

Institut für Anglistik/Amerikanistik

Lehrangebot Wintersemester 2017/18

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1 Liste der Raumkürzel

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-4043c	SR 4043c, August-Bebel-Straße 28
AB28-10012	SR 10012, August-Bebel-Straße 28
SCHW-HS3	HS, Schwaansche Straße 3
U-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U-H1-124	SR 124, Ulmenstraße 69, Haus 1
U-H3-222	SR 222, Ulmenstraße 69, Haus 3
U-H3-223	SR 223, Ulmenstraße 69, Haus 3
U-H3-322	SR 322, Ulmenstraße 69, Haus 3
U-H3-416	SR 416, Ulmenstraße 69, Haus 3
UHG-SR017	SR 017, Universitätsplatz 1, Universitätshauptgebäude
UHG HS 218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

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

Linke: "Canada 150": Aspects of Canadian History, Society and Culture

Vorlesung, 70397, Freitag 11.15-12.45 Uhr, UP-HG-HS 218

150 years ago, the British colonies of Quebec, Ontario, New Brunswick and Nova Scotia united to create the Canadian Confederation, called the Dominion of Canada. The British North America Act that became law July 1st 1867 recognized the Canadian Confederation as an independent nation, which was joined by other provinces and territories in the years that followed. This anniversary provides the occasion for a series of lectures (in English or German) that will introduce the audience to various aspects of Canadian culture, from Indigenous literature to immigration, from the political system to contemporary film and theatre. The individual lectures will be delivered by speakers from different

departments of the University of Rostock as well as Canadianists from other universities in Germany, Austria and Poland. The lecture series is supported by the Embassy of Canada and the Gesellschaft für Kanada-Studien and is open to everybody interested in Canadian Studies.

Mackenthun: Survey Lecture American Literature (Part II)

Vorlesung, 70400, Montag 15.15-17.45 Uhr, UP-HG-HS 218

This survey lecture is indispensable for understanding the development of American literature within changing historical contexts; it forms the backbone of your studies of American literature. The second part will carry you from the Civil War through Realism, Modernism, and Postmodernism to the contemporary multicultural literatures of the United States. Special emphasis will be put on the impact of ethnicity, gender, and social relations on American writing. Most texts discussed in the lecture will be taken from the *Heath Anthology of American Literature*, ed. Paul Lauter (Fifth edition, vols. C-E, ISBN 0-618-54239-6; or a used earlier edition) whose purchase is recommended to students who want to specialize in American Studies. Some texts will be available as a *Reader*.

Kornel: Essentials of English Linguistics

Vorlesung, 70406, Dienstag 09.15-10.45 Uhr, U69-AEHS1

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, outlining major approaches to the field and specific methods and research tools that enable us to analyze human language in general and English in particular from both a system and a 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

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

Grundkurs, 70100, Freitag 09.15-10.45 Uhr, UP-HG-SR017

This course serves as an introduction to the study of English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – 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, cultures and historical periods, you will become acquainted with the fundamentals of literary analysis and interpretation, i.e. the terminology and concepts necessary for a critical analysis and interpretation of literary texts. Please buy and read:

- Chinua Achebe (1959), *Things Fall Apart*, ed. Francis Abiola Irele (2009; Norton Critical Edition), New York: Norton. ISBN-13: 978-0393932195
- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh: Edinburgh University Press. ISBN-13: 978-0748691326

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

Mackenthun: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs. 70101, Montag 11.15-12.45 Uhr, AB28-8023

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).

Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70443, Dienstag 17.15-18.45 Uhr, AB28-8023

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.)

Bolze: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70102, Dienstag 13.15-14.45 Uhr, AB28-8028

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – all will be touched upon in a course which starts with an attempt to define what literature (and particularly English literature) is. Looking at text samples from different genres and periods, you will become acquainted with the terminology and concepts necessary to critically discuss literature and to analyse and interpret literary texts.

Please purchase the following editions:

- Chinua Achebe (2008), *Things Fall Apart*, edited by F.A.Irele. Norton Critical Edition. ISBN 978-0-393-93219-5, and
- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed. Edinburgh University Press.

Additional material will be made available on Stud.IP or in class.

Schmitt-Kilb: Postwar British Fiction: Sam Selvon, Alan Sillitoe, Muriel Spark

Proseminar, 70449, Mittwoch 11.15-12.45 Uhr, AB28-8023

British literature of the early postwar decades has the reputation of a rather uninspired return to pre-modernist themes and styles. This conventional view overlooks that the changed realities after the war demanded and produced new ways of negotiating issues of class, race and gender in representational forms which go beyond outmoded forms of realism. In the seminar, we are going to read *The Lonely*

Londoners (Sam Selvon, 1956), *The Loneliness of the Long Distance Runner* (a collection of short stories published in 1959 by Alan Sillitoe) and *The Prime of Miss Jean Brodie* (Muriel Spark, 1961). The aims of the course are

- to give you an idea of the social, cultural and literary climate of the postwar decades;
- to deepen your "Grundkurs"-knowledge of the analysis of narrative texts;
- to understand and use the categories of race, class and gender as critical tools in the interpretation of literary texts;
- to gain some expertise in developing a critical thesis statement as a first important step towards writing a scholarly essay.

Please buy and read *The Lonely Londoners* (Penguin Modern Classics, ISBN-13: 978-0141188416), *The Loneliness of the Long Distance Runner* (Harper Collins, ISBN-13: 978-0007792146), and *The Prime of Miss Jean Brodie* (Penguin Modern Classics, ISBN-13: 978-0141181424).

Wallat: Nathaniel Hawthorne's Tales: A Case Study in Literary Criticism

Proseminar, 70093, Freitag 11.15-12.45 Uhr, AB28-8023

Nathaniel Hawthorne's high rank among American fiction writers is the result of various considerations, and his work undoubtedly initiated the most durable tradition in American fiction – that of the symbolic romance that assumes the universality of human nature and explores the complexities and ambiguities of man's choices.

This seminar will provide an introduction to the literary *oeuvre* of Nathaniel Hawthorne together with a discussion of his distinct contribution to American literature and the critical reception of his prose fiction provided by Hawthorne's contemporaries and recent criticism.

Participants are asked to buy: McIntosh, James (ed.). *Nathaniel Hawthorne's Tales*. London: Norton Critical Editions, 2013. (ISBN 978-0-393-93564-6)

Bolze: Reading the 'Uber-novel': David Mitchell's Fiction

Proseminar, 70450, Dienstag 11.15-12.45 Uhr, AB28-8028

David Mitchell's fiction addresses a great variety of themes: coming-of-age, globalisation, race, class, gender, climate change, and quests for redemption and/or the deeper meaning of life among them. Highlighting and connecting the narratives of characters on the fringe of important events, Mitchell's fiction manages to address both the local and the global perspective; in fact, each new novel adds to his project of an 'uber-novel', a series of interconnected novels with a vast temporal and geographical scope. In this seminar we will read on Mitchell's first novel, *Ghostwritten*, a set of interlocking stories in various genres, and his 2014-novel *The Bone Clocks*. We will explore questions of genre, narrative structure and perspective, as well as the larger context, adding some of Mitchell's short fiction and a selection of critical essays to enhance our understanding of the books.

Please buy & read David Mitchell's *Ghostwritten* (1999) and *The Bone Clocks* (2014). The novels are on order at the Andere Buchhandlung; additional texts will be made available at the beginning of the term.

Bartsch Veselá: English Literature for Elementary Schools (LA Grundschule)

Proseminar, 70425, Freitag 09.15-10.45 Uhr, AB28-8028

Johann Wolfgang von Goethe once wrote that every day one should at least hear one little song, read one good poem and see one fine painting. Literature, music and art certainly play an important role also in children's development. This course is designed for any student teachers who are interested in using children's literature in elementary schools. Participants will become acquainted with different genres, periods of English and American literatures, the fundamentals of literary analysis and interpretation of texts suitable for young learners of English. A wide variety of children's literature will be introduced, including traditional stories, classical fairy-tales, fables, animal stories, poems, rhymes, and other

literary texts (e.g. *Where's Spot? The Very Hungry Caterpillar*, *Little Red Riding Hood*, *Jungle Book*, *Winnie the Pooh*, *The Paper Bag Princess*, *Alice in Wonderland*, *Gulliver's Travels*, etc.). Students will read and analyse important children's texts in English and explore how they can be implemented in a primary school learning setting and will be asked to participate in discussions and give presentations on given topics.

You will need a copy of the following books:

- Dahl, R. *Matilda*. London: Puffin Books, 2007.
- Munsch, R. *The Paper Bag Princess*. London: Scholastic, 1980.

Further material will be provided. A copy of the following books is recommended:

- Ellis, G.; Brewster, J. *The Storytelling Handbook for Primary Teachers*. London: Penguin Books, 1991.
- Meyer, M. *English and American Literatures*. Tübingen, 2011.
- Wright, A. *Storytelling with Children*. Oxford. OUP, 1996.

Krause: Literary Spaces of the Pacific Northwest: Chinese American and Native American Fiction

Proseminar, 70448, Donnerstag 15.15-16.45 Uhr, U69-H3-223

Over the past centuries, the Pacific Northwest (Oregon, Washington, British Columbia) has gradually developed into a site of diverse transcultural encounters. The area has become a contact zone between the indigenous population – who have lived in this area for thousands of years – European Americans, and Asian immigrants, particularly from China. Places such as Chinatowns and Indian reservations tell the story of this contact and how it shaped people's perceptions of space. The role of place and the struggle for belonging also feature prominently in recent Chinese American and Native American fictional texts set in the Pacific Northwest. In this course, we will look at how these texts create literary spaces and how these spaces affect the development of the protagonist.

Students will need to purchase an edition of Sherman Alexie's *Flight* (2007) and Jamie Ford's *Hotel on the Corner of Bitter and Sweet* (2009), as well as a *Reader* with additional material (available at Copy & Paste).

Mackenthun: Imaginary Homelands. Migration and Loss in Contemporary American Literature

Hauptseminar, 70121, Dienstag 15.15-16.45 Uhr, AB28-8028

For better and for worse, colonialism and globalization have been forcing more and more people to leave their homes and migrate to faraway places, either in search of work or in search of safety from persecution, war, and disaster. The places left behind remain part of one's memory, inevitably getting entangled with the new life. "Imaginary homelands," a phrase coined by Salman Rushdie, expresses this coexistence of a remembered, but also constructed, world of the mind, which frequently is not only another place but also another time (e.g. childhood). Many literary works have dealt with this phenomenon; we will read and discuss four of the best, ranging from a historical novel on the displacement of a Lakota man in Europe, through novels addressing the traumatic experiences of fascism and war, including one (Hamid) that reflects on the war zones of our present moment. Next to the topics migration and transculturation, we will discuss these texts in terms of trauma, memory, love, and 'the human condition'.

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

Morrison, Toni (2013) *Home*. Vintage. ISBN-10: 0099555948

Welch, James (2000) *The Heartsong of Charging Elk*. Anchor Books. ISBN-10: 0385496753

Michaels, Anne (1998) *Fugitive Pieces*. Bloomsbury. ISBN-10: 0747599254

Hamid, Mohsin (2017) *Exit West*. Riverhead. ISBN-10: 0735216649

All students have to participate in a QUIZ (*Lektürekontrolle*) in the first session. Please read the first 100 pages of Toni Morrison's novel *Home* and bring along the text to the first session. If you pass the quiz, you're enrolled in the class regardless of Stud.IP registration.

**Schmitt-Kilb: Power, Politics and Populism in Shakespeare's Rome:
*Titus Andronicus, Julius Caesar, Coriolanus***

Hauptseminar, 70151, Dienstag 11.15-12.45 Uhr, AB28-8023

In May 2016, a few weeks before the Brexit vote and a few months before Trump's victory in the race for presidency, theatre critic Charles McNulty wrote in the *LA Times*: "*Julius Caesar* and *Coriolanus* serve as cautionary tales, warning us that politics is inherently a public relations war and that Reason, that poor campaigner, is in for the race of its life against stoked Fury." Unfortunately, voters familiar with Shakespeare's plays were a minority. A thorough reading of the plays shall help us to understand them in the context of Elizabethan and Jacobean England. Moreover, analyses, interpretations and discussions may reveal the relevance – for our contemporary world of rising populism and fake news – of Shakespeare's understanding of power and politics, of populism and leadership, of rhetoric and demagogy. I suggest you buy and read the Oxford Editions of the three plays as they provide helpful introductions and notes. I highly recommend listening to Oxford professor Emma Smith's brilliant *Approaching Shakespeare* lectures (podcast available online) on each play as a first intro.

Schmitt-Kilb: Of Wolves and Men: Wolves in Literature

Hauptseminar, 70149, Freitag 13.15-14.45 Uhr, AB28-8023

The human-animal divide is one of the pillars upon which ideas of subjectivity have evolved throughout human history. This divide is a constant theme in literary texts from antiquity until today; in many of these texts, human distinctiveness is articulated against the animal Other and against nature. In this context, the intimate and fraught relationship between human being and wolf occupies a special place. Literary wolves blur the line between us and them – they are frequently represented as uncannily human while at the same time they seem to embody the very opposite of the values and character traits which we like to identify as specifically human. These and more issues will be considered in the context of recent developments in the fields of ecocriticism, animal studies and post-humanism, but also in the context of the heated debates which have been triggered by the return of the wolf in our near environment. In the course, we will read and discuss theoretical positions as well as a variety of (predominantly English) literary examples which highlight this relationship, from Aesop and Ovid to Daniel Defoe and Jack London, from fairy tales (and their feminist postmodern rewritings) to *The Jungle Book*, from Bram Stoker to Roland Schimmelpfennig and Sarah Hall. A reader will be provided at the beginning of the term. Please buy Sarah Hall, *Wolf Border*.

Wallat: American Road Literature

Hauptseminar, 70152, Donnerstag 09.15-10.45 Uhr, AB28-8023

This seminar will focus on texts concerned with the experience and fictional presentation of the road in its relation to the formation of national identity. Participants will study traditional canonical literature (novels, short stories, poems and essays) from the early 19th century to the present, including James Fenimore Cooper's *The Pioneers* (1823), Mark Twain's *The Adventures of Huckleberry Finn* (1885), John Steinbeck's *The Grapes of Wrath* (1939), Jack Kerouac's *On the Road* (1957) and Cormac McCarthy's *The Road* (2007). The seminar will also engage the long-standing critical debate on American rootedness and mobility as contributors to national identity and character.

Participants are asked to buy:

- James Fenimore Cooper, *The Pioneers* (1823)
- Mark Twain, *The Adventures of Huckleberry Finn* (1885)
- John Steinbeck, *The Grapes of Wrath* (1939)
- Jack Kerouac, *On the Road* (1957)
- Cormac McCarthy, *The Road* (2007)

A Reader with additional texts will be provided at the beginning of the course.

4 Sprachwissenschaft

Grundkurs: English Linguistics: An Introduction

Grundkurs, 70006

Gruppe 1: Kähm, Montag 11.15-12.45 Uhr, U69-H3-222

Gruppe 2: Kähm, Montag 13.15-14.45 Uhr, U69-H3-222

Gruppe 3: Sprau, Dienstag 11.15-12.45 Uhr, U69-H3-222

Gruppe 4: Sprau, Dienstag 17.15-18.45 Uhr, U69-H3-222

Gruppe 5: Sprau, Mittwoch 09.15-10.45 Uhr, U69-H3-222

Gruppe 6: Sprau, Mittwoch 11.15-12.45 Uhr, U69-H3-222

Gruppe 7: Spohr, Donnerstag 11.15-12.45 Uhr, AB28-8023

Parallel zu diesem Kurs muss die Vorlesung "Essentials of English Linguistics" besucht werden, da das Modul "Grundlagen der Sprachwissenschaft I" beide Veranstaltungen beinhaltet und abprüft.

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 or social varieties of language (sociolinguistics) and to the principles of historical linguistics will round off this survey.

Kornexl: Early Modern English: Trends, Texts and Contexts

Hauptseminar, 70040, Mittwoch 09.15-10.45 Uhr, AB28-8023

Linguistically, the time from ca. 1500-1700 stands out as a period of increasing standardization and widespread critical reflection on the status of English (as compared to Latin) and its suitability for an increasing number of purposes. It was during this period that eminent literary figures such as William Shakespeare and seminal texts like the King James Bible left their imprint on the English language. This seminar explores major changes in Early Modern English on the different linguistic levels (pronunciation, spelling, grammar, lexis) as well as the sociocultural and pragmatic conditions under which these changes took place. Specimens from a variety of text types will be provided for illustration, analysis, and evaluation in the light of Present-Day English.

Course book: Terttu Nevalainen. 2006. *An Introduction to Early Modern English*. Edinburgh University Press. ISBN-13: 978-0748615247 (pb).

Kornexl: English Dictionaries – Past and Present

Hauptseminar, 70033, Dienstag 13.15-14.45 Uhr, AB28-8023

Dictionaries have for a long time served as essential reference works not only for professional linguists but, first and foremost, for a diverse spectrum of advice-seeking language users. This seminar traces important stages in the development of English lexicography, it explores central aspects of dictionary making and dictionary use (e.g. different types of dictionaries, their methods of compilation, their structure and aims), and asks how the advent of computers and corpora has changed the design and usage of such metalinguistic tools.

Haselow: Varieties of English

Hauptseminar, 70011, Montag 15.15-16.45 Uhr, AB28-8023

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, including so-called "indigenized" varieties such as Indian English or South African English and such typologically distinct varieties as pidgins and creoles. Some of these varieties are continuations of the dialects originally spoken within the British Isles, others arose as contact varieties and function in various capacities in communities around the globe.

In this seminar, we will outline the stages and characteristics of the processes underlying the spread and diversification of English and explore the different sociohistorical settings in which different types of Englishes arose. The overall aim of this seminar is to test the hypothesis that despite all surface differences there is an underlying uniform process that has driven the individual instantiations of the diverse Englishes in different localities, as formulated in the "Dynamic Model of the Evolution of Postcolonial Englishes" by Schneider (2007).

Haselow: Intercultural Communication

Hauptseminar, 70031, Montag, 17.15-18.45 Uhr, AB28-4043c

This seminar deals with the analysis of culture-specific aspects of communication. We will focus on the different ways in which particular communicative activities such as greeting, requesting or complaining are realized in different cultures, and explain what this tells us about cultural conventions, values and norms. Since different cultures have different conventions as to what is appropriate communicative behavior in a particular interactional context, the performance of particular communicative activities is not universal; successful intercultural communication thus requires the participants to know about the different "cultural codes" underlying social interaction. The seminar falls into two parts. In the first part we will settle some important theoretical and methodological issues (culture, pragmatics, speech acts, politeness & face). Following this introductory part, we will discuss a number of case studies that investigate typologically prominent speech act types and their ways of linguistic encoding in different cultures. The case studies are to be conducted by student groups.

Sprau: Fundamentals of Grammar

Übung, 70068, Dienstag, 09.15-10.45 Uhr, U69-H3-222

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

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

Spohr: Phonetics and Phonology

Übung, 70078, Donnerstag, 13.15-14.45 Uhr, AB28-8023

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 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 and 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 and John Esling (eds). 2011. *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th edition. Cambridge: Cambridge University Press. (ISBN 978-0521152556; pb with CD-ROM)

5 Kulturwissenschaft

Rosow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160

Gruppe 1: Montag 09.15-10.45 Uhr, UP-HG-HS 218

Gruppe 2: Montag 13.15.-14.45 Uhr, UP-HG-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).

Rosow: There Ain't No Black in the Union Jack

Proseminar, 70161, Dienstag 09.15-10.45 Uhr, SCHW-HS3

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

A *Reader* with a selected bibliography will be provided at the beginning of the course.

Wallat: Transcendentalism

Proseminar, 70165, Freitag 09.15-10.45 Uhr, AB28-8023

The transcendentalist movement is generally recognized to be the first major watershed in American literary and intellectual history. Pioneered by Emerson, Thoreau, Orestes Brownson, Margaret Fuller, and Bronson Alcott (among others), Transcendentalism provided a springboard for the first distinctly American forays into intellectual culture: religion and religious reform, philosophy, literature, ecology,

and spiritualism. It drove the great creative flowering generally known as the American Renaissance, and its ideas still vitally inform American culture today.

This course will examine the idea and policies advocated by the activists of transcendentalism and thus offer an outline of and insight into this period of American history.

Participants are asked to buy Joel Myerson's reader *Transcendentalism*. Additional material will be made available on Stud.IP.

Joel Meyerson (ed.): *Transcendentalism: A Reader*. New York: Oxford University Press, 2000. (ISBN 978-0-19-512213-8)

Zittlau: Constructions of Old Age in the United States

Proseminar, 70164, Montag 11.15-12.45 Uhr, AB28-8028

This class looks at the changing perception and differing concepts of aging and old age. In the mid-nineteenth century, the showman Phineas Taylor Barnum rose to fame with his travelling exhibition of Joice Heth, an elderly slave woman whom he presented to be the 161-year-old nurse of George Washington. While this show received nation-wide attention, old age was less spectacular, when the families took care of their members at home often confronted with poverty, disabilities and medical needs that they struggled to meet. We will look at the emerging institution of the nursing home as well as representations of those institutions and the elderly in the arts and discuss the contrasting constructions of horror and utopia from the nineteenth century until today. All readings will be available in form of a master copy apart from the book *Like a Mule Bringing Ice Cream to the Sun* (2017) by Sarah Ladipo Manyika which needs to be purchased. Please be also prepared to engage actively with the elderly when we visit nursing homes nearby.

Bartsch-Veselá: Roots and Wings: Teaching Culture in Elementary Schools (LA an Grundschulen)

Proseminar, 70218, Freitag 15.15-16.45 Uhr, AB28-8028

Goethe once wrote that there are two things children should get from their parents: roots and wings. Roots to give them a sense of belonging, wings to help free them from constraints and prejudices. English teachers also have to consider pupils' native culture and teach about English-speaking cultures. This course serves as an introduction to cultural studies in the English-speaking countries. Students will learn about history, geography, system of education, multiculturalism, religion, and various feasts celebrated in Great Britain, the USA and Canada. This will be compared to the students' own cultural experience. In addition, participants will learn to develop didactic materials suitable for teaching culture in elementary foreign language classroom. They will be asked to participate in discussions and give presentations on given topics.

A copy of the following book is recommended:

Skinner, J. *Anglo-American Cultural Studies*. Tübingen: Francke, UTB basics, 2009. ISBN 978-3-8252-3125-5.

Additional material will be provided.

Linke: The Culturalization of Class in the United States: 'White Trash', 'Hillbillies', and the White Working Class

Hauptseminar, 70205, Dienstag 15.15-16.45 Uhr, AB28-8023

The concept of 'white trash' has been around in U.S. culture, and especially in Southern culture, for a long time. It has recently gained new popularity in popular culture due to, for example, the popularity of white rappers. In this class, we will read about and discuss the history and the meanings of terms such as 'white trash' and 'Hillbilly' and the way in which they have been employed to culturalize class and social inequality. In the second part of the course, we will investigate the diverse uses of these terms from slur to their more recent appropriation by some writers and musicians as part of a "pop-modern

aesthetics of transgression" (Schinko 2010). The primary sources analyzed in class will range from 'white trash' websites and the film *8 Mile* (2002) to Dorothy Allison's novel *Bastard out of Carolina* (1993). Finally, we will discuss J. D. Vance's *Hillbilly Elegy* (2016), which was widely perceived to describe the social group that was called the "ignored" or "neglected" white working class in the Trump presidential campaign and contributed to Trump's victory.

A *Reader* with text excerpts and articles will be provided at the copy shop "Copy and Paste", Margaretenplatz.

Please buy and read: Alison, Dorothy (1993): *Bastard out of Carolina*

J. D. Vance (2016): *Hillbilly Elegy: A Memoir of a Family and a Culture in Crisis*

Rosow: The Transcultural Dimension of Globalisation

Hauptseminar, 70202, Mittwoch 17.15-18.45 Uhr, AB28- 8023

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

Linke: Basic Study and Research Skills A

Grundkurs, 70223, Montag 13.15-14.45 Uhr, AB28-8023

This course has been designed to develop and extend the skills you need to pursue and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: gathering, evaluating and using sources (libraries and Internet), modes of citation, aspects of writing 'Hausarbeiten' and preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Each thematic unit will be enriched by sample materials and practical exercises. An interactive approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

Böner: Basic Study and Research Skills B

Grundkurs, 70224, Montag, 17.15-18.45 Uhr, U69-H3-223

This course has been designed to develop and extend the skills you need to pursue and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: gathering, evaluating and using sources (libraries and Internet), modes of citation, aspects of writing 'Hausarbeiten' and preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Each thematic unit will be enriched by sample materials and practical exercises. An interactive approach enables you to find out

for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

Grundkurs, 70233, Montag 11.15-12.45 Uhr, SCHW-HS3

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernorientierung im Englischunterricht.

Garbe (bis 30.11.2017), ab 01.12.2017 Schmidt: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240, Montag 09.15-10.45 Uhr, AB28-8028

Nicht für Lehramt Grundschule.

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.

Morkötter: Die Erarbeitung sprachlicher Mittel im Englischunterricht

Hauptseminar, 70228, Mittwoch 11.15 12.45 Uhr, AB28-10012

Die Rolle von Grammatik im Fremdsprachenunterricht ist eine Frage, die in der Fremdsprachendidaktik seit Jahrzehnten diskutiert wird und nach wie vor hochaktuell ist. Konsens besteht darüber, dass den sprachlichen Mitteln eine "dienende Funktion" einzuräumen ist. Was aber bedeutet dies für die Erarbeitung sprachlicher Mittel im Englischunterricht? Dieser Frage werden wir im Seminar sowohl auf theoretischer als auch auf praktischer Ebene nachgehen. Wir werden uns u.a. mit Einstellungen zu Grammatikunterricht von SchülerInnen und LehrerInnen, mit Techniken der Grammatikvermittlung und Phasen des Grammatikunterrichts befassen sowie mit der Frage, wie grammatische Phänomene in kommunikative Kontexte eingebunden werden können. Als Seminaraufgabe soll den Studierenden die Möglichkeit zur selbständigen Planung und Durchführung von Unterrichtssequenzen und deren Reflexion gegeben werden.

Garbe: Literarische Texte im Englischunterricht

Übung, 70244, Donnerstag 09.15-10.45 Uhr, AB28-8028

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.

Die Lehrveranstaltung findet bis zum 30.11.2017 statt.

Garbe: Darstellendes Spiel im Englischunterricht

Übung, 70250, Dienstag 09.15-10.45 Uhr, AB28-8028

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.

Die Lehrveranstaltung findet bis zum 30.11.2017 statt.

Garbe: Kreative Unterrichtsgestaltung

Übung, 70243, Mittwoch 09.15-10.45 Uhr, AB28-8028

Im Mittelpunkt der Lehrveranstaltung stehen verschiedene Formen der schöpferisch-aktivierenden Unterrichtsgestaltung, mit denen die Studenten von den theoretischen Konzepten her und in der praktischen Umsetzung vertraut gemacht werden. Dabei nehmen das Sprachspiel mit seinen verschiedenen Erscheinungsformen und Funktionen sowie die Projektarbeit breiten Raum ein, den die Studenten vielfältig und ideenreich selbständig (einzeln oder in Gruppen) ausgestalten. Neben der unmittelbaren methodischen Arbeit an literarischen Texten werden Möglichkeiten erarbeitet, literarische Kleinformen, Gedichte, Lieder, Popmusik etc. für die Erweiterung der Allgemeinbildung der Schüler, die Entwicklung des kommunikativen Könnens und ihre Motivation für das Erlernen der fremden Sprache zu fördern.

Die Lehrveranstaltung findet bis zum 30.11.2017 statt.

Schütt: Frühbeginnender Englischunterricht

Übung, 70221, Montag 13.15-14.45 Uhr, 14täglich, gerade Wochen, AB28-8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Fremdsprachenunterrichts. In dieser Übung wird die Mehrdimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Die Gestaltung des Übergangs zum "regulären" Englischunterricht in der SEK I wird thematisiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten sollen zu anregender, kindgerechter Unterrichtsgestaltung befähigen.

Dieser Kurs ist primär für das Lehramt an Grundschulen (2012) vorgesehen. Eventuell vorhandene freie Plätze werden im Rahmen der Onlineeinschreibung auch an interessierte Studierende der anderen Lehrämter vergeben.

**Schütt: Planung und Gestaltung von Englischunterricht
(SPÜ begleitend für LA für Gymnasien und Regionale Schulen)**

Übung, 70261, Montag 15.15-16.45 Uhr, 14täglich, gerade Wochen, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen für das LA an Gymnasien und das LA an Regionalen Schulen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2017/18.

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.

Schmidt: Planung und Gestaltung von Englischunterricht (SPÜ begleitend für LA Grundschulen und LA für Sonderpädagogik)

Übung, 70276, Montag, 09.15-10.45 Uhr, AB28-8023

Diese Übung findet begleitend zu den Schulpraktischen Übungen für das LA an Grundschulen und das LA Sonderpädagogik statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2017/18.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Englischunterrichts 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.

Die Lehrveranstaltung findet bis zum 30.11.2017 statt.

Schütt: Projekte im Englischunterricht

Übung, 70220, Montag 15.15-16.45 Uhr, 14täglich, ungerade Wochen, AB28-8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im WS 2017/18 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: Kooperative Lernformen im Englischunterricht

Übung, 70229, Montag 13.15-14.45 Uhr, 14täglich, ungerade Wochen, AB28-8028

Heterogenität von Lerngruppen als Chance begreifen, miteinander und voneinander Fremdsprachen in der Schule zu lernen: Kooperative Arbeitsformen bieten die Möglichkeit, die individuellen Lernvoraussetzungen der SchülerInnen aller Klassenstufen im Fremdsprachenunterricht gleichermaßen zu fördern. Im Prozess des kooperativen Arbeitens wird nicht nur die Sozial- und Methodenkompetenz der SchülerInnen geschult; Ziel ist vor allem Vermittlung fremdsprachlicher Diskursfähigkeit als Kommunikations- und Reflexionsfähigkeit.

In diesem Kurs werden Mikro- und Makromethoden kooperativen Lernens vorgestellt und im *peer teaching* erprobt.

Schütt/Schmidt: 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

Bartsch Veselá: Sprachpraxis I: Towards Proficiency (for Primary Schools)

Übung, 70301

Gruppe 1: Mittwoch 17.15-18.45 Uhr, U69-H3-223

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

This course helps students to improve their existing language knowledge and skills to become proficient users of English. The learning material is organized in units, each of which is based on an interesting topic such as Looking after yourself, Wedding dramas, Exam time, Degrees and Careers etc. It contains a variety of exercises and activities to practise grammar, vocabulary and pronunciation with a balance of reading, writing and listening activities, and plenty of opportunities for speaking. The course uses digital resources with strong online support. Online sources will serve as self-study material. As students work through it, they progressively revise and build up their level of proficiency and become more responsible for their own progress. Participants are asked to buy the course book:

Latham-Koenig, Christina & Clive Oxenden (2014). *English File third edition Intermediate Plus Student's Book with I Tutor and Online Skills*. Oxford: Oxford University Press. ISBN 978-0-19-455829-7. 2. Please make sure you buy this edition!

Bartsch Veselá: Sprachpraxis I: Towards Proficiency

Übung, 70300

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

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

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: Sprachpraxis I: Towards Proficiency

Übung, 70299

Gruppe 1: Dienstag 11.15-12.45 Uhr, U69-H3-322

Gruppe 2: Dienstag 13.15-14.45 Uhr, U69-H3-222

Gruppe 3: Mittwoch 17.15-18.45 Uhr, AB28-8028

Gruppe 4: Mittwoch 19.15-20.45 Uhr, AB28-8028

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.

Bartsch Veselá: Sprachpraxis II: Getting Grammar Right (for Primary Schools)

Übung, 70305

Gruppe 1: Freitag 11.15-12.45 Uhr, AB28-8028

Gruppe 2: Freitag 13.15-14.45 Uhr, AB28-8028

This course is designed for the future primary school teachers to assist their study of English grammar. Competent speakers of English do not only have to master vocabulary, they also need to know how to combine words into larger units, such as clauses and sentences. This course focuses on the structure of words (morphology) and the principles of English sentence structure (syntax). The emphasis is on the meaning and the use of the grammatical forms. Special attention is given to those points that are often a problem for students. In addition, we will explore different approaches to teaching English grammar to young learners. Participants are asked to buy the book: Eastwood, John (2006). *Oxford Practice Grammar with Answers. Intermediate with Tests (and Practice-Boost CD-ROM)*. Oxford: Oxford University Press.

Vaughan: Sprachpraxis II: The Craft of Argument I

Übung, 70309

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

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

Gruppe 3: Freitag 09.15-10.45 Uhr, U69-H3-416

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

Bowen: Sprachpraxis II: The Craft of Argument I

Übung, 70311

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

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

Gruppe 3: Dienstag 15.15-16.45 Uhr, U69-H3-223

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

Vaughan: Sprachpraxis III: Rhetorical Strategies in Spoken English

Übung, 70367, Freitag 11.15-12.45 Uhr, U69-H3-416

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 an invitation-only conference for numerous and disparate people to network and share intercultural and interdisciplinary views. The group has expanded exponentially to become a non-profit organisation and now also operates on a website (<http://www.ted.com/>) that provides access under creative commons licensing to over 2,200 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.

Spohr: Sprachpraxis III: News and Current Events

Übung, 70366

Gruppe 1: Dienstag 15.15-16.45 Uhr, U69-H3-222

Gruppe 2: Donnerstag 15.15-16.45 Uhr, AB28-8023

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.

Yesilbas: Sprachpraxis III: Rhetorical Strategies in Spoken English

Übung, 70322

Gruppe 1: Dienstag 13.15-14.45 Uhr, U69-H1-124

Gruppe 2: Dienstag 15.15-16.45 Uhr, U69-H1-124

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 an invitation-only conference for numerous and disparate people to network and share intercultural and interdisciplinary views. The group has expanded exponentially to become a non-profit organisation and now also operates on a website (<http://www.ted.com/>) that provides access under creative commons licensing to over 2,200 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.

Bowen: Sprachpraxis IV: Translation: German-English I

Übung, 70355

Gruppe 1: Mittwoch 09.15-10.45, U69-H3-223

Gruppe 2: Mittwoch 11.15-12.45, U69-H3-223

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.

N.N.: Sprachpraxis IV: Writing Criticism

Übung, 70328

Gruppe 1: Montag 09.15-10.45 Uhr, U69-H3-223

Gruppe 2: Montag 11.15-12.45 Uhr, U69-H3-223

This course give students the opportunity to explore the techniques involved in critical writing and, more specifically, in the evaluative criticism of literary and visual art. Since critical writing presupposes the development of critical reading and understanding, we will start by investigating examples of literary and visual art criticism to discern how critical texts attempt to form a consensus on the value of certain works. In light of our findings, we will examine the appeals, both logical and emotional, deployed by criticism and try our hand at using them in our own writing. In this part of the course, students will be expected to write short essays to improve their skills in making evaluative arguments. Next, we will move on to focus on a selection of critical genres, including film and book reviews. In this section, students will have the chance to improve their abilities to write both academic and journalistic text types and their corresponding structures and styles.

Bowen: Sprachpraxis IV: Writing Criticism

Übung, 70329

Gruppe 1: Donnerstag 13.15-14.45 Uhr, AB28-8028

Gruppe 2: Donnerstag 15.15-16.45 Uhr, AB28-8028

This course give students the opportunity to explore the techniques involved in critical writing and, more specifically, in the evaluative criticism of literary and visual art. Since critical writing presupposes the development of critical reading and understanding, we will start by investigating examples of literary and visual art criticism to discern how critical texts attempt to form a consensus on the value of certain works. In light of our findings, we will examine the appeals, both logical and emotional, deployed by

criticism and try our hand at using them in our own writing. In this part of the course, students will be expected to write short essays to improve their skills in making evaluative arguments. Next, we will move on to focus on a selection of critical genres, including film and book reviews. In this section, students will have the chance to improve their abilities to write both academic and journalistic text types and their corresponding structures and styles.

Bowen: Academic Writing

Übung, 70360, Donnerstag 11.15-12.45 Uhr, AB28-8028

This course is intended for MA students. However 'modulized' LA students may also take the class as the first part of Sprachpraxis IV.

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.

8 Master British and American Transcultural Studies

Theories and Methods of British and American Transcultural Studies

verantwortlich:

Kornexl

Lehrende: Haselow, Kornexl, Linke,

Mackenthun, Rossow, Schmitt-Kilb

Theories and Methods of British and American Transcultural Studies

Lecture Course, 70500, Dienstag 17.15-18.45 Uhr, AB28-8028

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 Studienganges 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.

Mackenthun: Imaginary Homelands. Migration and Loss in Contemporary American Literature

Hauptseminar, 70121, Dienstag 15.15-16.45 Uhr, AB28-8028

For better and for worse, colonialism and globalization have been forcing more and more people to leave their homes and migrate to faraway places, either in search of work or in search of safety from persecution, war, and disaster. The places left behind remain part of one's memory, inevitably getting entangled with the new life. "Imaginary homelands," a phrase coined by Salman Rushdie, expresses this coexistence of a remembered, but also constructed, world of the mind, which frequently is not only another place but also another time (e.g. childhood). Many literary works have dealt with this phenomenon; we will read and discuss four of the best, ranging from a historical novel on the displacement of a Lakota man in Europe, through novels addressing the traumatic experiences of fascism

and war, including one (Hamid) that reflects on the war zones of our present moment. Next to the topics migration and transculturation, we will discuss these texts in terms of trauma, memory, love, and 'the human condition'.

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

Morrison, Toni (2013) *Home*. Vintage. ISBN-10: 0099555948

Welch, James (2000) *The Heartsong of Charging Elk*. Anchor Books. ISBN-10: 0385496753

Michaels, Anne (1998) *Fugitive Pieces*. Bloomsbury. ISBN-10: 0747599254

Hamid, Mohsin (2017) *Exit West*. Riverhead. ISBN-10: 0735216649

All students have to participate in a QUIZ (*Lektürekontrolle*) in the first session. Please read the first 100 pages of Toni Morrison's novel *Home* and bring along the text to the first session. If you pass the quiz, you're enrolled in the class regardless of Stud.IP registration.

Haselow: Intercultural Communication

Hauptseminar, 70031, Montag, 17.15-18.45 Uhr, AB28-4043c

This seminar deals with the analysis of culture-specific aspects of communication. We will focus on the different ways in which particular communicative activities such as greeting, requesting or complaining are realized in different cultures, and explain what this tells us about cultural conventions, values and norms. Since different cultures have different conventions as to what is appropriate communicative behavior in a particular interactional context, the performance of particular communicative activities is not universal; successful intercultural communication thus requires the participants to know about the different "cultural codes" underlying social interaction. The seminar falls into two parts. In the first part, we will settle some important theoretical and methodological issues (culture, pragmatics, speech acts, politeness & face). Following this introductory part, we will discuss a number of case studies that investigate typologically prominent speech act types and their ways of linguistic encoding in different cultures. The case studies are to be conducted by student groups.

Bowen: Academic Writing

Übung, 70360, Donnerstag, 11.15-12.45 Uhr, AB28-8028

This course is intended for MA students. However 'modulized' LA students may also take the class as the first part of Sprachpraxis IV.

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.

Praxismodul: Forschungsorientierte Vertiefung

verantwortlich:

Linke

Lehrende: Rossow, Mackenthun, Schmitt-Kilb, Kornexl, Haselow

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

In der Lehrveranstaltung werden die in allen vorhergehenden Modulen vermittelten allgemeinen Theorien, Methoden sowie praktischen Fähigkeiten vertieft und produktiv auf forschungsorientierte Fragestellungen angewandt. Die Themen beziehen sich auf aktuelle Forschungsfragen aus allen

Teilgebieten des Studiengangs und bereiten durch Betonung forschungs-praktischer Aspekte auf die Masterarbeit vor. Insbesondere dient die Lehrveranstaltung der Vertiefung von Inhalten und Techniken forschungsorientierten Arbeitens und ihrer gezielten Anwendung auf ausgewählte wissenschaftliche Fragestellungen. Dies beinhaltet die Rezeption neuerer Forschungsinhalte, -theorien und -methoden auf dem Gebiet der British and American Transcultural Studies. Ferner trägt sie zur Ausbildung forschungsorientierter methodisch-praktischer Fähigkeiten bei. Zu den konkreten Inhalten gehören die Analyse und Diskussion von strukturellen und stilistischen Aspekten wissenschaftlicher Arbeiten, die Literaturrecherche (kommentierte Bibliographie) und die Evaluation von Internetquellen sowie die Entwicklung von wissenschaftlichen Fragestellungen und Projektideen.

9 Berufsvorbereitendes Lektüremodul

Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien)

verantwortlich:

Kornexl

Lehrende:

Haselow, Kornexl, Linke, Mackenthun, Rossow, Schmitt-Kilb, Wallat,

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

Der Regelprüfungstermin für das Lektüremodul sowohl im Lehramt an Regionalen Schulen als auch im Lehramt an Gymnasien ist das 9. Semester.

Beachten Sie die unterschiedlichen zwingenden Teilnahmevoraussetzungen:

- Lehramt an Regionalen Schulen: Sie haben mindestens zwei der drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.
- Lehramt an Gymnasien: Sie haben die drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.

Die Details zur Ausgestaltung der Module entnehmen Sie bitte den ausführlichen Modulbeschreibungen auf der Homepage der Philosophischen Fakultät im Bereich Lehramtsstudium. Weitere Konkretisierungen erfolgen in der ersten Sitzung zu Beginn des Semesters.