

# WINTERSEMESTER 2001/02

## Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Juni 2001 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

### VORLESUNGEN UND LECTURE COURSES

Klaus                                      **The Novel in Scotland since the 1920s**                                      Vorlesung

Mi. 12.15-13.00, HS 10020

BA/MA: Modul B

The twentieth century saw two major bursts of literary creativity in Scotland, the Renaissance of the 1920s and '30s and the ongoing flowering of the arts since the late 1970s. Both are inextricably linked with a resurgent cultural nationalism whose ultimate aim – greater autonomy or even independence for Scotland – has never come closer to fruition. Lectures will focus on these two 'moments' in Scotland's cultural (and political) history, but will also take stock of individual achievements in the Scottish novel outside these contexts and periods.

Schneider, K.                      **Introduction to the History of the English Language**                                      Lecture Course

Do. 11.15-12.45, HS 315

BA/MA: Modul A

*þa com þær regen... (da kam der Regen...)*

What sounds almost like German is in fact Old English, a language that was spoken more than 1000 years ago. How and why major changes happened in the history of the English language will be discussed in this seminar.

The students will become acquainted with three major periods [Old English (ca. 450-1100), Middle English (1100-1500) and Early Modern English (1500-1700)] and learn about important changes in phonology, morphology, vocabulary and syntax. Reasons for these changes (e.g. historical events like the Norman Conquest in 1066) will be discussed as well. To round the survey off, we will look at some samples of texts from the Old English period, the Middle English period and Shakespearean times.

Ungerer                                      **Geographical Varieties of English**                                      Lecture Course

Di. 9.15-10.45, HS 10020

BA/MA: Modul C; auch für IDS

This lecture course aims to provide an introduction into the major geographical varieties of English, discussing their historical background and development, their present status and diversity and their

future prospects. Starting from the British Standard, the focus will first be on American English and then move on to the other established and emerging national standards (Canadian English, Australian English, South African English, Black African Englishes and Indian English). Another topic will be English-based Pidgin and Creole languages which have developed in Africa, the Caribbean and Pacific regions. They are not just exotic brands of English, but perhaps the most interesting varieties because they promise to show how languages come into being.

The lecture course will consist of lecture-style presentations and practical work with language material and linguistic and cultural descriptions of the language varieties and their background. The course will be held in English and is part of the BAMA curriculum in English (Grundstudium, Modul C), but can also be attended as part of the Interdisziplinäre Studien (IDS) by students with different subjects, either with a *Teilnahmebescheinigung* or with a *Nachweis*.

Linke

### **Key Concepts in Cultural Studies**

Lecture Course

Mo. 11.15-12.45, HS 218

BA/MA: Modul C

Although definitions of “culture” and “Cultural Studies” themselves are as contested today as they were 20 years ago, a canon of themes has developed over the years; and the concepts of race, class and gender as well as nation and place have come to take prominent positions in it. In my lectures, I will survey the history and meanings of these concepts, discuss some related ones and critically inspect their usefulness for the study of cultures. In the “seminar” sessions, we will discuss selected theoretical texts and try out the application of theory in the analysis of cultural materials, especially media texts. A reader with selected texts and a bibliography will be provided.

## **GRUNDSTUDIUM**

### **Literaturwissenschaft**

Kilb

### **Reading Course Literature A**

Übung

Do. 12.05-12.50, R. 229

BA/MA: Modul B

Studying literature invariably involves reading books: novels, plays, poetry, essays, theoretical texts etc. To save yourselves from drowning in the sheer number of words you will be expected to read, it is necessary for you to develop certain techniques which allow for an effective reading of literary texts. Moreover, it is essential that, before visiting *proseminars* and *hauptseminars*, you are able to make sense of literary texts, which means that you have to acquire certain skills in textual analysis.

In pursuing the goals, we will have a look at various texts (a reader will be provided at the beginning of the term) which we will discuss in class in the course of the semester. As the French novelist Daniel Pennac says, the attempt to force anyone to read inevitably fails. Therefore the only prerequisite which I expect you to bring along is a certain enthusiasm for texts, for literature, for reading (a disposition without which you should not even consider to study literature in the first place).

Wallat

### **Reading Course Literature B**

Übung

Do. 11.15-12.00, R. 229

BA/MA: Modul B

This course provides an introduction to the analysis of literature. It will concentrate on reading and discussing literary texts in English. Intended to impart basic knowledge and skills, it precedes the comprehensive introduction to English and American literature (Grundkurs: Einführung in die englische und amerikanische Literaturwissenschaft).

Classroom work will focus on American literature and include the reading of a novel, a short story, a play and poems. Sessions will start with a general introduction to the text under consideration followed by the close reading of the example.

The short story and the poems will be provided as photocopies, the novel and the play will be ordered in the "Universitätsbuchhandlung Phoenix".

Walt Whitman, "One's Self I Sing"  
Allen Ginsberg, "A Supermarket in California"  
Washington Irving, "Rip Van Winkle"  
Ernest Hemingway, *The Old Man and the Sea*  
Lorraine Hansberry, *A Raisin in the Sun*

**Grundkurs: Einführung in die britische und  
amerikanische Literaturwissenschaft A + B**

Übung

Gruppe A (Schmitt-Kilb): Mo. 13.15-15.30, R. 8028

BA/MA: Modul B

Gruppe B (Wallat): Fr. 8.30-11.00, R. 229

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

Eine Sitzung beginnt üblicherweise mit der gemeinsamen Interpretation eines Textes und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

Schmitt-Kilb

**Christopher Marlowe**

Proseminar

Di. 11.15-12.45, R. 8028

BA/MA: Modul B

Apart from Shakespeare, Christopher Marlowe is probably the most widely and controversially discussed Renaissance author. In the seminar, we will read his major plays and we will also look at some recent critical approaches to them. Thus the course serves primarily as an introduction to the plays with contemporary critical theory as an important secondary issue.

Marlowe, Christopher (1969), *The Complete Plays*, J. B. Steane (ed.), Harmondsworth: Penguin Classics.

Meyn

**Frank Norris**

Proseminar

Do. 15.15-16.45, R. 8023

BA/MA: Modul B

Frank Norris (1870-1902) is the first American author who can be accurately described as a naturalist. His best fiction (*McTeague*, *The Octopus*) might have been written by Emile Zola, had the great French naturalist chosen to visit California. We shall read and discuss his three best novels. *McTeague* (1899) is a study of a male brute, a 'blond giant', who is unable to overcome 'the foul stream of hereditary evil' in him. *The Octopus* (1901), Norris's masterpiece, is about the struggle between the California wheat ranchers and the Southern Pacific Railroad, the 'octopus' which is strangling them economically. *The Pit* (1903) follows the wheat to the Chicago grain market. The central figure is Curtis Jadwin, an ambitious young grain speculator.

All novels will be available at the Phoenix Buchhandlung.

Wallat

**19<sup>th</sup> Century American Tales by Irving, Hawthorne,  
Melville, Poe**

Proseminar

Do. 9.15-10.45, R. 229

BA/MA: Modul B

The seminar aims to introduce 19<sup>th</sup> century American authors: Washington Irving, Nathaniel Hawthorne, Herman Melville and Edgar Allan Poe. Based on the introductory seminar to British and American literature, this course is meant to deal with the *American short story* and will examine the contribution of these writers to the development of the short story.

A reader with a selected bibliography, a collection of short stories and the list of topics for term papers will be provided at the beginning of the course.

Kilb

**The American Short Story**

Proseminar

Do. 13.15-14.45, R. 8023

BA/MA: Modul B

In this seminar, we will read and discuss American short-stories from the beginnings in the 19<sup>th</sup> century to the present day. The course will serve as an introduction to the genre in its historical development. This subject also offers the opportunity to take a closer look at narrative strategies and their analysis. The class will be run on a discussion basis, active student participation is essential.

A reader with a collection of stories will be made available at the beginning of the term.

Klaus

### British Poetry Since 1945

Proseminar

Do. 9.15-10.45, R. 8028

BA/MA: Modul B

This course will attempt to survey the poetry from Britain (and, in some instances, from Ireland) over the last half century. Inevitably selective, the course programme will focus on some fifteen voices, ranging from highly esteemed poets such as Dylan Thomas and Philip Larkin to such diverse contemporary figures as Nobel prize winner Seamus Heaney and a representative of Black poetry such as Benjamin Zephaniah. A presentation in class can limit itself to the discussion of one or two poems but the written version (of those students who wish to obtain a *Leistungsschein*) needs to include more material.

Armitage, Simon, and Robert Crawford eds. (1998): *The Penguin Book of Poetry from Britain and Ireland since 1945*, London: Viking.

## Sprachwissenschaft

Schneider, K.

### Grundkurs Sprachwissenschaft

Übung

Mi. 11.15-12.45, R. 8023

BA/MA: Modul A

Ziel dieser Lehrveranstaltung ist es, einen ersten Überblick über die Gegenstandsbereiche und Grundbegriffe der Sprachwissenschaft zu vermitteln. Dabei werden zunächst wichtige Aspekte der Lautbildung und Betonung (Phonetik, Phonologie), der Form und Bedeutung von Wörtern (Morphologie, Semantik) sowie der Satzanalyse (Syntax) besprochen. Anschließend rücken ganze Texte und deren sprachliche Verknüpfung (Kohäsion) sowie Informationsgliederung (Thema – Rhema) in den Mittelpunkt der Betrachtung.

Weitere interessante Teilgebiete der Sprachwissenschaft, die in diesem Grundkurs kurz vorgestellt werden sollen, sind die Pragmatik, die sich mit der Bedeutung und Wirkung von Äußerungen beschäftigt, und die Soziolinguistik, welche soziale und regionale Varietäten einer Sprache (z.B. British English, American English, Indian English) untersucht.

### Fundamentals of Grammar Kurs A + B

Übung

Gruppe A (Bartels): Mi. 13.15-14.45, R. 8023

BA/MA: Modul A

Gruppe B (Garbe): Mo. 9.15-10.45, R. 8023

This course provides an introduction to the analysis of English sentences. This will include forms and structures of simple and complex sentences (finite clauses, infinitive and participle constructions) as well as syntactic functions of word groups and subclauses. It will also deal with the grammatical categories of the verb (mainly tense and aspect), which means discussing and practising the use of English verb phrases, and considering similarities and differences between English and German.

Alexander, L.G. (1988) *English Grammar*, Longman.

Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, Longman.

Greenbaum, S. (1991) *An Introduction to English Grammar*, Longman.

Huddleston, R. (1990) *English Grammar. An Outline*, CUP.

Hoppe

### Phonetics & Phonology A + B

Übung

Gruppe A: Di. 9.15-10.00, R. 7023

BA/MA: Modul A

Gruppe B: Do. 9.15-10.00, R. 7023

This course will be a single period combining lecture and practical exercises. The theoretical introductions will be presented in the context of a general theory on speech sounds (phonetics) and how they function in the language (phonology). Main areas for practice in the language laboratory will include RP vowels and consonants, stress, intonation, rules for linking, reduction and the pronunciation of short texts.

Individualized tapes are available to be used in the classroom or at home. The course-book will prepare you to pass the oral and written tests. It contains all of the necessary theory, a large number of

exercises, a key, a glossary of phonetic terms, texts for transcriptions and the texts of the cassettes, which will be handed out to the user on demand.

Hoppe, R. (1990) *English Phonetics and Phonology*, Rostock ( wird im Kurs ausgegeben).  
A Pronouncing Dictionary. Recommendations in the course.

Hoppe **Additional Phonetic Exercises A + B** Übung

Gruppe A: Di. 10.05-10.50, R. 7023 BA/MA: Modul A  
Gruppe B: Do. 10.05-10.50, R. 7023

A requirement for this single period is that students have attended the introductory course 'English Phonetics and Phonology'. The practical exercises done during this course will include reading texts with emphasis on intonation, transcribing texts (phonetically and tonemically), and the correction of individual pronunciation errors.

The credit can be used for the 'wahlfreier Bereich'.

Hoppe, R. (1990) *English Phonetics and Phonology*. Rostock (chapters 1-4 and bibliography).

Schneider, K. **Old English Language and Culture** Proseminar

Mi. 15.15-16.45, R. 8023 BA/MA: Modul A

**"Pæt wæs gōd cyning! – That was a good king!" (Beowulf, line 11)**

This seminar will concentrate on the Old English period (ca. 450-1100 AD) and explore the language and culture of that time. After an introduction to the important historical backgrounds and a detailed study of the Old English vocabulary, morphology and syntax, we will start reading Old English texts in the original in order to get a better feeling for the language and a better understanding of the culture. Apart from important historical sources such as the *Anglo-Saxon Chronicle*, we will be studying and enjoying *Beowulf*, the first great heroic poem written in the English language. While reading the alliterative lines of this poem which were composed more than 1000 years ago, we will not only learn to appreciate the beauty of the Old English language, the wealth of synonyms (e.g. over 30 different words for King) and picturesque compounds such as *hron-rād* (whale's road) for "ocean", but we will also learn a great deal about the culture of the time, i.e. the conflict between the old pagan heroic ideal and the new ascetic ideal of Christianity, which had just been introduced to England.

Ungerer **Information Packaging, Sentence Structure and Discourse** Proseminar

Do. 9.15 - 10.45, R. 8023 BA/MA: Modul A

Most sentences do not only supply new information, but also rely on information given in the preceding passages of a text or derived from the speech situation or cultural knowledge. Starting from this observation we will study the information distribution in different types of sentences, among them structures like *It was Mary who dropped the vase not me*, and we will look not only at sentence elements, but also at word order and intonation. As we go along, we will find that this type of analysis is more suitable for written expository texts than for conversation, and this will lead us to investigate basic conversational strategies like turn-taking, preference organization (how to arrive at the preferred answer) and repair.

A Leistungsnachweis requires an oral presentation in class and *either* a written paper *or* a take-home examination. Topics for papers and a bibliography will be provided in the first class.

Bös **Politeness and Forms of Address** Proseminar

Fr. 9.15-10.45, R. 8023 BA/MA: Modul A

Politeness is an important issue not only in our society. Even very young children are taught to be polite: to say 'please' when they ask for something, to greet their neighbours or to apologize after stepping on somebody's foot. In this course the linguistic strategies by which a 'polite' behaviour is realized will be focussed. We will discuss the 'face' concept, which was developed by Goffman and forms the basis of Brown/Levinson's influential politeness theory, e.g. we will learn about strategies to prevent somebody from losing face. We will look at ways to realize speech acts such as requests, apologies, and greetings, which often involve routine formulae. The use of appropriate forms of address is another important aspect of politeness. Since in modern English there is no distinction

corresponding to our 'Du/Sie' contrast in German, we will look back to Shakespeare's times when there were still two pronouns, namely 'thou' and 'you', in use. This example will show that politeness is dependent on the time and the culture we live in.

A selected bibliography and topics for presentations and papers will be provided at the beginning of the term.

## Kultur Großbritanniens und Nordamerikas

Rossow

### **Grundkurs: Introduction to British and American Studies**

Übung

Di. 7.30-9.00, R. 8023

BA/MA: Modul C

This course, which is intended to impart basic knowledge and skills (including language skills), is conducted in English. Students will be introduced to a variety of reference and other basic literature. The course will concentrate on the reading, complementation, and discussion of written texts. Topics and themes will include patterns of settlement and migration; historical development of the United Kingdom and the USA; physical, political and economic geography; political systems; education; media; and economic, industrial, and international institutions and issues. The approach will be mainly comparative.

Susemihl

### **From Pre-Colonialism to the Vietnam War - An Introduction to the History of the United States**

Proseminar

Mi. 17.15-18.45, R. 8023

BA/MA: Modul C

This introductory course to American History surveys 350 years of American political, social, and cultural history. While attempting to provide a multi-cultural approach to American history, given the diverse population of people who have experienced it, the course strives to provide students with a thorough background for more advanced courses. It also introduces students to a wide variety of historical tools with which to study the past. Among the sources whose relative merits we will discuss are traditional primary documents (i.e. newspapers, letters, diaries, published works), oral history, photography, film, and fiction.

A reader will be provided at the beginning of the course. The fiction will be ordered through the "Buchhandlung Phönix".

O'Brien, Tim, *The Things They Carried*. Penguin, 1991.

Rossow

### **Post-war Britain - a Social Survey**

Proseminar

Do. 11.15-12.45, R. 8028

BA/MA: Modul C

This course examines selected facets of postwar Britain by focusing on the basic categories of family, class, gender and 'race'. Various possible ways, means and criteria of dividing the population into different groups and sub-groups will be investigated. Central themes are social class and mobility; gender, feminism and sexism; multi-culturalism and racism. The objective of the course is to create a social profile comprising the different categories, the relationships between the categories and their place in the wider social context.

A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Linke

### **Scottish Voices: 20<sup>th</sup> Century Scotland in Autobiographical Writing and Personal Reports**

Proseminar

Di. 09.15-10.45, R. 8028

BA/MA: Modul C

After a brief introduction to Scotland's cultural and political history in the 20<sup>th</sup> century and some theoretical reflection on the character of autobiographical writing, we will read a number of short autobiographical texts by Scottish people from all walks of life, from different regions and of varying age. The focus of analysis will be on both recurring themes and the variety of personal experience. Some excerpts from TV programmes will provide additional input.

Readings and classroom discussions should enhance our understanding of Scottish history and culture, especially the culture of everyday life. The primary texts will mainly be taken from two collections of personal reminiscences of 20<sup>th</sup> century Scotland; a *Reader* will be provided in the copy shop at the beginning of the term.

Rossow

**The Thatcherite 'Revolution'**

Proseminar

Fr. 7.30-9.00, R. 8023

BA/MA: Modul C

The course starts with an examination of the essential nature of British politics and the central terms and concepts associated with its study. The main part addresses various aspects of the Thatcher era in more detail. Do, for instance, the changes really 'deserve' the term 'revolution' or were they rather phenomena that were mainly due to wider economic, political and social necessities that could be observed elsewhere, too? This and other questions are also discussed against the historical background of the period immediately following Thatcher's 'resignation' as Prime Minister and the impact of New Labour.

A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

## **Fachdidaktik und Vermittlungskompetenz**

Linke

**Grundkurs: Study Tasks and Study Skills**

Übung

Di. 13.15.-14.45, R. 8023

BA/MA: Modul VK 1

This course is designed to extend the range of skills which are needed for both studying English successfully and gathering and presenting information in professional situations. Instruction and practice will cover the following areas: self-assessment, finding sources, gathering and using information, oral presentation and essay writing. Each skill will be practised, and an interactive and awareness-raising approach aims to enable students to find out for themselves which techniques suit them best and which areas need special attention. The course is especially recommended for first-year students.

Siebold

**Grundkurs: Grundfragen der Fachdidaktik Englisch**

Übung

ab 3. Sem.

Mo. 11.15-12.45, R. 8023

BA/MA: Modul VK 1

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; Lernerorientierung im Englischunterricht.



## Sprachpraxis

### Towards Proficiency I bzw. II

Übung

BA/MA: Modul D

1. oder 2. Semester (die Zuordnung zu Top I bzw. II ist abhängig vom Ergebnis des Diagnosetests)

Top I: 2 SWS + 2 ergänzende SWS

Top II: 2 SWS

This course, together with a number of other skill-orientated courses offered, helps the students to develop and improve their English up to the standards required in the exam. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More detailed, the aims of the course are to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. The students are encouraged to improve their English outside class by reading widely and speaking it with native speakers and with each other. Last but not least, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

Zur Anschaffung empfohlene Wörterbücher:

einsprachige Wörterbücher: *Oxford Advanced Learner's Dictionary of Current English* oder  
*Longman Dictionary of Contemporary English*

zweisprachige Wörterbücher: *Collins* oder *Langenscheidt* oder  
*Pons Deutsch-Englisch/Englisch-Deutsch*

Hoppe **Towards Proficiency I** Übung

Mo. 15.15-16.45, R. 229; Do. 13.15-14.45, R. 8028 BA/MA: Modul D

Hoppe **Towards Proficiency II** Übung

Mo. 13.15-14.45, R. 8023 BA/MA: Modul D

Jahnke **Basic Writing Skills A + B** Übung

Gruppe A: Di. 13.15-14.45, R. 7023 BA/MA: Modul D

Gruppe B: Di. 15.15-16.45, R. 8028

This is a controlled course which does not encourage the student, in the early stages, to attempt a lot of free expression. The principle animating the course is to give the student clear-cut quantities of interrelated material. In one compact system, the student is provided with core information on grammar, levels of formality, spelling, punctuation, word use and formation, composition and editing. Grammatical and other material appears in model texts before it is described and practised. In addition to regular preparation, the student will be expected to hand in a number of written assignments.

Schneider, Ch. **Reading Skills** Übung

Di. 17.15-18.45, R. 8023 BA/MA: Modul D

Completion of this course will enable you to feel confident about adapting your reading of a text (level of comprehension, speed of reading, use of dictionary and word and/or text attack skills) according to your reading purpose. After an initial session in consciousness raising the course will be organised in two strands: practice in specific skills (dealing with unknown vocabulary, complex syntax, skimming, scanning) and reading of different texts to practise reading extensively and intensively.

Adam **Reading and Discussion I** Übung

Mo. 15.15-16.45, HS 12 BA/MA: Modul D  
The aim of this course is to further the development of your reading and speaking skills. You will have to read non-literary texts from a variety of fields, which will be accompanied by worksheets with different tasks at home. The texts will then be discussed in class. One of the main points is to expand your vocabulary and improve your debating skills.

Adam **Translation English-German I** Übung

Do. 17.15-18.45, R. 8023 BA/MA: Modul D  
The aim of this course is to develop the students' ability to translate texts of different kinds into good idiomatic German. We will start with newspaper cuttings of different topics and deal with language structures. In the second half of the course we will deal with short stories; the emphasis will be on stylistic differences. Texts will be given to you in class, and the main work will have to be done as homework. In class we will compare and discuss your translations.

Jahnke **Introduction to Translation A + B** Übung

Gruppe A: Fr. 9.15-10.45, R. 7023 BA/MA: Modul D  
Gruppe B: Fr. 11.15-12.45, R. 7023  
Primarily, this course aims at mastering certain principles which are applied when translating into and from the English language with special consideration given to English-German language relations. The course deals with a number of semantic and grammatical problems which constantly recur when translating and demonstrates that techniques can be developed to solve them. It concentrates on the students' mental preparation for the task, various approaches to translating, and the development of systematic strategies. This is not done on the basis of coherent texts, but with the help of carefully chosen examples in the form of collocations and individual sentences. The course is also designed to help students expand their vocabulary and begin establishing their own individual files of words, phrases, collocations, etc. which they do not find in their dictionaries.

Hoppe **Listening Comprehension and Oral Production** Übung

Di. 11.15-12.45, R. 7023 BA/MA: Modul D  
The material is designed to give learners realistic practice in listening. The recordings cover occasions on which the person receiving the language can be said to be primarily a listener. It is likely that at some point you will want or need to listen to the news in English, listen to announcements, interviews, documentaries, lectures or speeches. The tapes are all examples of authentic language. The activities that you, as a listener, will be asked to carry out will be similar to situations outside the classroom. The listening practice will provide an effective starting point for talks, comments, discussion or a role-play. The emphasis is on overall comprehension, but also sometimes on an understanding of all the details. The following methods will be used: pre-listening activities like explanation of words or text, listening for the gist or details, after-listening activities.

Gall **Technology Enhanced Language Learning A + B** Übung

Gruppe A: Do. 7.30-9.00, R. 7021 BA/MA: Modul D  
Gruppe B: Do. 9.15-10.45, R. 7021  
This optional course is aimed at students who have little experience using modern technology (especially computers) for language learning and who wish to acquire new skills. The course will cover the following areas:  
- Basic video and audio technology; satellite television and radio; worldband-receiver and BBC-English  
- Basic computer literacy: PC hardware, Windows; computer-assisted language learning materials  
- Encyclopaedias, bibliographies, dictionaries, etc. on CD-ROM  
- Computer-based testing; using computer databases; using concordances  
- Internet and e-mail

Course participants (maximum no.10) will be able to take advantage of the excellent computer facilities in the *Medienkabinett* and PC-pool.

## Hauptstudium

### Literaturwissenschaft

Klaus

#### Shakespeares Sonettkunst

Hauptseminar

Di. 13.15-14.45, R. 8028

Shakespeares 156 Sonette, verfaßt in den 1590er Jahren, gelten als Höhe- und Scheitelpunkt einer schon sechzig Jahre währenden englischen Sonett-Tradition, ja Sonettmode. Die Veranstaltung beginnt mit einem Rückblick auf andere Vertreter und Zyklen, behandelt die besondere Kommunikationssituation höfischer Dichtung im 16. Jahrhundert und wendet sich dann ausgewählten thematischen Schwerpunkten von Shakespeares Sonetten zu (Lobpreisung männlicher Freundschaft, sinnliche Begierde, Zeit und Vergänglichkeit, Ich-Konstitution und Ich-Problematisierung usw.). Ein letzter Lernabschnitt könnte „Verstehen und Werten durch Vergleichen“ überschrieben werden: Hier geht es um zeitgenössische Parallelen, um Übersetzungen und intertextuelle Bezüge.

In diesem Hauptseminar können Lehramtsstudierende den erforderlichen Leistungsnachweis in „älterer Literatur“ erwerben. Die nächste Lehrveranstaltung dieser Art wird voraussichtlich erst im WS 2002/03 angeboten.

*The Sonnets*, ed. G. Blakemore Evans, The New Cambridge Shakespeare, Cambridge: Cambridge University Press, 1996.

Wallat

#### American Detective Stories

Hauptseminar

Mo. 9.15-10.45, R. 8028

"Edgar Allan Poe's 'Murders in the Rue Morgue' launched the detective story in 1841. The genre began as a highbrow form of entertainment, a puzzle to be solved by a rational sifting of clues. In Britain, the stories became decidedly upper crust: the crime often committed in a world of manor homes and formal gardens, the blood on the Persian carpet usually blue. But from the beginning, American writers worked important changes on Poe's basic formula, especially in use of language and locale."

(Editorial Review: The Oxford Book of American Detective Stories)

This course will deal with the development of the American detective story from Edgar Allen Poe to Tony Hillerman and illuminate both the evolution of crime fiction in the United States and America's unique contribution to this highly popular genre. Special emphasis will be placed on the analysis of reasons for its commercial success and its underlying values and codes.

A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course. The anthology of detective stories will be available at the "Universitätsbuchhandlung Phoenix".

Hillerman, T. and Rosemary Herbert (eds) (1997), *The Oxford Book of American Detective Stories*, New York, Oxford: Oxford University Press. (ISBN: 0195117921)

Klaus

## Der Roman Schottlands zwischen den Weltkriegen

Hauptseminar

Mi. 9.15-10.45, R. 8028

Das Seminar befaßt sich mit drei großen Romanen, Werken epischer Breite, die schmerzhaft Transformationsprozesse der schottischen Gesellschaft auf den Weg in die Moderne faßbar, erinnerbar machen: den Überlebenswillen der (durch die *Highland clearances* nicht umgekommenen oder emigrierten) Hochlandbevölkerung an der schottischen Westküste im ersten Drittel des 19. Jahrhunderts (Gunn), das Ende einer unabhängigen kleinen Bauernschaft, der *crofters*, im Osten des Landes 1890–1918 (Gibbon) und den Weg vom Land in die Stadt, von einer bäuerlichen Produktions- und Lebensweise zur Existenzweise des großstädtischen Industrieproletariats (Barke). Gibbon und Gunn gehören (neben dem Dichter Hugh MacDiarmid) zugleich zu den Hauptvertretern der „Scottish Renaissance“, durch die die schottische Literatur Anschluß an die literarische Moderne fand.

Gibbon, Lewis Grassie (1932): *Sunset Song*, Edinburgh: Canongate, 1999.

Barke, James (1939): *The Land of the Leal*, Edinburgh: Canongate, 1997.

Gunn, Neil (1941): *The Silver Darlings*, London: Faber, 1995.

Meyn

## American Utopian and Dystopian Novels

Hauptseminar

Do. 11.15-12.45, R. 8023

*Utopia* was the title of a book about an imaginary commonwealth, written in Latin (1515-1516) by the Renaissance humanist Sir Thomas More. The title plays on two Greek words, 'outopia' (no place) and 'eutopia' (good place); and the **utopia** has come to signify the class of fiction which represents an ideal, nonexistent political state and way of life which is favourably compared to the world the author comes from. Most utopias, beginning with that of Sir Thomas More, represent their ideal place under the fiction of a distant country reached by a venturesome traveller.

The term **dystopia** ('bad place') has recently come to be applied to works of fiction which represent a very unpleasant imaginary world, in which ominous tendencies of our present social, political, and technological order are projected in some future culmination.

Course work will focus on two utopian novels - Edward Bellamy's *Looking Backward* (1888) and Charlotte Perkin Gilman's *Herland* (a feminist utopia, 1915) and on two dystopian novels - Ray Bradbury's *Fahrenheit 451* (1953) and Marge Piercy's *Woman on the Edge of Time* (1976).

All novels will be available at the Phoenix-Buchhandlung.

Klaus

## Examenskolloquium: Britische Literaturwissenschaft

Übung

Di. 18.30-20.00, 14tägl., gerade Wochen, R. 4035

Es werden im wesentlichen Themenwahl, Konzeption und anfallende Schwierigkeiten beim Verfassen von Staatsexamens- und Magisterarbeiten erörtert. Persönliche Anmeldung erforderlich.

## Sprachwissenschaft

Ungerer

## Spontaneous Conversation and Other Oral Texts

Hauptseminar

Di. 15.15-16.45, R. 8023

Since on the surface spontaneous conversation often seems to be closer to chaos than to rule-governed behaviour, it has fascinated linguists for several decades and challenged them to develop an elaborate descriptive system, including such notions as turn-taking and overlap, preferred and dispreferred responses, presequences and repair. The seminar will be concerned with this essential set of concepts, but will also consider current research conducted at this department and elsewhere, for instance on the relationship between verbal and non-verbal communication. Reaching beyond spontaneous conversation, 'local' discourse organization will be contrasted with the 'global' organization of interviews and talkshows, doctor-patient exchanges and courtroom discourse.

Topics and a bibliography will be provided in the first class. For conditions of Scheinerwerb see the Media Seminar below.

Ungerer

**Media and Advertising Texts: Present, Past  
and Contrastive**

Hauptseminar

Do. 15.15-16.45, R. 8023

Media texts have been one of the priorities at our department for several years now. This seminar will take up preceding research, drawing on the Rostock Newspaper Corpus administered by Kristina Schneider, but adding historical material on special areas like sports reports as well as text samples from American and German newspapers and print advertisements. Topics will focus on the development of individual text types and the emergence of text packages, on the interplay between editorial genres and advertisements, on the 'Americanization' of British newspapers and on parallels and differences in the development of the Anglo-American press and German newspapers. Other media texts like television talk shows and commercials will be considered if there is enough time.

Standard requirements for a Hauptseminarschein are both an oral presentation and a written paper; only the oral presentation is needed for the 'Weiterer Nachweis in Sprachentwicklung' and the fourth Hauptseminarschein for Lehramt. Since the number of participants will be strictly limited, advance enrolment in my office hours in the current summer semester is highly recommended and will give applicants a chance to state their preference for a specific topic area.

**Kultur Großbritanniens und Nordamerikas**

Linke

**Regions of the USA: New England**

Hauptseminar

Mo. 15.15-16.45, R. 8023

This class aims to develop a better understanding of the culture and history of the U.S. through the detailed study of one region. In an attempt to grasp what distinguishes New England from other regions, we will read, discuss and contextualize a wide range of primary sources, from historical documents of the colonial period such as the Mayflower Compact and colonial charters to journalistic and literary texts of the 19<sup>th</sup> and 20<sup>th</sup> centuries (Transcendentalists, H. Stowe, M. Freeman, Robert Frost and others), but we will also place New England in the wider context of North American history. Clippings from documentary videos will provide a backing for the readings. A reader with the basic texts will be provided at the beginning of the term.

Rossov

**Transatlantic Fears: Re-Configurations in a  
Global Context - a Project**

Hauptseminar

Fr. 11.15-12.45, R. 8023

The course is intended as a common *project* of all participants that will place particular emphasis on active involvement. This will include the joint identification of 'objects' and 'areas' of analysis, the finding of relevant material, its presentation and discussion in class as essential parts of the project work. There will be no set texts, no reader, no 'prefabricated' topics for papers; although the course will be guided, its outcome depends very much on the individual input of all participants.

The project aims at a historically dynamic perspective rather than a static photograph of the multi-faceted and multi-level relationships between Great Britain, "Europe" and "America." The relationship between these constructs is understood as a permanent dialogue, already stretching over several centuries. Central to the whole project is the notion that this dialogue between "Europe" and "America" can only be understood if it is embedded in concrete historical contexts. The attempt to "de-mystify" contemporary notions of "America," "Europe" or "globalisation" will be based on the understanding that it can only be carried out if it is supported by an understanding of the historical processes, contexts and determinants that have "produced" and "constructed" these notions.

# Fachdidaktik

Garbe

## **Englischunterricht zwischen Vermittlung und Aneignung**

Proseminar

(5./6. Semester)

Di. 09.15-10.45, R. 8023

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lehrens und Lernens anhand typischer Unterrichtssituationen und -materialien. Die Studierenden werden befähigt, diese zu analysieren, zu entwickeln und zu gestalten.

Literaturliste bei der Seminarleiterin

Garbe/Siebold

## **Literarische Texte im Englischunterricht**

Hauptseminar

LA für Gymnasien, 7./8. Semester

Mi. 9.15-10.45, R. 8028

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

Literaturliste bei den Seminarleitern

Garbe/Gall

## **Medieneinsatz im Englischunterricht**

Übung

Di. 11.15-12.45, 14tägl., gerade Wochen, R. 8023

Im Mittelpunkt der Übung steht die effektive Nutzung moderner Medien unter fachdidaktischem Aspekt. Die Teilnehmer lernen verschiedene Medien und deren unterschiedliche didaktische Einsatzorte kennen, wählen sie entsprechend vorgegebener Unterrichtssituationen aus und erproben sie in Demonstrations- und Übungsphasen.

Siebold

## **Wortschatzarbeit im Englischunterricht**

Übung

Di. 11.15-12.45, 14tägl., ungerade Wochen, R. 8023

Der Kurs befasst sich mit einigen wesentlichen Aspekten der Wortschatzarbeit im Englischunterricht. Folgende Themen werden behandelt:

- Beherrschung eines Wortes,
  - linguistische Zugänge zum Wortschatz als Übungsgrundlagen,
  - kulturspezifische Zusammenhänge bei der Einführung neuer Wörter, Wortschatz und Lerntechniken.
- Literatur beim Seminarleiter

Garbe/Siebold

## **Planung und Analyse von Unterricht**

SPÜ

LA für Gymnasium, Haupt- und Realschule

Zeit und Raum nach Vereinbarung

Die Schulpraktischen Übungen begleiten das Proseminar oder schließen sich ihm an. Unter Anleitung eines Fachdidaktikers sammeln die Studierenden erste unterrichtspraktische Erfahrungen. Diese beziehen sich auf die Planung konkreter Unterrichtsstunden, ihre Durchführung und die Analyse. Die Studierenden sollen in die Lage versetzt werden, in vorausgegangenen Lehrveranstaltungen gewonnene Erkenntnisse und Einsichten zur Gestaltung von Unterrichtsstunden zu nutzen. Darüber hinaus sollen sie lernen, Unterrichtsstunden oder einzelne ihrer Phasen unter verschiedenen, in jedem

Fall aber wissenschaftlich begründeten Aspekten zu beobachten, zu protokollieren und zu analysieren. Auf dieser Grundlage üben sie, Unterrichten zu reflektieren und zu diskutieren.

Mindt, Dieter (1995), *Unterrichtsplanung Englisch für die Sekundarstufe I*, Stuttgart/Dresden: Klett Verlag.

Ur, Penny (1996), *A Course in Language Teaching*, Cambridge: Cambridge University Press.

## Sprachpraxis

Flibotte-Lüskow

### **Translation German-English A + B**

Übung

Gruppe A: Do. 11.15-12.45, R. 7023

Gruppe B: Do. 13.15-14.45, R. 229

The main purpose of this course is to train students to recognise and develop strategies for solving translation problems caused by various syntactic, structural, phraseological and intercultural factors. Special emphasis is also placed on style, tone and register. In addition to translating texts, course work will consist of comparing, analysing and constructively criticising texts that have already been published in translation. Text types will include literary, journalistic and function texts. Students must prepare work on a weekly basis and submit written translations for marking.

An extensive German-English/English-German dictionary, a thesaurus, an English-English dictionary, an etymological dictionary of German

Brehmer

### **Translation German-English (Examenskurs)**

Übung

Mo. 17.15-18.45, R. 8023

This course is designed for students who intend to take their final translation examination in the coming academic year. Based on exam-type texts, the course will concentrate on exam strategies as well as attempt to iron out basic grammatical problems. Students should have already attended the general translation course. Participants must prepare texts on a weekly basis and submit written translations for marking.

An extensive German-English/English-German dictionary, a thesaurus, an English-English dictionary, an etymological dictionary of German

Jahnke

### **Translation English-German II A + B**

Übung

Gruppe A: Mi. 11.15-12.45, R. 8028

Gruppe B: Mi. 13.15-14.45, R. 8028

The main aim of this course is to further the students' development of translation skills on the basis of texts which are both authentic and wide-ranging in scope. The course activities are used to heighten the students' language awareness and to train them to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). Special emphasis is placed on analysing style, tone and register of the texts selected. The material is also used to illustrate particular aspects of language and structure and to expand the students' vocabulary. The translations are compared, analysed and criticised in class.

A German-English/English-German Dictionary, a thesaurus, an English-English Dictionary

Schneider, Ch.

### **Grammar, Idiom and Style**

Übung

Do. 13.15-14.45, R. 7023

This course is intended for students who are seeking a last opportunity to improve or brush up their general English in order to be better prepared for their final exam. It provides a variety of activities and exercises which develop various language skills: reading, oral communication, and writing as well

as vocabulary, use of English, and advanced grammar and style. A proportion of class time will be spent on student-led activities such as discussions and presentations.

Adam

### **Reading and Discussion II**

Übung

Mi. 15.15-16.45, R. 8028

The aims of this course are to further the development of reading skills. The course is based on mainly literary but also some non-literary texts and various kinds of worksheets. Students will have to study the texts, answer questions, prepare short talks and discuss problems. The course is thus also designed to expand the students' vocabulary and their knowledge of grammar, as well as develop their ability to argue and reason. The students will have to prepare the texts in advance.

Adam

### **Business English**

Übung

Mo. 11.15-12.45, R. 7023

This course is intended to introduce and develop business skills such as business writing (business correspondence, reports, memos etc.), business reading and listening and responding on the telephone. The vocabulary of the business world (finance, marketing, accounting terms) and communication skills for office occupations will be introduced and practised. An important part of the course is role playing where students get the chance to apply what they have learnt and exercise decision finding and other situations.

MacKenzie, I. (1997) *English for Business Studies. Student's Book*, Cambridge: CUP.

Palin

### **Oral Skills A + B**

Übung

Gruppe A: Mi. 17.15-18.45, R. 8028

Gruppe B: Mi. 19.00-20.30, R. 8028

This course will develop your spoken English skills for use in a variety of contexts, particularly academic ones. We shall concentrate on the exchange of information, experience and impressions. The exercises will often be done in pairs and small groups. We shall also develop and practise the skills and techniques required to give an academic presentation.

Schneider, Ch.

### **Essay Writing**

Übung

Mo. 13.15-14.45, R. 229

This course is ideally suited for students who have already attended an essay writing course in their Grundstudium. Its aim is to further the development of the students' writing abilities. After a brief review of sentence and paragraph structure, this course will concentrate on techniques used e.g. in writing descriptions, argumentation as well as persuasion. In addition, students will learn to analyse a topic, to develop a structure for their ideas, and will be guided in editing essays to meet criteria appropriate to Hauptstudium level.

Students will complete several longer essays for marking as well as shorter homework assignments.