

Institut für Anglistik/Amerikanistik

Lehrangebot Wintersemester 2015/16

(Stand: 12. Oktober 2015)

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1 Liste der Raumkürzel

AB10012	Labor 10012, A.-Bebel-Str. 28
AB8023	SR 8023, A.-Bebel-Str. 28
AB8028	SR 8028, A.-Bebel-Str. 28
AB9028	SR 9028, A.-Bebel-Str. 28
HS S3	HS, Schwaansche Str. 3
U-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstr. 69, Haus 8
U-H1-124	SR 124, Ulmenstr. 69, Haus 1
U-H1-134	SR 134, Ulmenstr. 69, Haus 1
U-H2-210	SR 210, Ulmenstr. 69, Haus 2
U-H3-120	SR 120, Ulmenstr. 69, Haus 3
U-H3-222	SR 222, Ulmenstr. 69, Haus 3
U-H3-223	SR 223, Ulmenstr. 69, Haus 3
U-H3-322	SR 322, Ulmenstr. 69, Haus 3
U-H3-416	SR 416, Ulmenstr. 69, Haus 3
U-H3-421	SR 421, Ulmenstr. 69, Haus 3
UHG HS 218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Linke: From Victorianism to Cool Britannia: Britain in the 20th Century

Vorlesung, 70402, Mi. 11.15-12.45, UHG HS218

This lecture provides a survey of British social and cultural history in the 20th century. Complex political developments such as the decline of the Empire and changes in the industrial, economic and power structures, especially after the two World Wars, will be discussed as far as they provide the background to social and cultural changes. Special emphasis will be placed on issues such as class structure, immigration and ethnicity, gender, devolution in Scotland and Wales as well as popular and media culture. The lectures will cover both major historical events and examples of contemporary discourses. For selected topics, different historians' perspectives will be compared and evaluated. Short lecture notes and bibliographies will be made available on Stud.IP.

Mackenthun: Survey Lecture American Literature, Part II

Vorlesung, 70400, Fr. 13.15-14.45, UHG HS218

The second part of the general survey lecture on American literature will explore Romanticism up to the multicultural literatures of the present day United States. Special emphasis will be placed on the impact of ethnicity, gender, and social relations on American writing. Most texts discussed in the lecture are included in the *Norton Anthology of American Literature*, ed. Nina Baym, whose purchase is recommended to students planning to specialize in American Studies. All students are obliged to purchase a *Reader* with a selection of texts discussed in this lecture. Acquisition of a Schein depends on passing the final quiz.

Kornexl: Essentials of English Linguistics

Vorlesung, 70406, Di. 13.15-14.45, Arno-Esch- HS I

Parallel zu dieser Vorlesung muss der Kurs "English Linguistics: An Introduction" besucht werden, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Veranstaltungen beinhaltet und abprüft.

This lecture complements the 'Grundkurs' English Linguistics. It introduces students to the study of language and familiarizes them with the core areas and key concepts of Linguistics, with major approaches to the field, and with specific methods and research tools that enable us to analyze human language in general and English in particular from a system and speaker-oriented point of view. The material will be presented in a way that helps participants to develop their analytical skills and engage in active learning

3 Literaturwissenschaft

Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft A

Grundkurs, 70100, Di. 17.15-18.45, AB8023

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 literarischen Werks und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

Klarer, Mario (2007) *Einführung in die Anglistisch-Amerikanistische Literaturwissenschaft*, WBG. ISBN - 10: 3534204832

Hemingway, Ernest (1952) *The Old Man and the Sea*. Reclam: ISBN 3-15-009075-x

Williams, Tennessee (1945) *The Glass Menagerie*. Reclam: ISBN 3-15-009178-0

(Die Bücher von Klarer, Hemingway und Williams sind bei Thalia vorrätig.)

Mackenthun: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft B

Grundkurs, 70101, Do. 13.15-14.45, AB8023

Der Grundkurs dient der Vermittlung von grundlegenden Kenntnissen und Fähigkeiten, die Sie für das weitere Studium der englischen und amerikanischen Literatur benötigen. Anhand der Lektüre von *short stories*, Gedichten, kurzen theoretischen Texten und eines Romans werden Sie mit der Arbeit am Text, mit Methoden der Interpretation und theoretischen Fragestellungen vertraut gemacht. Die zu behandelnden Texte werden in Form eines *Readers* verfügbar gemacht. Zusätzlich werden wir Mary Shelleys Roman *Frankenstein* besprechen, mit dessen Erwerb und Lektüre Sie möglichst bald beginnen sollten (Ausgabe: Penguin Classics, ISBN 9780141439471; erhältlich bei Hugendubel oder Internet-Buchversand). Zur studiums begleitenden Einführung in das Anglistikstudium empfehle ich Ansgar und Vera Nünning, *Introduction to the Study of English and American Literature* (Klett).

Schmitt-Kilb: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft C

Grundkurs, 70102, Mo. 15.15-16.45, U-H3-222

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – all these issues will be touched upon in the course. We will start with an attempt to define what literature (and particularly English literature) is. Looking at text samples from different genres and periods, you will become acquainted with the fundamentals of literary analysis and interpretation, i.e. the terminology and concepts necessary for a critical discussion of literature. Please buy the following books: James Joyce, *Dubliners*, London: Penguin Modern Classics 2000, ISBN: 13: 978-0141182452.

Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 1st or 2nd ed. Edinburgh: Edinburgh University Press.

The books will be on order at the Andere Buchhandlung (Doberaner Platz).

Hasenkamp: To be "read at one sitting": A Study of British Short Stories

Proseminar, 70087, **Blockseminar**

Vorbesprechung: Di. 13.10., 19.00-20.30, AB8023

Fr. 23.10., 30.10. und 7.11., jeweils 13.00-18.30, AB8023

This *Blockseminar* will be organised in three parts: In the first part, we will have a look at selected short stories from the 19th century, examine their form and structure, and analyse characteristics of the genre. The second part will deal with texts from the 20th century. We will see how the short story developed and changed through modernism and postmodernism, and how new themes and concerns

entered the form. For the last part, we will look at more marginal texts and some experiments in form and content, as well as (hopefully) including some of our own favourite stories.

Please purchase *The Penguin Book of English Short Stories*, ed. Christopher Dolley. London et al.: Penguin. ISBN 978-0241952856. Additional reading material will be made available on Stud.IP.

Kaiser: Once upon a Syllabus – Analysing Elementary School Text

Proseminar, 70085, Do. 7.30-10.45, U-H3-222

Die Prüfung für das Modul findet bereits im Dezember statt!!!

Who's afraid of the big bad wolf? What makes him so interesting? In elementary school, young learners of the English language are introduced to various versions of classic fairy tales, fables, rhymes, and other literary texts. These stories have been passed down through many generations; they have never, nonetheless, lost either their fascination or cultural significance.

This course will focus on the literary aspects of popular and less well-known narratives. It will also explore how they can be implemented in a primary school learning setting. Students will be asked to participate in discussions and give presentations on given topics.

Wallat: Walt Whitman: *Leaves of Grass* and Other Writings

Proseminar, 70089, Do. 9.15-10.45, AB8023

Walt Whitman's verse gave the poetry of America a unique national voice. It mirrors the unique vitality of the new nation, the vastness of the land and the emergence of a sometimes uneasy consciousness, communicated in language and idiom regarded by many at the time as deplorable. His verse is a fitting celebration of a new breed of American and includes 'Song of Myself', 'Crossing Brooklyn Ferry', the celebratory 'Passage to India', and his fine elegy for the assassinated President Lincoln, 'When Lilacs Last in the Dooryard Bloom'd'.

This seminar will give an introduction to the literary oeuvre of Walt Whitman together with a discussion of his distinct contribution to American literature and the critical reception of his poetry provided by Whitman's contemporaries and recent criticism.

Participants are asked to buy:

Moon, Michael (ed.). *Leaves of Grass and Other Writings*. London: Norton Critical Editions, 2002. (ISBN-10: 0393974960 / ISBN-13: 978-0393974966)

Schmitt-Kilb: London in Recent British Fiction: John Lanchester's *Capital* and Zadie Smith's *NW*

Proseminar, 70088, Mo. 11.15-12.45, AB8028

In this course, we are going to read *Capital* and *NW*, two contemporary London novels published in 2012. Both have been discussed as "condition of England"-novels even though they are set in specific places of the Metropolis and tell the stories of their inhabitants; both are experimental regarding structure and form. Participants will get acquainted with the art of contemporary fiction: based on a thorough knowledge of the texts themselves, course work will focus upon the analysis and interpretation of discursive (structure, style, narrator/s and narrative situation/s, perspective...) and story-specific (setting, character, plot; themes: financial crisis, race and racism, gender...) aspects of the novels. We will also spend some time discussing how to develop your own critical approaches to the texts which may support you in creating productive theses or discussion questions for "Hausarbeiten". Buy the books and start reading as soon as you can!

Schmitt-Kilb: Literature and Scepticism – Early Modern and Beyond

Hauptseminar, 70137, Di. 13.15-14.45, AB8023

At the beginning of modernity stand skepticism, doubt, discoveries and science. A "new" world – Gutenberg, Columbus, Copernicus, Luther, Galilei, Kepler, Newton – calls into question old orthodoxies and assumed truths. In his "Discourse on Method" (1637), René Descartes aims to and thus lays the intellectual foundation for generations of philosophers (until today) to discuss "Cartesian doubt". In the course, we will trace the ideas of doubt and skepticism in a selection of (mostly literary) texts from the 16th and 17th centuries. Michel de Montaigne famously asks "What do I know?"; Dr. Faustus probes the limits of the knowable in Christopher Marlowe's play of the same title; Hamlet, a student at Wittenberg, doubts his senses when he investigates his father's death; Francis Bacon introduces the method of "inductive reasoning" in order to keep the truth-perverting idols (false images) of the mind in check. We will discuss how skepticism shaped the modern world and what literature, this notoriously uncertain medium, has to offer for an understanding of skepticism and, thus, of the modern world which we still inhabit.

Please buy (any scholarly edition will do) and read *Dr. Faustus* (Marlowe) and *Hamlet* (Shakespeare).

Mackenthun: Embattled Justice. Cross-Cultural Legal Conflict in American Literature

Hauptseminar, 70139, Mi. 11.15-12.45, AB8028

Acting on the recent influx of race violence in the United States, this class will look at how American literature represents, and reflects upon, conflicts between members of different cultural groups in America. The set texts deal with violence and legal practice in different cross-cultural settings: police violence against African-Americans, the internment of Japanese Americans during the Second World War, the violent suppression of working rights initiatives among Latino immigrants, and Native Americans' struggle for land rights and cultural sovereignty. We will discuss these texts through the critical lens of theories of transculturation and law and literature studies. There are lots of additional texts which may be chosen for presentations (Leistungsreferate).

Besides a *Reader*, students are requested to purchase the following texts (Hugendubel, Online):

Wideman, John Edgar (1990) *Philadelphia Fire*. Mariner Books. ISBN-10: 061850964X

Guterson, David (1995) *Snow Falling on Cedars*. Vintage. ISBN-10: 067976402X

Corpi, Lucha (2009) *Cactus Blood*. Arte Público. ISBN-10: 1558855890

Erdrich, Louise (2012) *The Round House*. Corsair. ISBN-10: 1472110005

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: John Edgar Wideman, *Philadelphia Fire*. If you pass the quiz, you will be enrolled in the class regardless of Stud.IP registration.

Wallat: John Steinbeck, *The Grapes of Wrath*. A Case Study in Literary Criticism

Hauptseminar, 70126, Fr. 11.15-12.45, AB8023

The Grapes of Wrath is said to be "Steinbeck's best novel, i.e., his toughest and tenderest, his roughest written and most mellifluous, his most realistic and, in its ending, his most melodramatic, his angriest and most idyllic. It is great in the way that *Uncle Tom's Cabin* was great. One of the most impassioned and exciting books of the year." (*Time* 33, April 17, 1939)

John Steinbeck was an American novelist whose Pulitzer Prize-winning novel, *The Grapes of Wrath*, portrayed the plight of migrant workers during the Great Depression. This seminar aims to introduce one of the most prominent twentieth-century American writers with a focus on the literary

achievement of his best known novel and the reading of critical essays placing *The Grapes of Wrath* in a social context and discussing/ presenting different approaches to the novel.

Participants are asked to buy:

Lisca, Peter; et al.: *The Grapes of Wrath: Text and Criticism*. New York and London: Critical Library, Viking; Penguin, 1997. (ISBN-10: 0140247750 / ISBN-13: 978-0140247756)

**Schmitt-Kilb: Ecocriticism and Contemporary Fiction: "As Birds Bring Forth The Sun"
(Alistair Macleod), *Dog Boy* (Eva Hornung), *Wolf Border* (Sarah Hall)**

Hauptseminar, 70138, Mi. 11.15-12.45, AB8023

Environmental and ecocriticism are fast-growing branches of contemporary literary studies. In an age which some scholars call the "anthropocene", characterized by the fact that human activity has a significant, often devastating impact on the earth's ecosystems, key concepts of modernity are newly scrutinized, amongst them the enthusiastic belief in (scientific) progress, growth, enlightenment rationality, civilization, and humanism and the human as such. These developments are reflected in many contemporary novels and short stories which approach the issue of what is human by asking questions about human-animal relationships, by challenging the meaning of the terms "nature" and "culture", and by debating the ongoing relevance of terms such as wilderness and the wild. In this course, we will read and discuss a selection of recent literary texts in order to see how they make sense of these phenomena and how one might approach them from the point of view of ecocriticism and animal studies. Theoretical input will be provided (Stud.IP) to back up our understanding of the critical contexts. Please buy the two novels (Hornung and Hall) and start reading as soon as you can.

4 Sprachwissenschaft

Grundkurs: English Linguistics: An Introduction

Grundkurs, 70006

Gruppe 1 (Jitschin), Mo. 13.15-14.45, U-H3-421

Gruppe 2 (Jitschin), Mo. 17.15-18.45, U-H3-322

Gruppe 4 (Jitschin.), Di. 9.15-10.45, U-H3-421

Gruppe 5 (Spohr), Di. 15.15-16.45, U-H3-416

Gruppe 6 (Spohr), Mi. 15.15-16.45, AB8028

Gruppe 7 (Kähm), Mo. 11.15-12.45, U-H3-322

LA-Studierende (modularisiert ab WS 2012/13) und BA-Studierende (ab WS 2015/16) müssen parallel zu diesem Kurs auch die Vorlesung "Essentials of English Linguistics" besuchen, da das Modul "Grundlagen der Sprachwissenschaft I" beide Veranstaltungen beinhaltet. [Alte BA-Studierende müssen parallel zu diesem Kurs auch die Übung "Fundamentals of Grammar" besuchen, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Kurse beinhaltet.]

This class introduces students to the different fields of linguistics, their pertinent methods and terminology. The course thus offers a survey of the study of English on different linguistic levels, beginning with its sounds (phonetics/phonology), moving on to an analysis of the form, structure and meaning of words (morphology, lexicology, semantics) and of sentences (syntax), towards an analysis of discourse and language use (pragmatics). An introduction to the analysis of regional and social varieties of language (sociolinguistics) and to the principles of historical linguistics will round off this survey.

Kornexl: Variation and Change in English

Proseminar, 70021, Mi. 9.15-10.45, AB8023

Variation provides the raw material for linguistic change. This seminar explores the dynamics of linguistic variation as a social process from a theoretical, methodological and empirical perspective. We will look at major developments in English sociolinguistics since the formation of this discipline in the early 1960s, study different ways of collecting, analyzing and interpreting data and examine selected examples of contact-induced language change that resulted in the emergence of 'new Englishes' such as pidgins and creoles.

Course book: Daniel Schreier (2014), *Variation and Change in English: An Introduction*, Berlin: Erich Schmidt Verlag (ISBN: 978 3 503 15507 1).

Kähm: An Introduction to Old English and Anglo-Saxon England

Proseminar, 70022, Di. 15.15-16.45, AB8028

In lexical as well as in structural terms, the language used in England during the six centuries before the Norman Conquest is much more similar to Modern High German (and even more so to *Plattdeutsch*) than to Modern English. This seminar will deal with major characteristics of Old English on different linguistic levels, investigate important processes of linguistic change during this period and try to evaluate their impact on the further development of the language. On a more general level, the course aims at demonstrating the richness of Anglo-Saxon life and culture. Thus special attention will be given to practical work with Old English texts from different genres in order to develop reading and translation skills and to increase the capacity for linguistic analysis and historico-cultural interpretation.

Kornexl: Modern English in the Making: 18th- and 19th-century English

Hauptseminar, 70035, Di. 9.15-10.45, AB8023

Linguistic processes operative during the so-called 'long' 18th and 19th centuries have in many ways laid the foundations for present-day English. This seminar explores major developments in these formative years at various linguistic levels (spelling and pronunciation, grammar and lexis), studies different types of variation (regional, social, register-, medium- and text-type-specific), and takes a critical look at ruling traditions and attitudes (e.g. the desire for regulation and linguistic correctness) and their long-term effects. Illustrative texts from different fields and linguistic comments by contemporary writers will serve as a basis for comparative analysis and critical evaluation.

Haselow: Cognitive Aspects of English Grammar

Hauptseminar, 70038, Mo. 15.15-16.45, U-H3-322

Cognitive approaches to grammar are based on the assumption that the grammar of a language is part of human cognition and interacts with other faculties, especially with perception, attention and memory. Thus, grammar is not seen as an abstract, static system of rules, as often assumed in purely structural models, but as a usage-based resource that provides speakers with a variety of structural options to present their view of a given state of affairs. This seminar offers an in-depth study of selected topics of English grammar and the ways they reflect generalizations about cognitive

processes. We will discuss syntactic aspects (e.g. Which aspects determine word order? Are there limits to the length of a sentence?) as well as the cognitive foundation of grammatical categories such as definiteness, tense and aspect. A major strength of the cognitive approach is the useful contribution it makes to language acquisition and language teaching: understanding cognitive processes such as attention, memory and categorization enables us to better understand the origin and the function of grammatical phenomena and helps to explain why speakers use language the way they do.

Haselow: Speech Acts across Cultures

Hauptseminar, 70037, Mo. 13.15-14.45, U-H3-322

Please note that this seminar targets only Master students of BATS and upper undergraduate Lehramt students of English.

Speech act theory derives from Austin's famous dictum that in speaking we are doing something, often changing the world around us, rather than merely recovering the meaning of words. This seminar deals with an analysis of linguistic activities performed by speakers with different cultural backgrounds. The first part of the seminar will be dedicated to settling important theoretical and methodological issues relating to culture, pragmatics, speech acts, politeness and face. Following this introductory part, we will discuss a number of case studies that investigate typologically prominent speech act types (e.g. requests, complaints, compliments) and their ways of linguistic encoding in different cultures.

Fundamentals of Grammar

Übung, 70068

Gruppe 1 (Jitschin), Mo. 11.15-12.45, U-H3-421

Gruppe 2 (Jitschin), Di. 11.15-12.45, U-H3-421

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

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

N.N.: Fundamentals of Grammar (LA Grundschule)

Übung, 70067, Mi. 15.15-16.45, AB 8023

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). Competent speakers of all age groups do not only have to master the vocabulary of a given language. Instead, they need to know how to combine words into larger units, such as clauses and sentences. A profound knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language, and for guiding young learners towards linguistic success. This course is intended to assist students in their study of the grammar of English on an advanced level. It provides practice in applying the principles and rules formulated in various

grammars, focusing on word classes and the structure of words (morphology) in the first half of the semester and on the principles of English sentence structure (syntax) in the second one. Additionally, we will explore different approaches to the teaching of English grammar, as well as further theoretical and practical issues the course participants wish to discuss.

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

Spohr: Phonetics and Phonology

Übung, 70078

Gruppe 1, Do. 11.15-12.45, AB8028

Gruppe 2, Do. 13.15-14.45, AB8028

This class will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Learning to read and produce IPA transcriptions will be another important aim of this course. Where it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

The course book (which all students must have) is: Collins, Beverly & Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd ed. London: Routledge. (ISBN 978-0415506496) – Please make sure you buy this edition!

The following book is recommended as a reference: Roach, Peter, Jane Setter & John Esling, eds. (2011), Daniel Jones: *Cambridge English Pronouncing Dictionary*, 18th edition. Cambridge: Cambridge University Press. (ISBN 978-0521152556; pb with CD-ROM)

N.N.: Phonetics & Phonology (LA Grundschule)

Übung, 70077, Mi. 13.15-14.45, AB 8023

This course is designed specifically for future teachers of Primary English ("Frühbeginnender Englischunterricht"). We will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Where it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to guide young learners towards linguistic success. Additionally, we will explore different approaches to the teaching of pronunciation, as well as further theoretical and practical issues the course participants wish to discuss.

Course book: Collins, Beverly & Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd ed. London: Routledge.

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

Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160

Gruppe 1, Mo. 9.15-10.45, UHG, HS 218

Gruppe 2, Mi. 9.15-10.45, UHG, HS 218

This course introduces students to the study of culture and provides them with some of the theoretical foundations for later courses in cultural studies. The course is divided into two main sections. It starts with a brief outline of the origins of the field and its history, and then progresses by giving students an accessible introduction to some of the core concepts used in cultural studies to analyse and describe social phenomena: globalisation, nation and national identity, class, multiculturalism, ethnicity and 'race', and sex and gender. Students will be shown how these theoretical concepts can be applied to investigate concrete cases. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies. A *Reader* will be provided at the beginning of the course. Participants also have to buy Hartley, John (2011). *Communication, Cultural and Media Studies. The Key Concepts*. London and New York: Routledge (ISBN 0-415-26889-3).

Rossow: Northern Ireland – the Long Making of a Contemporary Problem

Proseminar, 70168, Di. 13.15-14.45, AB8028

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

Linke: Island Views: Critical Perspectives on Representations of the Islands of Scotland

Proseminar, 70162, Di. 11.15-12.45, AB8023

In this class, students will read and interpret various texts on the Scottish islands, from the Hebrides to the Shetland Isles and with a special emphasis on St. Kilda. The class will start with a brief introduction to the isles, their history and geography. Then various texts and media will be read critically. Among the media are, for example, films (*Whisky Galore*; *I know where I'm going*) and web sites, but we will also discuss print media such as Peter May's detective story *The Lewis Man* (2012). Before the analysis of each kind of text, participants will discuss appropriate methods of analysis. These analyses will make participants aware of the diverse and controversial imagery of the islands and their special contribution to Scottish identity.

Literature to buy: Peter May: *The Lewis Man*. London: Quercus, 2012.

Other materials will be provided in a *Reader* to be bought at Copy & Paste, Ulmenstraße.

Zittlau: Performance/Art and U.S. Culture

Proseminar, 70177, Mo. 11.15-12.45, AB8023

The concept of performance plays a crucial role in the fields of theater, linguistics and anthropology as well as in the studies of gender, sexuality and identity. This class will situate performance within the context of culture and history and then discuss several pieces of performance art. We will analyze James Luna, who transforms into an ethnographic object in the Museum of Man in San Diego; Guillermo Gomez Pena and Coco Fusco, who tour the globe in a golden cage pretending to be members of a newly discovered tribe; Denise Uyehara's maps of cities and bodies; Erica Mott's singers, who only use bird sounds to comment on the manufacture of clothing and the radical pedagogy of the performance group La Pocha Nostra.

All class material will be available on Stud.IP.

Linke: The Boarding School in British Film: Class, Gender, Nation

Proseminar, 70163, Mo. 15.15-16.45, AB8023

In this class, students will not only read about, and discuss the history of the British boarding schools, especially in the 20th century, but also watch and interpret feature films about boys' and girls' boarding schools at different times. The course will start with an overview of the history of British boarding schools and an introduction to film analysis. Then various films will be placed in their historical context and interpreted with regard to how social structures, especially class and gender (and ethnicity), are represented in the films. Attention will also be paid to the traditions and values embodied by boarding schools, and to their connection with power structures and the nation in specific historical contexts. The adaptation of the boarding school setting in the *Harry Potter* films will also be discussed. Films will be selected from the following list: *Good-bye, Mr. Chips* (1939); *The Guinea Pig* (1948), *If...* (1969), *Another Country* (1984), *The Prime of Miss Jean Brodie* (1969) and *St. Trinians* (1954 ... 2007).

A *Reader* with texts about boarding schools and some films will be provided in the copy shop Ulmenstraße. **Students enrolling in this course must be prepared to attend film shows in addition to regular classes.**

Wallat: A Cultural History of the Great Depression

Proseminar, 70188, Fr. 9.15-10.45, AB8023

The 1930s – the decade of the "Great Depression" – left a deep impact on the American nation. It brought an end to the "golden and roaring 1920s" and saw many Americans in deep despair and extreme poverty. Confronted with this social catastrophe, artists, intellectuals and politicians responded to it in various ways.

This seminar will provide a portrait of the 1930s culture and – discussing the myth that Depression culture was merely escapist – explore the anxiety and hope, the despair and surprising optimism of distressed Americans during the Great Depression.

Participants are asked to buy:

Dickstein, Morris. *Dancing in the Dark: A Cultural History of the Great Depression*. New York and London: W. W. Norton & Company, 2010. (ISBN-10: 0393338762 / ISBN-13: 978-0393338768)

Additional material will be made available on Stud.IP.

Additionally, I recommend

T. H. Watkins's *The Great Depression: America in the 1930's* (Back Bay Books, 2009)

Amity Shlaes's *The Forgotten Man: A New History of the Great Depression* (Harper Collins Publication, 2007)

Laura Hapke's *Daughters of the Great Depression: Women, Work and Fiction in the American 1930s* (University of Georgia Press, 1997)

Kaiser: Would you like a cup of tea? – The Significance of Cultural Values, Customs and Traditions

Proseminar, 70173, Do. 15.15-18.45, AB8028

Die Prüfung für das Modul findet bereits im Dezember statt!!!

According to the English curriculum for elementary schools, children should not only learn a foreign language but should be encouraged to develop intercultural competence relating to the respective language. This includes knowledge about various holidays (some religious others secular) and a comparison to the students' own cultural experiences. Furthermore, it is important to understand country-specific values and customs in order to comprehend what makes them unique.

This course will gather background information on the origins of particular holidays and the significance of cultural identities. Moreover, we will develop didactic material that will help teachers pass this knowledge on to children. Additionally, we will be touching upon subjects such as ethnicity, multiculturalism and intercultural exchange.

Linke: The Films of Mira Nair: A Diasporic Director and Her Transcultural Fictions

Hauptseminar, 70203, Mo. 9.15-10.45, AB8023

This class will start with a brief reflection on transculturality and the various levels at which a film can be characterised as transcultural. After an introduction to film analysis, students will watch and analyse various films by Mira Nair, an Indian American director. The central question will be if and how Nair as a diasporic film director represents transculturality and diaspora. The list of films from which we will choose some for in-depth analysis includes *Salaam Bombay* (1988), *Mississippi Masala* (1991), *Monsoon Wedding* (2001), *11'09"01 – September 11* (Episode *India*, 2002), *Vanity Fair* (2004), *The Namesake* (2006), *Amelia* (2009) and *The Reluctant Fundamentalist* (2012). Students will be expected to watch the films outside class. They will have to work in groups to prepare the discussion of individual films, focussing on explicit and implicit transculturality and on the representation of cultural contact and its effects. The films and a *Reader* with some basic readings will be made available.

Mackenthun: WRi(gh)tes of Possession: From Colonial Conquest to Global Landgrabbing

Hauptseminar, 70193, Do. 15.15-16.45, AB8023

We frequently assume that European settlers in North America either turned empty lands into prosperous farms and cities or, alternatively, erased the indigenous population without any moral qualms. In reality, things were somewhat more complicated. The settlement of the American continent was accompanied by a discourse of moral and legal justification that often spilled over into mythical narratives of Indian savagery, cross-cultural romance, or pseudo-Darwinistic notions of the inevitable extinction of the indigenous peoples. In other words, expanding America made sense of its practice of land acquisition by way of a series of mythical narratives, as well as legal fictions developed by promoters of colonization and by American judges. In this class, we will look at how America was taken into possession by way of writing – i.e., how the "right" to settle on the land was "written" into existence, but also contested, – in texts ranging from early promotional pamphlets and legal rulings to fictional texts (from Captain John Smith and Cooper to *Avatar* and *Bury My Heart at Wounded Knee*). In addition, we will connect the problematic of possessing American territories with the contemporary

practice of land-grabbing: the run on the globe's last agricultural lands located mostly in the so-called Global South but also much closer to home. There will be room for presentations (Leistungsreferate). Texts will be made available in a *Reader* (Copy&Paste).

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: Anthony Pagden, *Lords of All the World*, chapter 1 "The Legacy of Rome" (text uploaded on Stud.IP). If you pass the quiz you will be enrolled in the class regardless of Stud.IP registration.

Rossow: The Transcultural Dimension of Globalisation

Hauptseminar, 70202, Mi. 17.15-18.45, AB8023

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide the theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, Cultural Studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race, ethnicity, and immigration, later becoming increasingly concerned with gender issues. The most recent issues to which Cultural Studies have responded are processes which are commonly subsumed under the umbrella term globalisation. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political, and economic context, in addition to the respective analytical and theoretical responses of Cultural Studies with a special emphasis on transcultural aspects and the accompanying discourses.

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course.

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundfragen der Fachdidaktik

Grundkurs, 70233, Mo. 11.15-12.45, HSS3

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.

Garbe: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240, Mo. 9.15-10.45, AB8028

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.

Garbe: Proseminar Frühbeginnender Englischunterricht

Proseminar, 70248, Di. 9.15-10.45, AB8028

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.

Garbe: Literarische Texte im Englischunterricht

Hauptseminar, 70244, Do. 9.15-10.45, AB8028

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.

Morkötter: Aufgabenorientierung im Englischunterricht (*task-based language learning*)

Hauptseminar, 70264, Di. 11.15-12.45, UHG SR 217

Ursprünglich geht der Ansatz des aufgabenorientierten Lernens auf den Kontext der Erwachsenenbildung und die dort wahrgenommene Diskrepanz zwischen den Zielen einer Verwendung der Fremdsprache als einem Kommunikationsmittel außerhalb des Klassenraumes und den Aktivitäten, die in demselben stattfinden, zurück und hat seit seiner Entwicklung mittlerweile weite Verbreitung gefunden. Im Seminar werden wir uns mit der Entstehung und den Hintergründen von *task-based language learning* befassen und Konzepte des Begriffs "Aufgabe" aus unterschiedlichen theoretischen Perspektiven betrachten. Nach einer Analyse bestehender aufgabenbasierter Unterrichtsansätze haben die Studierenden die Möglichkeit, eigene aufgabenbasierte Lernarrangements vor- und zur Diskussion zu stellen.

Schütt: Übung Frühbeginnender Englischunterricht

Übung, 70221, Mo. 13.15-14.45, gerade Wochen, AB8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. Im Grundkurs wird die Vieldimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Die Gestaltung des Übergangs zum "regulären" Englischunterricht in Klasse 5 wird thematisiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten sollen zu anregender, kindgerechter Unterrichtsgestaltung befähigen.

Garbe: Spiele im Englischunterricht

Übung, 70249, Mi. 9.15-10.45, gerade Wochen, AB8028

Der spielerische Zugang ist von besonderer Bedeutung beim Erlernen einer Fremdsprache. Im Rahmen der Lehrveranstaltung erhalten die Studierenden einen Eindruck von der positiven Einwirkung der Spiele auf die Motivation und somit auf die effektive Gestaltung des Lernprozesses. Sie lernen die

verschiedenen Arten der Spiele und ihre Einsatzmöglichkeiten in den einzelnen Phasen des Englischunterrichts kennen.

Garbe: Darstellendes Spiel im Englischunterricht

Übung, 70250, Mi. 9.15-10.45, ungerade Wochen, AB8028

Theoretische Grundlagen des darstellenden Spiels und Möglichkeiten ihrer praktischen Umsetzung stehen im Mittelpunkt dieser Lehrveranstaltung. Die Studenten lernen die motivierende Rolle des darstellenden Spiels kennen und erwerben Kenntnisse über die Möglichkeiten des Einsatzes von zur Dramatisierung geeigneten Texten und Kriterien zu deren Auswahl. Eine optimale Prozessgestaltung wird anhand typischer Fallbeispiele geplant und diskutiert.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen im Projekt

Übung, 70259, Mo. 15.15-16.45, ungerade Wochen, AB8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im WS 2015/16 in Projekten tätig sein werden. Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung der Projektplanungen sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

Zu Beginn werden theoretische Grundlagen der Projektarbeit in einem kommunikativen, handlungsorientierten Fremdsprachenunterricht vermittelt. An praktischen Unterrichtsbeispielen werden Chancen und Grenzen der Projektmethode beleuchtet. Die TeilnehmerInnen entwickeln sodann eigene Ideen für die bevorstehenden Projekte im Rahmen der schulpraktischen Übungen und nehmen schrittweise in Gruppen die methodische Planung und Umsetzung dieser Ideen vor.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen semesterbegleitend

Übung, 70261, Mo. 15.15-16.45, gerade Wochen, AB8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2015/16.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Fremdsprachenunterrichts beleuchtet, Lernstoffanalysen durchgeführt und methodisch sinnvolles Phasieren geübt.

Die Teilnehmer haben Gelegenheit, konkrete Unterrichtsprozesse für die schulpraktischen Übungen gemeinsam zu planen, planerische Alternativen zu entwerfen und Material für den Unterricht auszuwählen und zu gestalten. Durch das Schreiben von Unterrichtsskizzen und Langentwürfen wird der Blick für das sinnvolle methodische Handeln im Rahmen des kompetenzorientierten kommunikativen Fremdsprachenunterrichts geschärft.

Schütt: Das Hör-/Hör-Sehverstehen im kompetenzorientierten Englischunterricht trainieren

Übung, 70263, Mo. 13.15-14.45, ungerade Wochen, AB8028

Das Hörverstehen ist eine große Herausforderung für FremdsprachenlernerInnen und zugleich die wichtigste Voraussetzung gelungener fremdsprachlicher Kommunikation. In dieser Übung lernen angehende EnglischlehrerInnen, welche Prozesse dem Hörverstehen zugrunde liegen und wie ein ganzheitliches Hör-/Hör-Sehverstehen im kompetenzorientierten Englischunterricht realisiert werden kann.

Authentische und didaktisierte Hörtexte aus verschiedenen Quellen werden auf ihre Einsetzbarkeit in verschiedenen Klassenstufen hin gesichtet und begleitende Hörverstehensübungen geplant. Strategien, die den Hörverstehensprozess erleichtern, Lernprobleme und Verstehensschwierigkeiten sind dabei ebenso im Blickpunkt wie eine sinnvolle Messung und Beurteilung der Hör-/Hörsehverstehensleistungen.

Schmidt/Schütt: Schulpraktische Übungen

Übung, 70273

Die Schulpraktischen Übungen ermöglichen den Lehramtsstudierenden, erste praktische Erfahrungen in der Schule während der universitären Ausbildung zu erlangen. Voraussetzung zur Teilnahme an SPÜs ist das **erfolgreich absolvierte PS Fachdidaktik**.

In Gruppen von fünf bis sechs Studierenden und unter der Anleitung und Begleitung durch DozentInnen der Fachdidaktik Anglistik erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren.

Die Vergabe der SPÜ-Plätze erfolgt durch Frau Dr. Garbe und Frau Schütt, ca. eine Woche vor Semesterbeginn. Der genaue Termin wird den Studierenden per E-Mail bzw. durch einen Aushang bekannt gegeben.

7 Sprachpraxis

Adam: Towards Proficiency: Sprachpraxis I

Übung, 70300

Gruppe 1, Di. 13.15-14.45, U-H3-223

Gruppe 2, Di. 15.15-16.45, U-H3-223

Gruppe 3, Mi. 9.15-10.45, U-H3-222

Gruppe 4, Mi. 11.15-12.45, U-H3-222

This course fulfils the requirement for Sprachpraxis I for both BA and LA.

This course helps students to develop and improve their English language skills. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More precisely, 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. Students are encouraged to improve their English outside class by reading widely and practising 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*

Kaiser: Towards Proficiency (for Primary Schools): Sprachpraxis I

Übung, 70301

Gruppe 1, Di. 7.45-10.45, U-H3-222

Gruppe 2, Di. 15.15-18.15, U-H3-322

This course is only open to students taking Lehramt Grundschule. It fulfils the requirement for Sprachpraxis I

This course helps students to develop and improve their English language skills. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More precisely, 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. Students are encouraged to improve their English outside class by reading widely and practising 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.

Spohr: The Joys of English: Sprachpraxis II

Übung, 70365

Gruppe 1, Di. 11.15-12.45, U-H3-223

Gruppe 2, Mi. 17.15-18.45, AB8028

Gruppe 3, Do. 17.15-18.45, AB8023

This course provides the first part of the Sprachpraxis II module for both BA and LA. The second part will be offered in the coming summer semester.

At some point in your life, you decided to study English. Hopefully, you did so because you think English is a fascinating language. In this course, we'll explore why. We'll look at the little quirks and oddities that make English fun, examine unusual etymologies and idioms, practice playing with words, and explore traps and taboos. You will develop a better sense for details and nuances of usage, make your own English sound more natural, and learn more about the language you decided to study. Reading assignments will be announced in class.

Bowen: Grammar in Use: Sprachpraxis II

Übung, 70364

Gruppe 1, Di. 11.15-12.45, U-H3-222

Gruppe 2, Di. 13.15-14.45, U-H3-222

Gruppe 3, Di. 15.15-16.45, U-H3-222

This course provides the first part of the Sprachpraxis II module for both BA and LA. The second part will be offered in the coming summer semester.

This course seeks to develop skills in grammar usage. Grammar can be seen as a more or less coherent and unified set of rules determining the composition and order of speech elements. However, a simple knowledge of the rules of grammar is insufficient for effective language use. Language competence relies to a great extent on a practical understanding of the relation between grammatical structures and communicative situations since it is the context and purpose of communication that determine which structures can be used in any concrete utterance and how they are used and interpreted.

In this course, students will thus examine a set of grammatical structures (especially those which pose the most usage problems for non-native speakers) with the aim of comprehending not only their internal structure but their typical application within a range of communicative situations.

Flaherty: English Conversation: Sprachpraxis II

Übung, 70318

Gruppe 1, Mi. 15.15-17.45, U-H3-222

Gruppe 2, Mi. 17.15-18.45, U-H3-222

This course provides the first part of the Sprachpraxis II module for both BA and LA. The second part will be offered in the coming summer semester.

English Conversation is designed to help you reinforce and expand your conversational skills in English. Students enrolled ought to possess basic language abilities. To broaden and improve your aptitude to converse in English, this course focuses on the particular division of language skills that are elementary to conversation.

In particular, you will:

- develop your listening comprehension skills and extend your ability to understand spoken native-speaker language,
- develop your ability to engage in spontaneous and oral discussion on basic themes and to respond appropriately in context-specific conversational settings,
- expand and personalize your active vocabulary knowledge.

Vaughan: Rhetorical Strategies in Spoken English: Sprachpraxis III

Übung, 70322

Gruppe 1, Mo. 11.15-12.45, U-H3-416

Gruppe 2, Mo. 13.15-14.45, U-H3-416

This course provides one half of the Sprachpraxis III module for both BA and LA. BA (Erstfach) students should take the second half (Translation) in the current winter semester. LA students take the second half in the coming summer semester.

Politician or paramedic, teacher or technician, reporter or retailer – everyone has "ideas worth spreading". This simple concept is also the mission statement of the organization known as TED (Technology, Entertainment, Design). TED originated in 1984 as a conference where intercultural and interdisciplinary views were shared by numerous and disparate people. The group has expanded and now also operates on a website (<http://www.ted.com/>) that provides access to over 400 presentations and talks from the likes of household names including former President Bill Clinton to lesser known people such as Berkeley Unified School District lunch lady Ann Cooper. In this course we will listen to various talks, and determine and discuss the argumentation and rhetorical strategies of each- in addition to completing exercises designed to develop your language usage.

Vaughan: Presentation Skills: Sprachpraxis III

Übung, 70310, Fr. 13.15-14.45, AB8028

This course provides one half of the Sprachpraxis III module for both BA and LA. BA (Erstfach) students take the second half (Translation) in the current winter semester. LA students take the second half in the coming summer semester.

This course will focus on giving effective presentations in English, concentrating on the four central elements of presentations (situation analysis, structure, visual aids, and [body] language effects). After each session, participants will have developed their personal presentation profile through self-reflection and feedback from their peers and the instructor. They will also have understood how they could further improve their individual English presentation skills, and will gain more confidence in their ability to present in English. During the course sessions, brief theoretical inputs given by the instructor will alternate with practical work by participants. The seminars will also offer the opportunity to work on and present topics of the participant's own choice, and to present them to the group. Equipment will also be incorporated into the course in order to enhance the feedback process.

Flaherty: Persuasive Communication: Sprachpraxis III

Übung, 70321

Gruppe 1, Do. 15.15-16.45, U-H3-222

Gruppe 2, Do. 17.15-18.45, U-H3-222

This course provides one half of the Sprachpraxis III module for both BA and LA. BA (Erstfach) students take the second half (Translation) in the current winter semester. LA students take the second half in the coming summer semester.

How can you convince somebody else of your point of view? It is this question that lies at the centre of this course, which aims to foster, challenge and, ultimately, develop students' abilities in persuasive communication. Over the semester this will be achieved through the analysis of examples of persuasive communication, structured debates and presentations in class and the writing of argumentative texts.

Spohr: News & Current Events: Sprachpraxis III

Übung, 70366, Di. 13.15-14.45, U-H3-416

This course provides one half of the Sprachpraxis III module for both BA and LA. BA (Erstfach) students take the second half (Translation) in the current winter semester. LA students take the second half in the coming summer semester.

In this course, we will closely follow news reports from the English-speaking world and discuss them in class. All students will have to keep up with the latest news and current events during the week, using the webpage <http://news.bbc.co.uk/>. Each week, a group of students will lead a discussion, providing additional background information and suggesting points for debate. All students will then discuss the issues and events. Active participation is obligatory. This class will help you practise your speaking skills; you will learn how to construct arguments and convince others of your opinion.

Furthermore, closely following news and events will increase your knowledge of various English-speaking countries and increase your understanding of their culture.

Bowen: Translation German-English I: Sprachpraxis III / IV

Übung, 70355

Gruppe 1, Mi. 9.15-10.45, U-H3-223

Gruppe 2, Mi. 11.15-12.45, U-H3-223

Gruppe 3, Do. 11.15-12.45, U-H3-223

This course provides the first half of the Sprachpraxis IV module for LA students and the second half of the Sprachpraxis III module for BA (Erstfach) students.

This course offers an introduction to German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical and lexical factors. Each week we will address a particular grammatical or structural issue that arises from the significant differences between the English and German languages and their respective textual cultures. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. Since translating into English - perhaps more than any other activity - demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Vaughan: Essay Writing: Sprachpraxis IV

Übung, 70350, Fr. 11.15-12.45, AB 8028

This course provides the first half of the Sprachpraxis IV module for LA students. It fulfils the Sprachpraxis IV requirement for BA (Erstfach) students.

This course principally aims to further the development of students' writing abilities and critical thinking skills. After a brief review of sentence and paragraph structure, the course will concentrate on the main features, style, and register of Anglo-American essays. In addition, students will learn to analyse a topic, develop a more coherent structure for their ideas, and be guided in proof-reading and editing essays to meet criteria appropriate to a level expected of at university

Bowen: Academic Writing

Übung, 70360, Do. 13.15-14.45, UH3 223

This course provides the first part of the MA (BATS) Text Production module. LA students can take the course as the first half of the Sprachpraxis IV module.

This course focuses on academic writing as a distinct discourse, with its own structures and register. To gain a better awareness of the features of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of prose style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing and research strategies and examine how one uses references and puts together an effective outline.

Bowen: Translation Workshop for Teacher Students

Übung, 70357, Do. 15.15-16.45, UH3 223

This course is for non-modulized LA students.

This course has a single goal: to help (non-modulized) teacher students prepare for the translation section of their state exams. Since the language skills of most LA students are tested solely on the basis of a translation, those getting ready to take their exams are advised to brush up their translation skills. While the language skills section of the exam demands that students have good general English language skills, the translation section poses its own particular difficulties. This course will take a look at these difficulties and help students overcome them. As the course title suggests, the course is a workshop. This means that the bulk of the time in the course will be taken up with exercises directed at improving students' chances of doing well in their exam. Each week students will be asked to translate past exams (or similar texts). In class we will go over the translations and suggest improvements. We will also look at techniques whereby one can translate quickly and effectively. In addition, typical German-English translation problems will be addressed.

8 Master British and American Transcultural Studies

Haselow, Kornexl, Linke, Mackenthun, Rossow:

Grundmodul BATS: Theories and Methods of British and American Transcultural Studies

Seminar, 70500, Di. 17.15-18.45, AB8028

Diese Lehrveranstaltung wird ausschließlich für Studierende des Masterstudiengangs British and American Transcultural Studies angeboten.

In diesem Modul werden ausgewählte Theorien und Methoden aus der Anglistik/Amerikanistik eingeführt, die für das Thema Kulturkontakt relevant sind. An der Lehrveranstaltung beteiligen sich die Lehrenden des Studiengangs mit kleineren Unterrichtseinheiten zu ihren Gebieten und stellen in thematischen Einheiten (Anglophone Literatures in Transcultural Contexts, English in Transcultural Contexts und Anglophone Cultures in Transcultural Contexts) verschiedene theoretische und methodische Ansätze der beteiligten Bereiche vor.

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Praxismodul: Forschungsorientierte Vertiefung

Seminar, 70504, Mo. 17.15-18.45, AB8023 UND AB8028

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

gehören die Analyse und Diskussion von strukturellen und stilistischen Aspekten wissenschaftlicher Arbeiten, die Literaturrecherche (kommentierte Bibliographie) und die Evaluation von Internetquellen sowie die Entwicklung von wissenschaftlichen Fragestellungen und Projektideen.

Mackenthun: Embattled Justice. Cross-Cultural Legal Conflict in American Literature

Hauptseminar, 70139, Mi. 11.15-12.45, AB8028

Acting on the recent influx of race violence in the United States, this class will look at how American literature represents, and reflects upon, conflicts between members of different cultural groups in America. The set texts deal with violence and legal practice in different cross-cultural settings: police violence against African-Americans, the internment of Japanese Americans during the Second World War, the violent suppression of working rights initiatives among Latino immigrants, and Native Americans' struggle for land rights and cultural sovereignty. We will discuss these texts through the critical lens of theories of transculturation and law and literature studies. There are lots of additional texts which may be chosen for presentations (Leistungsreferate).

Besides a *Reader*, students are requested to purchase the following texts (Hugendubel, Online):

Wideman, John Edgar (1990) *Philadelphia Fire*. Mariner Books. ISBN-10: 061850964X

Guterson, David (1995) *Snow Falling on Cedars*. Vintage. ISBN-10: 067976402X

Corpi, Lucha (2009) *Cactus Blood*. Arte Público. ISBN-10: 1558855890

Erdrich, Louise (2012) *The Round House*. Corsair. ISBN-10: 1472110005

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read and bring to the first session the following text: John Edgar Wideman, *Philadelphia Fire*. If you pass the quiz, you will be enrolled in the class regardless of Stud.IP registration.

Haselow: Speech Acts across Cultures

Hauptseminar, 70037, Mo. 13.15-14.45, U-H3-322

Please note that this seminar targets only Master students of BATS and upper undergraduate Lehramt students of English.

Speech act theory derives from Austin's famous dictum that in speaking we are doing something, often changing the world around us, rather than merely recovering the meaning of words. This seminar deals with an analysis of linguistic activities performed by speakers with different cultural backgrounds. The first part of the seminar will be dedicated to settling important theoretical and methodological issues relating to culture, pragmatics, speech acts, politeness and face. Following this introductory part, we will discuss a number of case studies that investigate typologically prominent speech act types (e.g. requests, complaints, compliments) and their ways of linguistic encoding in different cultures.

Rosow: The Transcultural Dimension of Globalisation

Hauptseminar, 70202, Mi. 17.15-18.45, AB8023

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide the theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, Cultural Studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race, ethnicity, and immigration, later becoming increasingly concerned with gender issues. The most

recent issues to which Cultural Studies have responded are processes which are commonly subsumed under the umbrella term globalisation. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political, and economic context, in addition to the respective analytical and theoretical responses of Cultural Studies with a special emphasis on transcultural aspects and the accompanying discourses.

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course.

Bowen: Academic Writing

Übung, 70360, Do. 13.15-14.45, UH3 223

This course provides the first part of the MA (BATS) Text Production module. LA students can take the course as the first half of the Sprachpraxis IV module.

This course focuses on academic writing as a distinct discourse, with its own structures and register. To gain a better awareness of the features of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of prose style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing and research strategies and examine how one uses references and puts together an effective outline.