discourse on Multilingualism (BATS)**

Hauptseminar, 70059, Dienstag 17.15 - 18.45 Uhr, AB28-8023

Language contact and change, and multilingualism as one of their consequences, are frequent phenomena both in the past and the present. In spite of this, multilingualism in particular is often viewed as a problematic practice. In this seminar, we will discuss and investigate multilingual practices in the past and the present, but also focus on society's attitudes towards these practices. We will use Critical Discourse Analysis to uncover the underlying ideologies about multilingual language use and multilingual language users from medieval times until today. You will carry out a small-scale research project using Critical Discourse Analysis and we will combine the individual projects into a publishable format.

### **Becker: Constructing and Controlling Black, Female, Disabled, and Animal Bodies in the Long 19th Century (BATS)**

Hauptseminar, 70212, Donnerstag 11.15 - 12.45 Uhr, AB28-8028

Throughout the 19<sup>th</sup> century bodies played a central role in numerous cultural practices. Bodies of women, slaves, animals, and people with disabilities were exhibited in zoos, freak shows, and public dissections; mental diseases, such as hysteria, were treated by disciplining the female body; populations were controlled by controlling reproductive bodies, and so forth. In the course of the seminar we will discuss these and other practices. We will ask how bodies, particularly those of women, slaves, people with disabilities, and animals have been conceptualised and controlled; and we will consider how conceptualisations of specific bodies have helped to establish and maintain imperial, patriarchal, racist and anthropocentric power structures.

### **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.

### **Praxismodul: Forschungsorientierte Vertiefung (BATS)**

**verantwortlich:**

PD Dr. Rossow

**Lehrende:**

Prof. Crane, Dr. Lorenz, Prof. Mackenthun, PD Dr. Rossow, Prof. Schmitt-Kilb, Prof. Schulte

Kolloquium, 70504, Montag 17.15 - 18.45 Uhr, AB28-8023 + AB28-8028

In der Lehrveranstaltung werden die in allen vorhergehenden Modulen vermittelten allgemeinen Theorien, Methoden sowie praktischen Fähigkeiten vertieft und produktiv auf forschungsorientierte Fragestellungen angewandt. Die Themen beziehen sich auf aktuelle Forschungsfragen aus allen Teilgebieten des Studiengangs und bereiten durch Betonung forschungspraktischer Aspekte auf die Masterarbeit vor. Insbesondere dient die Lehrveranstaltung der Vertiefung von Inhalten und Techniken forschungsorientierten Arbeitens und ihrer gezielten Anwendung auf ausgewählte wissenschaftliche Fragestellungen. Dies beinhaltet die Rezeption neuerer Forschungsinhalte, -theorien und -methoden auf dem Gebiet der British and American Transcultural Studies. Ferner trägt sie zur Ausbildung forschungsorientierter methodisch-praktischer Fähigkeiten bei. Zu den konkreten Inhalten gehören die Analyse und Diskussion von strukturellen und stilistischen Aspekten wissenschaftlicher Arbeiten, die Literaturrecherche (kommentierte Bibliographie) und die Evaluation von Internetquellen sowie die Entwicklung von wissenschaftlichen Fragestellungen und Projektideen.

## **9 Berufsvorbereitendes Lektüremodul**

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

**verantwortlich:**

PD Dr. Rossow

**Lehrende:**

Bolze, Prof. Schulte

**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.