

# Institut für Anglistik/Amerikanistik

## Lehrangebot Sommersemester 2024

Offizielle Informationsquelle für die Organisation des Studiums ist das  
Online-Portal für Lehre, Studium und Forschung der Universität Rostock  
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Stand: 12.04.2024

Änderung  
70077 – Zeit  
70303 – Tag  
70102 – Name  
70137 – Name  
70068 – Name  
70335 – Zeit  
70102 – Kommentar  
70094 – Name und Kommentar  
70379 – Name und Zeiten  
70020 – Name und Kommentar  
70236 – Raum  
70019 – Raum  
70068 – Raum  
70077 – Raum  
70067 – Raum  
70267 – eine Gruppe gelöscht  
70137 – Kommentar  
70068 – Raum  
70019 – Raum

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### **1 Liste der Raumkürzel**

AB28-4043c	SR 4043c, August-Bebel-Straße 28
AB28-4039	SR 4039, August-Bebel-Straße 28
AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-10012	SR 10012, August-Bebel-Straße 28
JP-FDR10	Fachdidaktikraum, Jakob-Passage, Kröpeliners Straße 57
SCHW-HS	HS Schwaansche Straße 3
U69-AEHSI	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-H3-421	SR 421, Ulmenstraße 69, Haus 3

## 2 Vorlesungen

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

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

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

In this first of a two-part lecture, you will be introduced to major 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.

Supplementary reading: Paul Poplawski (ed.), *English Literature in Context* (2<sup>nd</sup> edition), Cambridge: Cambridge University Press, 2018.

Please consult the usual channels to keep yourselves informed.

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

Vorlesung, 70404, Donnerstag 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 what 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 11.15 - 12.45 Uhr, U69-AEHSI

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)). There may still be the opportunity to download the book legally and free of charge (check the Stud.IP 'Ankündigungen').

## 3 Literaturwissenschaft

**Dr. Zittlau: Introduction to Literary Studies  
(Einführung in die 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 of basic theories, concepts, methodologies and terminologies that will help you to engage with literary texts. In addition to theoretical and critical texts, we will read contemporary American poetry, the novel *Native Son* (1940) by Richard Wright, and the play *Sonnets for an Old Century* (2000) by José Rivera. Please purchase and read:

- Richard Wright (1940) *Native Son*
- Ed Bok Lee (2019) *Mitochondrial Night* (Coffeehouse Press)

**Weber: Introduction to Literary Studies  
(Einführung in die 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, preferably these specific editions:

- 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.
- Vita Sackville-West. *All Passion Spent*. London: Vintage, [1931] 2016. ISBN: 9781784870553.
- Kae [Kate] Tempest. *Wasted*. Ed. Katie Beswick. London: Bloomsbury Publishing/Methuen Drama, [2013] 2020. ISBN: 9781350094925.

Further texts will be made available on Stud.IP.

**Prof. Schmitt-Kilb: Postmodernism and the British Novel:  
History, Memory, Metafiction**

Proseminar, 70083, Dienstag 15.15 - 16.45 Uhr, AB28-8028 oder P6-222

The 1980s and early 1990s mark the peak of postmodern British fiction, a type of literature that, more than other genres, is entangled in and with the theory of its time. Many postmodern novels are concerned with the nexus of history and narrative, with metafictionality and intertextuality, with the questioning of truth and identity, in tales often told by unreliable narrators in non-chronological plots. (All these terms will of course be explained and discussed in the course – don't worry if you don't know them yet!) They are also challenging and fun to read! As such, they are ideal for deepening your understanding of various aspects of narratology and theory that you have been introduced to in the *Grundkurs*.

We will read Graham Swift's *Waterland* (1983), Kazuo Ishiguro's *The Remains of the Day* (1989), and texts by Angela Carter (yet to be announced). Please buy and read the two novels. Additional material will be made available via Stud.IP.

Everyone who wishes to join the course will get a place – so please buy the novels and start reading as soon as possible!

**Dr. Zittlau: Horror Stories**

Proseminar, 70120, Freitag 09.15 - 10.45 Uhr, AB28-8023

This class will focus on the short story format and the horror genre. We will read and discuss classic horror stories written in the 19<sup>th</sup> century by Edgar Allan Poe and Nathaniel Hawthorne, those written in the early 20<sup>th</sup> century by Edith Wharton and H.P. Lovecraft, through to mid-20<sup>th</sup> century stories by Shirley Jackson and 21<sup>st</sup> century stories. While most of the writers are American, we will also look at stories by Welsh writer Arthur Machen, Lafcadio Hearn's collection of Japanese stories, the influential *Strange Tales of a Chinese Studio* (Pu Songling), and stories by the Filipino writer Nick Joaquin. Part of this class will involve zine-making related to the reading material. Most of the stories will be available on Stud.IP except for the anthology of insect-related horror stories, which you will need to purchase: Daisy Butcher and Janette Leaf (eds.) *Crawling Horror* (British Library, 2021)

### **Dr. Zittlau: Native American Literature**

Proseminar, 70094, Dienstag 11.15 - 12.45 Uhr, AB28-8028

This class will introduce you to a variety of texts that are categorized as Native American Literature. While we will explore poems, short stories, and a novel, we will also think about the category as such, read and discuss theory as well as historical contexts. Authors on our reading list are Tommy Orange, whose latest book *Wandering Stars* has just appeared, Jennifer Elise Foerster, Chrystos, Louise Erdrich and the sculpture artist and poet Nora Naranjo-Morse. Please purchase and the following texts:

- Tommy Orange, *Wandering Stars*. Harvill, 2024.
- Jennifer Elise Foerster, *Leaving Tulsa*. University of Arizona Press, 2013.

All other texts will be uploaded on StudIP.

### **Prof. Schmitt-Kilb: Enclosures: Nature, Culture, and Land(scape) in English Literature, 16<sup>th</sup> to 21<sup>st</sup> Centuries**

Hauptseminar, 70428, Donnerstag 11.15 - 12.45 Uhr, AB28-8028

The course focuses on the construction and literary representation of the relationship between culture and nature, humans and land/ landscape/"wilderness" in English literature with a special emphasis placed on enclosures (both real and metaphorical). The term "enclosures" signals the appropriation of common land by the nobility since the late Middle Ages, a development that has provoked strong social resistance movements with repercussions in literary texts since the early 16<sup>th</sup> century. Thomas More (*Utopia*, 1517), William Shakespeare (*As You Like It*, ca 1600; 1, 2, 3 *Henry VI*, ca 1591), Daniel Defoe (*Robinson Crusoe*, 1719), John Clare (Enclosure Poems, 1830s), Thomas Hardy (*The Return of the Native*, 1878; *The Woodlanders*, 1887), Jim Crace (*Harvest*, 2013) – we will read and discuss a selection of these texts from literary-critical, social-political, postcolonial, and ecocritical perspectives. In the context of the Anthropocene and the multiple ecological crises we face today, critical readings of these texts challenge the still dominant ideology that conceives of the non-human world as categorically separate from humans and as mere raw material to be used and exploited by (some) humans for their own benefit.

Please buy and read *As You Like It* and *Robinson Crusoe* as soon as you can. (There will be a place for everyone who wishes to participate – so please use the semester break to read and do not wait until the term starts!) Additional texts will be made available via Stud.IP

### **Prof. Mackenthun: Paradoxical Pastoralism: Environmental Positionings in American Literature, BATS**

Hauptseminar, 70464, Montag 11.15 - 12.45 Uhr, AB28-8023

The environmental positions of American literature differ from those of other literatures because of the special significance of "nature" in American political mythology. From the earliest beginnings of European colonialism, we find a remarkable coexistence of brutal realizations of the European extractivist tradition and romantic idealizations of a sustainable treatment of non-human life. In this class, we will disentangle American literature's representations of the puzzling contradictions between pastoralism and exploitation, between cultivation and degradation, between celebrations of the wild and its ruthless destruction in the name of "progress," between the nostalgic myth of natural abundance and apocalyptic fatalism – from colonial times to the present. Special attention will be paid to ecofeminist

positions and transcultural exchanges inspired by encounters with indigenous and other non-European epistemologies and spiritualities. In addition to theoretical studies, we will read selections from older texts as well as four post-1900 literary assessments of America's ambivalent discourse about the environment.

Students are required to acquire a *Reader* (Stud.IP), as well as the following texts:

- Charlotte Perkins Gilman, *Herland* (1915) ISBN-10: 1784870528
- Ursula LeGuin, *The Word for World is Forest* (1976) ISBN-10: 1399607790
- Octavia Butler, *Parable of the Sower* (1993) ISBN-10: 472263669
- Linda Hogan, *Solar Storms* (1995) ISBN-10: 0684825392

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

Hauptseminar, 70135, Freitag 13.15 - 14.45 Uhr, AB28-8023

In this class, we will look at poetry in connection to place. While poetry does not have a setting comparable to that of narrative fiction, there are numerous examples in which the category of place is crucial to the poem. We will begin with poems from the early twentieth century, discussing William Carlos Williams' *Paterson* (1946-1958) before moving to contemporary examples, analyzing Marwa Helal's poetry collection *Invasive Species* (2019) which reflects on immigration. We will practise poetry analysis, creative writing, and critical discussion in our class time. Please purchase the two books listed below. Other material will be made available on Stud.IP at the beginning of the semester.

- William Carlos Williams, *Selected Poems* (Penguin Classics, 2000)
- Marwa Helal, *Invasive Species* (Nightboat Books, 2019).

### **Bolze: Spaces of Encounters and Exclusion: Gardens in Contemporary British Novels**

Hauptseminar, 70137, Montag 13.15 - 14.45 Uhr, AB28-8028

In this seminar we will look at the garden as a literary trope and a recurring symbol in British fiction. We will read three recent novels, Jim Crace's *Eden* (2022), Arminatta Forna's *Happiness* (2018) and Sarah Moss's *The Fell* (2021), as well as a selection of shorter texts, which make use of the garden or gardening in various ways. While the enclosed, tightly regulated paradise in *Eden* shares characteristics of both utopia and dystopia, Forna's novel employs urban gardens and rewilding projects in a wider context of care, exclusion and violence. Finally, Moss's lockdown-novel shows the garden as a space both inside and outside, one that belongs neither to the private home nor to the public sphere. Read together, these texts show gardens as 'in-between' spaces, where the boundaries between nature and culture, human and nonhuman, inside and outside, work and leisure, safety and exposure, and home and the world, are constantly re-negotiated.

Please purchase:

- Jim Crace, *Eden* (2022)
- Arminatta Forna, *Happiness* (2018)
- Sarah Moss, *The Fell* (2021)

Additional material will be made available via Stud.IP.

### **Prof. Schmitt-Kilb: Kolloquium zur Vorbereitung auf die mündl. Staatsexamensprüfung im Bereich British Literature**

Kolloquium, 70507, Donnerstag 15.15 - 16.45 Uhr, AB28-8028

Das Kolloquium dient der Vorbereitung auf die Staatsexamensprüfung im Bereich Britische Literatur und Literaturwissenschaft. Vor dem Hintergrund der im Laufe des Studiums erworbenen Kompetenzen und Wissensinhalte (Literaturgeschichte, Literaturtheorie, Analyse und Interpretation literarischer Texte) werden die Teilnehmer\*innen sich gegenseitig bei der Setzung von Themenschwerpunkten sowie der Eingrenzung der Primär- und Sekundärliteratur unterstützen. Individuelle Fortschritte werden im Kolloquium vorgestellt und in der Gruppe diskutiert. Außerdem werden Prüfungssimulationen durchgeführt.

## **4 Sprachwissenschaft**

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

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

Language contact and change, and multilingualism as one of their consequences, have been common 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.

### **Spohr: Pragmatics**

Proseminar, 70070, Dienstag 11.15 - 12.45 Uhr, U69-H3-322

- "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.

### **Kähm: Linguistics and Language Teaching**

Proseminar, 70019, Donnerstag 15.15 - 16.45 Uhr, AB28-4043c

"I want to be a teacher. Why do I need all this?"

This seminar is particularly designed for our (advanced) students in teacher training to provide a convincing answer to the above question on why linguistic expertise is indeed relevant and helpful in the school context. It explores a wide range of topics (phonetics/phonology, lexis, corpus linguistics, text linguistics, contrastive linguistics, sociolinguistics, etc.), offering a hands-on 'linguistic toolkit' for the EFL classroom. We will also analyse and look at teaching material such as textbooks of English, students' works, and the framework curricula (Rahmenpläne) through the lens of a linguist.

The second focus of the course is of a practical nature: together, we will experiment with different teaching and learning scenarios on linguistic topics in the form of voluntary student 'micro-teaching' units to gain first-hand experience in peer teaching. As the ability to reflect on and evaluate lessons is one of the main competencies of the future trainee teacher in the Referendariat, we will practise this after each session.

Course book: Kreyer, Rolf. 2023. *The Linguistic Toolkit for Teachers of English*. Tübingen: Narr Francke Attempto. (available and downloadable online via UB)

Additional material and texts will be announced in class.

### **Ellies: Varieties of English**

Proseminar, 70020, Mittwoch 11.15 - 12.45 Uhr, AB28-4043c

The English language has spread across the globe – both as a result of British (and US-American) (neo-)colonialism and the current dynamics of globalization, which can be seen today in the different types of English and contact varieties all over the world. This seminar explores the diversity of English from a linguistic, historical, political and socio-cultural perspective. Starting with key concepts of language contact and change and approaches to modelling World Englishes, we will then analyse different varieties of English around the world, using corpora, films/TV series, YouTube videos, songs, novels or social media. These include ‘native’ varieties such as Australian English(es), English as a Second Language like Indian English(es) as well as pidgins and creoles as, for example, Nigerian Pidgin.

### **Prof. Schulte: Language Contact and Language Change, BATS**

Hauptseminar, 70055, Mittwoch 11.15 – 12.45 Uhr, AB28-8023

This class covers a range of language contact situations and phenomena. After considering basic issues of language contact and change, e.g. the difficulties in distinguishing code-switching from borrowing and modern theoretical approaches to language mixing like translanguaging, we will use these insights to analyse language contact and multilingualism in the history of English, especially in the Middle English period. We will analyse medieval manuscripts that exhibit considerable language mixing and discuss the role of English in relation to other contemporary languages in Britain, but we will also look at language change on different levels of description: morphology, syntax, and phonetics & phonology, and discuss the role that language contact may have played in these changes. These long-term and historical developments have led to the formulation of theories and models of language contact and change such as the borrowing scales in Thomason & Kaufman's seminal work. By considering a contemporary contact situation in Southern Africa in the second half of the semester, we will compare the existing models and language contact phenomena from historical periods with the language structure and use in a currently developing variety of English:

Namibia, a country in Southern Africa that only became independent in 1990, chose English as its sole official language, although it had no direct colonial relationship with Britain. Namibia's recent independence and choice of English as its official language offers us as linguists the opportunity to study the emergence of a contact variety from the very beginning. We don't have to rely solely on imperfect data from the past, but can test theories and models in realtime using experimental data, surveys, and observations as well as existing data. This seminar will introduce you to a number of different empirical studies on Namibian English, covering structural patterns as well as social and cultural aspects related to language choice, language mixing, and language policy. We will discuss the potential and limitations of online data for researching language contact and change, for example. We will discuss these linguistic developments in the context of colonialism and its lasting effects on former colonies and their languages.

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

Übung, 70078

Gruppe 1	Dienstag	13.15 - 14.45 Uhr	U69-H3-322
Gruppe 2	Mittwoch	11.15 - 12.45 Uhr	U69-H3-322
Gruppe 3	Donnerstag	11.15 - 12.45 Uhr	U69-H3-322
Gruppe 4	Donnerstag	13.15 - 14.45 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 to 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 either 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.

**Dr. Benitt: Phonetics and Phonology, LA Grundschule**

Übung, 70077, Freitag 07.30 - 09.00 Uhr, U69-H3-421

As future teachers, you will be linguistic role models for your learners and will need diagnostic competences to deal with the pronunciation issues of your students. Therefore, your own pronunciation, stress and intonation and the way you teach the English sounds are of paramount importance to your learners – especially in the formative years of primary school.

**Ellies/Dr. Kähm/Spohr: Fundamentals of Grammar**

Übung, 70068

Gruppe 1	Spohr	Dienstag	15.15 - 16.45 Uhr	U69-H3-322
Gruppe 2	Spohr	Mittwoch	17.15 - 18.45 Uhr	AB28-8028
Gruppe 3	Ellies	Freitag	09.15 - 10.45 Uhr	AB28-8028
Gruppe 4	Dr. Kähm	Freitag	11.15 - 12.45 Uhr	AB28-8028

Grammar is the backbone or architecture of a language since a competent speaker must not only 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 designed to help students study English grammar at 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 half.

**Course Book:**

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

**Dr. Benitt: Fundamentals of Grammar, LA Grundschule**

Übung, 70067, Freitag 09.15 - 10.45 Uhr, U69-H3-421

Grammar is the backbone of a language because a competent speaker must not only know the vocabulary, but also how to combine words into larger units, such as clauses and sentences. A sound knowledge of grammar is therefore a prerequisite for teaching English, even – or perhaps especially – at primary school level where the foundations for successful language learning are laid.

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

Grundkurs, 70160, Dienstag 13.15 - 14.45 Uhr, U69-AEHSI

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 provides students with 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 will also be required to purchase 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)). There may still be the opportunity to download the book legally and free of charge (check the Stud.IP 'Ankündigungen').

**PD Dr. Rossow: There Ain't No Black in the Union Jack – From Memories of Empire to Post-Brexit Multicultural Britain**

Proseminar, 70161, Donnerstag 13.15 - 14.45 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 paid to the crucial but contentious concepts of racism, racial discrimination, assimilation, integration and multiculturalism.

The obligatory texts for each session and the reading assignments are available on Stud.IP.

**Becker: Cultures of Contagion: Diseases, Viruses, and Pandemics in the Cultural Imagination**

Proseminar, 70165, Donnerstag 13.15 - 14.45 Uhr, AB28-8028

Viruses and diseases that spread rapidly and widely have always been a part of human history, as evidenced by the bubonic plague, the 'Spanish' flu, Ebola, and the recent Covid-19 pandemic. Viruses are not only medical but also cultural phenomena and historical agents. As viruses defy national, material, bodily and other real and conceptual borders, they challenge many of the ways in which we understand the world around us and our position in it. Viruses destabilise our worldviews, institutions and power structures.

Throughout the seminar, we will explore how viral outbreaks have shaped the history and development of human life and human cultures and how we have come to think about the presence and absence of (invisible) viruses. We will look at representations and negotiations of viruses and virus pandemics in different cultural artefacts from different historical contexts, including 19<sup>th</sup> century visualisations of viruses, last man narratives, pandemic and zombie films, among others.

**Schilling: (American) Musical Politics**

Proseminar, 70216, Montag 15.15 - 16.45 Uhr, AB28-8028

"Swing Low, Sweet Chariot", "R-E-S-P-E-C-T", "Changes", "Another Brick in the Wall", "This is America", "Dear Mr. President", "Rent", and so many more. Art, specifically music, has historically been one of the most popular and accessible kinds of media used to address political, social, cultural, or personal issues. In this Proseminar, we will consider various genres of music and use them as the backdrop for cultural investigation into their historical context. Some of these might be: slavery and racial injustices, the HIV/AIDS-epidemic in the 1980s, reflections of a changing climate, anti-war-, feminist-, and other social-justice movements such as BLM. Through this (musical) investigation we will gain insight into some of the many key moments in US history. Readings will be made available on Stud.IP.

**Dr. Zittlau: On Work(ing)**

Proseminar, 70178, Montag 13.15 - 14.45 Uhr, AB28-8023

This class will look at concepts of work, particularly in the North American context (USA and Canada). We will approach the topic historically, looking at examples from the 19<sup>th</sup> century and then quickly move into our own time, situating work within race/class/gender, as well as discussing branches of work such as sex work, domestic work, prison work and others, in order to relate our topic to value systems in society. Of course, we will talk about unions, reforms as well as the politics of money and ownership. Please purchase and read: Barbara Ehrenreich, *Nickel and Dimed* (2001)

**Prof. Crane: Making Up with Makeovers: Performing Selves in Reality TV Formats**

Proseminar, 70185, Montag 15.15 - 16.45 Uhr, AB28-8023

This seminar will look at popular audio-visual formats, primarily reality TV (and streaming, YouTube, etc.) formats, that enact performances of 'makeovers'. For the purposes of this seminar, makeovers extend to formats that make over the self (in particular, the body) and the home.

We will develop taxonomies for discussing the generic constraints of the formats as well as critical tools for thinking about the performances of selves and homes presented in them. Notions of style, taste and (self-)optimisation will be critically discussed to examine assumptions of class, particularly the ways in which these ideas intersect with gender and 'race'.

The seminar entails working with some of the central ideas of cultural studies, such as gender, 'race', and class, as well as developing understandings of several key concepts, like performativity, mobility, status, and further forms of ideological critique, to question the ways and effects of these performances of 'self-optimisation'.

A *Reader* with a selection of texts will be provided at the beginning of the course. We will workshop a selection of make-over texts (primarily shows, but also other formats) at the beginning of the semester.

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

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

Current debates in the public sphere and in Cultural Studies are often less concerned with class than with gender, 'race', ethnicity or religion. This is particularly evident when we focus on the politics of identity. The concept of identity politics, according to 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 each session and the reading assignments are provided on Stud.IP.

**Prof. Crane: Exploring-Collecting-Surveying: Practices of Science in the Imperial Contact Zone, BATS**

Hauptseminar, 70207, Dienstag 11.15 - 12.45 Uhr, AB28-8023

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

studies and ethnogeography or -biology, to reflect on the historical and contemporary consequences of ideas of knowledge.

The necessary materials will be provided in a *Reader* on Stud.IP.

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

Hauptseminar, 70208, Dienstag 15.15 - 16.45 Uhr, AB28-8023

This seminar works through an idea of 'future artefacts' to explore several key ideas that help us understand the ways in which we inhabit the world, and to start to imagine the dimensions of our impacts as they extend spatially and temporally. Ideas that will shape our engagement in Material Cultures include waste, the Anthropocene(s), temporalities and post/neo-colonial relations. This course will involve reading, critical thinking, short statement writing pieces, as well as the curation of a mini-exhibition (a creative task) where each student nominates and presents their own 'future artefact.'

Readings are available online via Stud.IP.

### **Bessert-Nettelbeck: Science Communication**

Übung, 70379, Blockveranstaltung

12.04.2024	Freitag	13.00 - 17.00 Uhr, AB28-8028
26.04.2024	Freitag	09.00 - 17.00 Uhr, AB28-4039
27.04.2024	Samstag	09.00 - 17.00 Uhr, AB28-8028
12.07.2024	Freitag	09.00 - 17.00 Uhr, AB28-4039
13.07.2024	Samstag	09.00 - 17.00 Uhr, AB28-8028

This course, which will be held in English, aims to develop skills to facilitate the communication of scientific knowledge to a broader audience. Topics will focus on ecological sustainability, as well as culture and change in times of environmental crises. Students will learn to contextualize scientific findings and to reach different audiences with specific tools. Part of this process will entail becoming familiar with the capacities and limitations of specific media formats, as well as learning to recognize and structure processes of reading and interpreting scientific texts and data (e.g. from different disciplinary contexts). Acquiring and testing specific skills and techniques of science communication will form the basis of this practice-oriented course.

## **6 Fachdidaktik und Vermittlungskompetenz**

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

Grundkurs, 70233, Montag 09.15 - 10.45 Uhr, SCHW-HS

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, Donnerstag 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.**

### **Dr. Benitt: Teaching English in the Primary School**

Proseminar, 70246

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

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

This seminar will deal with various issues of teaching English at primary school level. We will look at teaching approaches and methods (e.g. task-based language learning), evaluate and design teaching materials, discuss the use of different texts and media and learn about classroom management techniques.

### **Prof. Morkötter: Sprachliche Mittel im kompetenzorientierten Englischunterricht**

Hauptseminar, 70236, Mittwoch 11.15 - 12.45 Uhr, AB28-10012

Vor kurzem sind die neuen *Bildungsstandards für die erste Fremdsprache für den Ersten Schulabschluss und für den Mittleren Schulabschluss* (2023) erschienen. Auch hier wird für die sprachlichen Mittel – Wortschatz, Grammatik, Aussprache, Prosodie und Orthographie – deren „dienende Funktion“ betont (S. 18). Was genau ist hierunter zu verstehen und wie können Unterrichtskonzeptionen dem gerecht werden? Im neuen Kompetenzmodell (S. 9) sind die sprachlichen Mittel unmittelbar mit den funktionalen kommunikativen Kompetenzen verbunden, es gibt aber auch Berührungspunkte mit neu hinzugefügten Kompetenzbereichen wie der fremdsprachenspezifischen digitalen oder der plurilingualen Kompetenz.

Im Seminar werden wir neben theoretischen Überlegungen werden wir vorhandene Materialien analysieren und eigene Aktivitäten entwickeln und gegebenenfalls erproben.

### **Dr. Schmidt: Vielfalt als Chance. Heterogenitätssensibler Englischunterricht**

Hauptseminar, 70272, Montag 09.15 - 10.45 Uhr, AB28-8028

Wie kann Englischunterricht so gestaltet werden, dass er sowohl gemeinsames Lernen als auch eine bedarfsspezifische, individuelle Förderung der Lernenden ermöglicht? Dies ist die zentrale Frage, mit der sich die Teilnehmenden im Laufe des Semesters auseinandersetzen.

Die prinzipiell in jedem Klassenraum vorhandene Heterogenität wird von Lehrkräften oft als problematisch, zumindest jedoch als herausfordernd wahrgenommen. Wir wollen in diesem Hauptseminar zunächst versuchen, zu einem positiven Verständnis von Heterogenität bzw. Diversität zu gelangen und Vielfalt als Bereicherung zu begreifen. Im Laufe des Seminars sollen dann verschiedene Konzepte heterogenitätssensiblen Englischunterrichts näher beleuchtet werden. Neben grundsätzlichen theoretischen Überlegungen werden wir uns auch der unterrichtspraktischen Umsetzung widmen, indem wir Unterrichtsbeispiele analysieren und Lernarrangements entwickeln.

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

Übung, 70276, Dienstag 09.15 - 10.45 Uhr, AB28-8028 vom 09.04.2024 - 28.05.2024

Diese Übung richtet sich an die TeilnehmerInnen der Schulpraktischen Übungen für das Lehramt Grundschule, die im Sommersemester 2024 die schulpraktischen Übungen absolvieren.

Die Übung widmet sich der Planung und Gestaltung des kommunikativen kompetenzorientierten Englischunterrichts.

Es werden verschiedene Aspekte der Unterrichtsplanung beleuchtet und das Schreiben eines Langentwurfs geübt. Darüber hinaus machen sich die Teilnehmenden mit verschiedenen Methoden des Englischunterrichts vertraut und lernen Aufgabenformate kennen, die das Sprechen im Rahmen eines einsprachigen Englischunterrichts fördern.

Findet statt vom 09.04.2024 bis 28.05.2024, 1 SWS

### **Dr. Schmidt: Let's play. Spiele im Englischunterricht**

Übung, 70249, Dienstag 09.15 – 10.45 Uhr, AB28-8028 vom 04.06.2024 - 16.07.2024

Spielen ist Lernen. Diesem Grundgedanken folgend, wollen wir in der Übung nach Möglichkeiten suchen, Spiele gewinnbringend in den Englischunterricht zu integrieren. Welchen Mehrwert bieten Spiele für das Sprachenlernen und wie kann die Kompetenzentwicklung mit und durch Spiele gefördert werden? Neben klassischen Brettspielen werden wir verschiedene Lernspiele, aber auch Bewegungs-, Simulations- und Rollenspiele sowie digitale Spiele untersuchen und nach Möglichkeit praktisch erproben.

Findet statt vom 04.06.2024 bis 16.07.2024, 1 SWS

### **Drobek: Planung und Gestaltung von Englischunterricht im Projekt/SPÜ**

Übung, 70268, Mittwoch 07.30 - 09.00 Uhr, JP-FDR10 vom 10.04.2024 - 29.05.2024

Die Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 24 in Projekten tätig sein werden. Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung von 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. Die TeilnehmerInnen entwickeln eigene Ideen für die bevorstehenden Projekte im Rahmen der schulpraktischen Übungen und nehmen schrittweise in Gruppen die methodische Planung und Umsetzung vor.

Findet statt vom 10.04.2024 bis 29.05.2024, 1 SWS

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

Übung, 70261, Montag 07.30 - 09.00 Uhr, JP-FDR10 vom 08.04.2024 - 27.05.2024

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 sinnvolle Phasieren geübt.

Die Studierenden 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.

Findet statt vom 08.04.2024 bis 27.05.2024, 1 SWS

### **Drobek: Motivierender Englischunterricht**

Übung, 70254, Montag 07.30 - 09.00 Uhr, JP-FDR10 vom 03.06.2024 - 15.07.2024

Langeweile stellt ein häufiger Stressor im Fremdsprachenunterricht dar. Ein motivierender Spannungsbogen im kompetenzorientierten Englischunterricht kann die Bereitwilligkeit der Lernenden für eine aktive Teilnahme am Unterrichtsgeschehen

deutlich beflügeln. Neben einem Zusammenspiel aus *internal* und *external factors* kommt dem Lehrenden die Rolle eines Motivationsgenerators zu, die wir genauer beleuchten werden. Typische Situationen aus der Unterrichtspraxis werden analysiert und neu gedacht. Die *Golden Rules* nach Frank Haß bieten ein Grundgerüst für unsere fachdidaktischen Untersuchungen und eine mögliche Neuorientierung für einen motivierenden Englischunterricht. *Set a personal example.*

Findet statt vom 03.06.2024 bis 15.07.2024, 1 SWS

### **Drobek: Projektarbeit im kompetenzorientieren Englischunterricht**

Übung, 70225, Mittwoch 07.30 - 09.00 Uhr, JP-FDR10 vom 05.06.2024 - 17.07.2024

Projektunterricht kann als *the icing on the cake* den Englischunterricht besonders bereichern, da dieser in hohem Maße ein eigenständiges und problemorientiertes Lernen fördert. Erfolgreiche Projekte aus der Unterrichtspraxis, wie z.B. der Bundeswettbewerb Englisch oder das weltweite Kunstprojekt in englischer Sprache *ship of tolerance* werden untersucht und eigene neue Projektideen in der Gruppe kreativ entwickelt und deren fachdidaktische Realisierung genauer beleuchtet.

Die Umsetzung des Projektmodells „Die Progress-Methode“ kann dabei hilfreich sein und dient weiterführend auch der Leistungsbeurteilung selbstgesteuerter Kleingruppenarbeit. *Curtain up for great projects!*

Findet statt vom 05.06.2024 bis 17.07.2024, 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.

### **Dr. Schmidt/Drobek: 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**

### **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 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 15.15 - 16.45 Uhr JP-FDR10

Gruppe 2: Dienstag 11.15 - 12.45 Uhr JP-FDR10

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 on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and

improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

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

Übung, 70330

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

Gruppe 2: Donnerstag 13.15 - 14.45 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 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 II: Getting Grammar Right (for Primary Schools)**

Übung, 70305

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

Gruppe 2: Montag 13.15 - 14.45 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.

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

Übung, 70336

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

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

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: Mittwoch 09.15 - 10.45 Uhr U69-H3-223

Gruppe 2: Mittwoch 11.15 - 12.45 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.

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

Übung, 70332, Donnerstag 15.15 - 16.45 Uhr, U69-H3-322

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.

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

Übung, 70324

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

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

"Blog" is a blend of two terms: 'web' and 'log'. Blogs have taken the interactive, liberating, democratising aspects of the internet and pushed the envelope even further. Whereas 23 'weblogs' were recorded as existing at the beginning of 1999, this platform is now utilised by over 100 million immensely varied individuals, groups, and organizations. Blogs enable people to reach out to and engage with others, to transcend and permeate every genre and every aspect of the mass media; Rebecca Blood has described them as transforming "both writers and readers from "audience" to "public" and from "consumer" to "creator." (Blood, Rebecca. "Weblogs: A History and Perspective", Rebecca's Pocket. 07 September 2000. 26 July 2010. ([http://www.rebeccablood.net/essays/weblog\\_history.html](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.

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

Übung, 70362

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.

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

Übung, 70371

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

Gruppe 2: Dienstag 13.15 - 14.45 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.

### **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: Paradoxical Pastoralism: Environmental Positionings in American Literature, BATS/CEC**

Hauptseminar, 70464, Montag 11.15 - 12.45 Uhr, AB28-8023

The environmental positions of American literature differ from those of other literatures because of the special significance of "nature" in American political mythology. From the earliest beginnings of European colonialism, we find a remarkable coexistence of brutal realizations of the European extractivist tradition and romantic idealizations of a sustainable treatment of non-human life. In this class, we will disentangle American literature's representations of the puzzling contradictions between pastoralism and exploitation, between cultivation and degradation, between celebrations of the wild and its ruthless destruction in the name of "progress," between the nostalgic myth of natural abundance and apocalyptic fatalism – from colonial times to the present. Special attention will be paid to ecofeminist positions and transcultural exchanges inspired by encounters with indigenous and other non-European epistemologies and spiritualities. In addition to theoretical studies, we will read selections from older texts as well as four post-1900 literary assessments of America's ambivalent discourse about the environment.

Students are required to acquire a *Reader* (Stud.IP), as well as the following texts:

- Charlotte Perkins Gilman, *Herland* (1915) ISBN-10: 1784870528
- Ursula LeGuin, *The Word for World is Forest* (1976) ISBN-10: 1399607790
- Octavia Butler, *Parable of the Sower* (1993) ISBN-10: 472263669
- Linda Hogan, *Solar Storms* (1995) ISBN-10: 0684825392

### **Prof. Schulte: Language Contact and Language Change, BATS**

Hauptseminar, 70055, Mittwoch 11.15 – 12.45 Uhr, AB28-8023

This class covers a range of language contact situations and phenomena. After considering basic issues of language contact and change, e.g. the difficulties in distinguishing code-switching from borrowing and modern theoretical approaches to language mixing like translanguaging, we will use these insights to analyse language contact and multilingualism in the history of English, especially in the Middle English period. We will analyse medieval manuscripts that exhibit considerable language mixing and discuss the role of English in relation to other contemporary languages in Britain, but we will also look at language change on different levels of description: morphology, syntax, and phonetics & phonology, and discuss the role that language contact may have played in these changes. These long-term and historical developments have led to the formulation of theories and models of language contact and change such as the borrowing scales in Thomason & Kaufman's seminal work. By considering a

contemporary contact situation in Southern Africa in the second half of the semester, we will compare the existing models and language contact phenomena from historical periods with the language structure and use in a currently developing variety of English:

Namibia, a country in Southern Africa that only became independent in 1990, chose English as its sole official language, although it had no direct colonial relationship with Britain. Namibia's recent independence and choice of English as its official language offers us as linguists the opportunity to study the emergence of a contact variety from the very beginning. We don't have to rely solely on imperfect data from the past, but can test theories and models in realtime using experimental data, surveys, and observations as well as existing data. This seminar will introduce you to a number of different empirical studies on Namibian English, covering structural patterns as well as social and cultural aspects related to language choice, language mixing, and language policy. We will discuss the potential and limitations of online data for researching language contact and change, for example. We will discuss these linguistic developments in the context of colonialism and its lasting effects on former colonies and their languages.

**Prof. Crane: Exploring-Collecting-Surveying: Practices of Science in the Imperial Contact Zone, BATS**

Hauptseminar, 70207, Dienstag 11.15 - 12.45 Uhr, AB28-8023

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

The necessary materials will be provided in a *Reader* on Stud.IP.

**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.

**Bessert-Nettelbeck: Science Communication (als Komplementmodul für BATS)**

Übung, 70379, Blockveranstaltung

12.04.2024	Freitag	13.00 - 17.00 Uhr, AB28-8028
26.04.2024	Freitag	09.00 - 17.00 Uhr, AB28-4039
27.04.2024	Samstag	09.00 - 17.00 Uhr, AB28-8028
12.07.2024	Freitag	09.00 - 17.00 Uhr, AB28-4039
13.07.2024	Samstag	09.00 - 17.00 Uhr, AB28-8028

This course, which will be held in English, aims to develop skills to facilitate the communication of scientific knowledge to a broader audience. Topics will focus on ecological sustainability, as well as culture and change in times of environmental crises. Students will learn to contextualize scientific

findings and to reach different audiences with specific tools. Part of this process will entail becoming familiar with the capacities and limitations of specific media formats, as well as learning to recognize and structure processes of reading and interpreting scientific texts and data (e.g. from different disciplinary contexts). Acquiring and testing specific skills and techniques of science communication will form the basis of this practice-oriented course.

## **9 Master Culture, Ecology and Change**

### **Prof. Mackenthun: Paradoxical Pastoralism: Environmental Positionings in American Literature, BATS/CEC**

Hauptseminar, 70464, Montag 11.15 - 12.45 Uhr, AB28-8023

The environmental positions of American literature differ from those of other literatures because of the special significance of "nature" in American political mythology. From the earliest beginnings of European colonialism, we find a remarkable coexistence of brutal realizations of the European extractivist tradition and romantic idealizations of a sustainable treatment of non-human life. In this class, we will disentangle American literature's representations of the puzzling contradictions between pastoralism and exploitation, between cultivation and degradation, between celebrations of the wild and its ruthless destruction in the name of "progress," between the nostalgic myth of natural abundance and apocalyptic fatalism – from colonial times to the present. Special attention will be paid to ecofeminist positions and transcultural exchanges inspired by encounters with indigenous and other non-European epistemologies and spiritualities. In addition to theoretical studies, we will read selections from older texts as well as four post-1900 literary assessments of America's ambivalent discourse about the environment.

Students are required to acquire a *Reader* (Stud.IP), as well as the following texts:

- Charlotte Perkins Gilman, *Herland* (1915) ISBN-10: 1784870528
- Ursula LeGuin, *The Word for World is Forest* (1976) ISBN-10: 1399607790
- Octavia Butler, *Parable of the Sower* (1993) ISBN-10: 472263669
- Linda Hogan, *Solar Storms* (1995) ISBN-10: 0684825392

### **Bessert-Nettelbeck: Science Communication, CEC**

Übung, 70379, Blockveranstaltung

12.04.2024	Freitag	13.00 - 17.00 Uhr, AB28-8028
26.04.2024	Freitag	09.00 - 17.00 Uhr, AB28-4039
27.04.2024	Samstag	09.00 - 17.00 Uhr, AB28-8028
12.07.2024	Freitag	09.00 - 17.00 Uhr, AB28-4039
13.07.2024	Samstag	09.00 - 17.00 Uhr, AB28-8028

This course, which will be held in English, aims to develop skills to facilitate the communication of scientific knowledge to a broader audience. Topics will focus on ecological sustainability, as well as culture and change in times of environmental crises. Students will learn to contextualize scientific findings and to reach different audiences with specific tools. Part of this process will entail becoming familiar with the capacities and limitations of specific media formats, as well as learning to recognize and structure processes of reading and interpreting scientific texts and data (e.g. from different disciplinary contexts). Acquiring and testing specific skills and techniques of science communication will form the basis of this practice-oriented course.

### **Prof. Crane: Future Artefacts in the Anthropocene. CEC**

Hauptseminar, 70208, Dienstag 15.15 - 16.45 Uhr, AB28-8023

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

involve reading, critical thinking, short statement writing pieces, as well as the curation of a mini-exhibition (a creative task) where each student nominates and presents their own 'future artefact.' Readings are available online via Stud.IP.

## **10 Berufsvorbereitendes Lektüremodul**

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

**verantwortlich:**

PD Dr. Rossow

**Lehrende:**

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

Kolloquium, 70303

Literaturwissenschaft + Kulturwissenschaft:

Montag 17.15 - 18.45 Uhr, AB28-8023 + AB28-8028 + AB28-4043c

Sprachwissenschaft: Dienstag 17.15 - 18.45 Uhr, AB28-8023

**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.