

# Institut für Anglistik/Amerikanistik

## Lehrangebot Wintersemester 2019/20

Offizielle Informationsquelle für die Organisation des Studiums ist das  
Online-Portal für Lehre, Studium und Forschung der Universität Rostock  
<https://lsf.uni-rostock.de>

### Änderungen (Stand: 08.10.2019)

70236 – Name und Kommentar  
70144 – Name  
70223 – Name  
70273 – Name  
70115 – Name  
70305 - Zeit

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### 1 Liste der Raumkürzel

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-9028	SR 9028, August-Bebel-Straße 28
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U69-H2-210	SR 210, Ulmenstraße 69, Haus 2
U69-H3-222	SR 222, Ulmenstraße 69, Haus 3
U69-H3-223	SR 223, Ulmenstraße 69, Haus 3
U69-H3-322	SR 322, Ulmenstraße 69, Haus 3
U69-H3-416	SR 416, Ulmenstraße 69, Haus 3
UP-HG-018	SR 018, Universitätsplatz 1, Universitätshauptgebäude
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude
JP-FDR10	Fachdidaktikraum Jakobi-Passage, Kröpeliner Straße 57

### 2 Vorlesungen

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

#### **Kornxl: 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.

### **Mackenthun: Survey Lecture American Literature (Part II)**

Vorlesung, 70400, Mittwoch 11.15-12.45 Uhr, UP-HG-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*.

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

### **Linke: British Society in the 19<sup>th</sup> century: Riding the Tiger of Progress**

Vorlesung, 70394, Freitag 09.15-10.45 Uhr, UP-HG-218

This lecture aims to provide a survey of the changes in 19<sup>th</sup>-century Britain, from technological and economic advancement to artistic movements. To give the survey a clear structure, 19<sup>th</sup>-century British history will not only be divided into periods but also into several histories such as the history of class relations and the franchise, major legal changes, women's history, history of the Empire, intellectual and art history, and the history of Ireland and Scotland. The interconnectedness and current relevance of these histories will be pointed out where appropriate. Though by no means being comprehensive, the lecture will serve to illustrate, with the help of selected aspects, the complexity of change in many areas of British society. It will draw on 19<sup>th</sup>-century sources as well as recent historiography and highlight the process of constructing and revising history.

## **3 Literaturwissenschaft**

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

Grundkurs, 70100, Dienstag 11.15-12.45 Uhr, AB28-8023

This course serves as an introduction to the study of English literature in many of its aspects: literary theory, literary history, genre, textual analysis, critical vocabulary, etc. We will start with an attempt to define the object of our discipline by asking what literature (and particularly English literature) is. Looking at text samples from different genres, cultures and historical periods, we will then be concerned with the fundamentals of a scholarly approach to literature, i.e. the terminology, concepts and technical terms necessary for analysing and interpreting literary texts. *The Edinburgh Introduction* (see below) will be used as a set text – please buy your own copy. Please also buy Henry James's *The Turn of the*

*Screw*. Further texts will be provided online. We will also deal with Shakespeare's comedy *Twelfth Night*. Excerpts will be provided, but feel free to buy your own copy!

- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh University Press. ISBN-13: 978-0748691326.
- Henry James (1898, 2008), *The Turn of the Screw*, Oxford World Classics, ISBN-13: 978-0199536177.

### **Mackenthun: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft**

Grundkurs, 70101, Donnerstag 13.15-14.45 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).

### **Bolze: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft**

Grundkurs, 70102, Montag 13.15-14.45 Uhr, UP-HG-018

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:

- Jane Austen, *Northanger Abbey*, *Lady Susan*, *The Watsons*, *Sanditon*. Oxford: Oxford University Press. ISBN 978-0199535545, 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.

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

Grundkurs, 70443, Montag 11.15-12.45 Uhr, AB28-8023

This class will introduce you to the fundamentals of literary studies. You will acquire knowledge about basic theories, concepts, methodologies and terminologies that will help you to engage with literary texts. Besides theory texts and texts of literary criticism, we will read a diverse selection of poems and short stories, as well as a novel and a play from different historical periods and practice the analysis of those texts. Please purchase and read Flannery O'Connor's *Wise Blood* (Faber and Faber, ISBN: 978-0571241309) and Tony Kushner's *Angels in America* (The Theater Communication Group, ISBN: 978-1559363846). All other texts will be available for download on Stud.IP.

### **Schmitt-Kilb: Approaching Shakespeare: Richard II, As You Like It, King Lear**

Proseminar, 70081, Montag 13.15-14.45 Uhr, AB28-8023

This course is designed to introduce you to the work of the most famous playwright of England, arguably of the world, by looking at three of his plays from three different genres: *Richard II* (1597, history play); *As You Like It* (1599, comedy); *King Lear* (1606, tragedy). An overview of the historical and cultural context will be followed by discussions of character, plot, theme, meaning, language, style, genre as well as one important critical perspective, question and essay regarding each play. These discussions build upon and reinforce your "Grundkurs"-knowledge of the analysis and interpretation of dramatic texts. They will help you to identify an interesting research topic and formulate a thesis claim for a 'Hausarbeit'. Please buy a critical edition of each play (I recommend Oxford World's Classics) and start reading as soon as you can. We will begin with *Richard II*.

### **Flach: Land, Religion, Nationalism: The Peasant Figure in Irish Literature**

Proseminar, 70115, Donnerstag 09.15-10.45 Uhr, AB28-8028

In nineteenth-century Irish fiction, the Irish countryside, as a symbol of complex cultural concerns, became the prime focus. This interest was increasing towards the end of the nineteenth century when writers of the so-called Irish Literary Revival focused on the lives and customs of the Irish country people in order to abandon prevalent English stereotypes. The Irish 'peasant' was thus imagined to embody an ancient Irish culture by writers such as William Butler Yeats, George Moore and John Millington Synge.

In the seminar, we will explore the different ways in which the peasant figure was reconceptualised in literature to represent an idealised Ireland. For this purpose we will read and discuss Yeats' *Cathleen Ní Houlihan* (1902), Synge's *The Playboy of the Western World* (1907), Moore's "Julia Cahill's Curse" (*The Untilled Field*, 1903) and James Joyce's "The Dead" (*Dubliners*, 1914). (The reading effort is not as extensive as it seems – only about 100 pages in total!)

The texts allow us to engage in close reading activities, literary analysis and interpretation in the context of Irish literary and cultural history and in the context of theory. Hence, the seminar will build upon your *Grundkurs*-knowledge with three major aims: 1) to deepen your skills in analysing and interpreting literary texts, 2) to practise working with secondary literature, and 3) to develop your own research questions and thesis claims in preparation for the *Hausarbeit*.

### **Zittlau: 19<sup>th</sup> century American Poetry: Walt Whitman**

Proseminar, 70104, Montag 15.15-16.45 Uhr, AB28-8028

The focus of this class is Walt Whitman, one of the most renowned white, male (and maybe queer) American poets of the nineteenth century. While we will read and discuss his poetry, we will also look at the writing of his contemporaries such as Emily Dickinson, E. Pauline Johnson, Edgar Allan Poe, Henrietta Cordelia Ray, and Joshua McCarter Simpson. Literary criticism of different contexts will give us a better understanding of Whitman's work within the context of his time and its relevance to today's readers.

Please purchase Walt Whitman, *The Complete Poems* (Penguin Classics, ISBN: 978-0-140-42451-5).

### **Massey: "I spoke in foreign tongues in a dimly lit space": An Introduction to Afro-Latinx Literature**

Proseminar, 70106, Dienstag 11.15-12.45 Uhr, AB28-8028

This course examines literary production of writers of African descent in the United States whose origins are in Latin America and the Caribbean. We will interrogate how these writers express narratives of their communities (race, cultural identity, and language), whilst grappling with myriad forms of oppression and invisibility.

Required texts: *Down These Mean Streets*, (30<sup>th</sup> Anniversary Edition) Piri Thomas, and *Island of Dreams* by Jasminne Mendez. Further readings will be made available on Stud.IP.

### **Mackenthun: Stories. Why they exist, what they are, and what they can do**

Hauptseminar, 70132, Freitag 11.15-12.45 Uhr, AB28-8023

Unlike other animals, humans invent stories. Literature and cultural discourse make abundant use of them, especially the fashionable genres of adventure narrative, narrative of initiation, romance, and tragedy. In this class, we will explore the sociocultural reasons for the existence of stories, the genres and plot forms that (particularly) American stories have, and the 'cultural work' they perform, especially in postcolonial and minority writings (including children's books). Using a rich corpus of (shorter and longer) texts, we will discuss concepts like emplotment, characterization, and inter- and metatextuality. We will also look at how various disciplines, like anthropology and pedagogy, have theorized stories and their educational and political uses in different times and contexts. Particular attention will be given to the origin of all stories in oral traditions, using examples from American Indigenous story traditions. This class is of particular relevance to future teachers, including Lehramt Grundschule.

#### **Required Reading:**

- Salman Rushdie, *Haroun and the Sea of Stories*. Puffin, 1990.
- Frank Baum, *The Wonderful Wizard of Oz*. Oxford World's Classics. 1900/2010.
- Further books to be purchased will be announced.

**Admission to the class** depends on students to sign up electronically. All students, including those who were rejected by the system or put on a waiting list but want to take this class, have to participate in a **QUIZ (Lektürekontrolle) on Salman Rushdie, *Haroun and the Sea of Stories*, in the first session.** Please read and bring along the novel for that purpose!

### **Mackenthun: Postcolonial Ecologies. American Literature and Ecocide (BATS)**

Hauptseminar, 70155, Freitag 13.15-14.45 Uhr, AB28-8023

Since the 1970s, writers of color (Native American, African American, postcolonial etc.) have called attention to the problems of members of ethnic and cultural minorities – their difficult positions between cultures, their states of dispossession diaspora – while another line of literature has been exploring, for roughly the same period of time, the destructive – or ecocidal – effects of modernization and industrialization on the environment. In effect, most of the ecological and human cost of the modern lifestyle – the nuclear cycle, hydroelectric mega-dams, coal mining, toxic waste disposal – accrues on indigenous territories and severely threatens the survival of indigenous communities, both within the United States and in the so-called Third World. From a sizeable number of literary texts showing how traditional people live in the ecological shadow of Western modernity, we will discuss four novels by American and postcolonial writers.

#### **Texts to be purchased and read:**

- Thomas King (1993) *Green Grass Running Water*. Bantam.
- Kiana Davenport (2006) *House of Many Gods*. Ballantine.
- Barbara Kingsolver (2012) *Flight Behavior*. Harper.
- Indra Sinha (2007) *Animal's People*. Simon & Schuster.

**Admission to the class** depends on students to sign up electronically. All students, especially those who were rejected by the system or put on a waiting list but want to take this class have to participate in a **QUIZ (Lektürekontrolle) on Thomas King, *Green Grass Running Water*, in the first session.** Please read and bring along the novel for that purpose.

### **Schmitt-Kilb: Selected Novels of Kazuo Ishiguro**

Hauptseminar, 70137, Donnerstag 15.15-16.45 Uhr, AB28-8023

The fiction of Kazuo Ishiguro, winner of the Nobel Prize in Literature in 2017 and the prestigious Booker Prize for his novel *The Remains of the Day* in 1989, is characterized by a recognizable style and a set of themes which run through most of his novels, from *A Pale View of Hills* (1982) to *The Buried Giant* (2015): memory, history, cultural and personal identity, self-delusion, nostalgia, guilt and trauma. In the seminar, we will investigate Ishiguro's fictional world by reading and critically discussing three of his novels: *The Remains of the Day* (1989), *When We Were Orphans* (2000) and *The Buried Giant* (2015). There will be a place for everybody who is interested and willing to participate – so please buy the novels and start reading as soon as you can.

### **Christinidis: Work in Contemporary Fiction**

Hauptseminar, 70135, Donnerstag 17.15-18.45 Uhr, AB28-8028

In 1930, British politician FE Smith believed that working hours would become shorter in the future, leading to a working week of 16 to 24 hours by 2030. As a BBC article published in 2014 notes, "The cut in hours hasn't happened yet." While discussions of the reduction of the full-time working week to 35 hours were common in the late 1980s, this goal has since disappeared off the political agenda. Work, for most people, is the single activity that takes up the biggest proportion of their waking time. Culturally, it is also increasingly represented as the most legitimately important source of individual self-worth and societal value, and meritocracy, a concept that legitimises inequality by framing it as the natural consequence of differences in merit as manifested in work, is postulated as a social ideal. Nevertheless, work is virtually absent from British and American contemporary fiction—a symptom of the deeply contradictory function and value of work in contemporary societies. Only some kinds of work are represented frequently and positively, including, for instance, the work of the detective (in crime novels) and sometimes the scientist. This tension between a public discourse that hypes work in a purportedly increasingly 'creative' and 'knowledge-based' economy, yet at the same time apparently regards most types of work as too dull to read about, is going to be the central focus of this seminar. We will be exploring the structural effects that the absence of work has on contemporary mainstream fiction, as well as the characteristics of work that are represented positively in crime novels and other subgenres. We will be reading these fictions alongside other, non-fictional texts, such as newspaper articles, extracts from non-fiction books, government reports etc. In doing so, we will employ specifically literary concepts, such as realism, but also discuss broader, cultural concepts like meritocracy and the respective roles played by fiction and other discourses in constructing and naturalising social values. The specific novels you should buy and read will be announced closer to the beginning of the semester, but be aware this course will have a substantial amount of reading assigned, including at least three novels.

### **Hartung: Animal Studies: a Cultural History of Farm animals**

Hauptseminar, 70144, 14täglich ab 16.10.2019

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

As Friedrich Nietzsche pointed out in his essay *The Utility and Liability of History (Vom Nutzen und Nachteil der Historie, 1874)*, with reference to a grazing herd, the animal "lives *ahistorically*, for it disappears entirely into the present". According to Nietzsche's view of history as potentially destructive, humans envy animals their ahistorical existence. Nietzsche's image of the grazing cow is itself historical and no longer a familiar view in twenty-first century landscapes. In this seminar, we will explore the cultural history of farm animals from the nineteenth-century depiction of receding rural environments, represented, for instance, in the English realist novel (by Elizabeth Gaskell and Thomas Hardy), to twentieth-century industrialization of farming and its effects on humans and animals. More recently, approaches to animals have been theorized by ecocriticism, animal philosophy and posthumanism as well as in the procedures of organic farming. Farm animals such as cows and pigs have been represented in literary fiction, cultural/natural histories and activist texts. They have been employed as metaphors for capitalism and slavery and used in fables to warn against political disasters. They have also been

given their own histories and characteristics. These are the contexts and theoretical perspectives, which we will examine in this seminar. A reader with English and German texts will be provided in the first session.

#### **4 Sprachwissenschaft**

##### **Kähm, Lorenz, Spohr: English Linguistics: An Introduction**

Grundkurs, 70006

Gruppe 1: Lorenz	Montag	15.15-16.45 Uhr	AB28-8023
Gruppe 2: Spohr	Dienstag	11.15-12.45 Uhr	U69-H3-322
Gruppe 3: Spohr	Dienstag	15.15-16.45 Uhr	U69-H3-322
Gruppe 4: Kähm	Mittwoch	09.15-10.45 Uhr	U69-H3-322
Gruppe 5: Kähm	Mittwoch	11.15-12.45 Uhr	U69-H3-322
Gruppe 6: Spohr	Mittwoch	17.15-18.45 Uhr	AB28-8028

**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 various 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: Exploring the Structure of English**

Hauptseminar, 70060, Dienstag 13.15-14.45 Uhr, AB28-8023

This seminar explores the 'architecture' of the English language from a typological perspective and a synchronic-diachronic point of view. The analytical and evaluative criteria gained from a study of theoretical approaches to linguistic structure will be applied to key issues in the fields of morphology, morphophonemics, and grammar, such as the status and function of the few surviving inflexional markers, their relationship to analytic patterns (e.g. *s-* vs *of*-genitive), and the peculiarities of English word structure and accentual patterns. To explore past as well as more recent and ongoing structural changes, textual examples will be provided both for illustration and practical analysis.

##### **Kornexl: Linguistic Correctness: Normative Tendencies in the History of English**

Hauptseminar, 70061, Mittwoch 09.15-10.45 Uhr, AB28-8023

The notion of 'correct' as opposed to 'incorrect' language use can be traced throughout the history of English, though some periods have been particularly intent on establishing linguistic norms. This seminar will examine the idea of prescriptivism and its manifestations in programmatic statements, grammars, dictionaries, and usage books. Taking a critical look at the so-called 'complaint tradition', which tends to equate language change with language decay, we will address the question of 'grammaticality' and 'acceptability' in language use – a distinction that has frequently been neglected by prescriptively-minded teachers, scholars and non-professionals with an active interest in linguistic matters.

##### **Lorenz: English as a Global Language (BATS)**

Hauptseminar, 70498, Dienstag 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, not only in what we know as English-speaking countries (e.g. USA, Canada, Australia), but also in societies where English has a status as the language of administration and education (e.g. India, Nigeria), or where pidgins and creoles have developed from English. 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 their speech communities. Moreover, English as a second language serves as a Lingua Franca for communication around the world.

In this seminar we will review some of the linguistic features of the varieties in question, explore the different sociohistorical settings in which various types of Englishes arose, and outline the stages and characteristics of the processes underlying the spread and diversification of English.

## **5 Kulturwissenschaft**

### **Rosow: Grundkurs: Introduction to Cultural Studies**

Grundkurs, 70160

Gruppe 1 Montag 13.15-14.45 Uhr, UP-HG-218

Gruppe 2 Donnerstag 15.15-16.45 Uhr, UP-HG-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 and can be bought at Printzentrum, Neuer Markt 3. 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).

### **Schlickeisen: "No Gods, no Masters": A History of Anarchism in the US**

Proseminar, 70082, Donnerstag 15.15-16.45 Uhr, AB28-8028

Among alternative political philosophies, Anarchism stands out as one of the most radical. Based on the fundamental principles of self-organization and self-government, Anarchism challenges the very idea of societal hierarchies. This seminar intends to explore the fundamental anarchist principles, texts and traditions as well as more recent interpretations of the anarchist doctrine with an emphasis on the Anarchist Movement in the US spanning from American Transcendentalism to the *Occupy Wall Street* movement.

### **Zittlau: Medicine and American Culture: An Introduction**

Proseminar, 70172, Mittwoch 09.15-10.45 Uhr, AB28-8028

Medical discourses have a strong presence in our everyday lives. The concept of health is based very much on a cultural understanding of the human body and its role in publicly valued life styles. Thus discussions of the diseased body, and diseases in general, are fascinating objects of analysis (as in the historical cases of yellow fever and typhoid) as they can tell us, for example, about community constellations within society (as in the case HIV AIDS discussions). Besides the discourse of contagious diseases, cultural presentations of medicine and health are also important insofar as they influence the pharmaceutical industry as well as approaches to the human body as capital (think for example of organ transplants or human test subjects). All texts will be available for download on Stud.IP.



### **Schmidt: Memory and Authenticity in Photography**

Proseminar, 70174, Dienstag 15.15-16.45 Uhr, AB28-8028

Tracing the history of photography, this Proseminar addresses the medium's issues of authenticity and representation. We will look at the photograph as a source of memory, a medium of representation, as well as a tool of dominance. Drawing from memory studies, postcolonial theory, and aesthetics – among others – we will analyze how photography interacts with the viewer and how different concepts of authenticity and reality inform our perception of a depicted scene. The act of looking as a deliberate process, informed by various norms, as well as being-looked-at and the subsequent hierarchic shifts will be at the center of our discussions. This Proseminar not only comes with a heavy workload, but it also will feature particularly graphic content. Please take this into consideration.

### **Mackenthun: Stories. Why they exist, what they are, and what they can do**

Hauptseminar, 70132, Freitag 11.15-12.45 Uhr, AB28-8023

Unlike other animals, humans invent stories. Literature and cultural discourse make abundant use of them, especially the fashionable genres of adventure narrative, narrative of initiation, romance, and tragedy. In this class, we will explore the sociocultural reasons for the existence of stories, the genres and plot forms that (particularly) American stories have, and the 'cultural work' they perform, especially in postcolonial and minority writings (including children's books). Using a rich corpus of (shorter and longer) texts, we will discuss concepts like emplotment, characterization, and inter- and metatextuality. We will also look at how various disciplines, like anthropology and pedagogy, have theorized stories and their educational and political uses in different times and contexts. Particular attention will be given to the origin of all stories in oral traditions, using examples from American Indigenous story traditions. This class is of particular relevance to future teachers, including Lehramt Grundschule.

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- Frank Baum, *The Wonderful Wizard of Oz*. Oxford World's Classics. 1900/2010
- Further books to be purchased will be announced.

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### **Linke: "The Belfast child sings again": History, Music and Nation in 20<sup>th</sup>-century Ireland**

Hauptseminar, 70195, Montag 11.15-12.45 Uhr

findet statt in der HMT, S3 16 zusammen mit Frau Prof. Wasserloos

In this class, you will be introduced to the complex history and musical traditions of Ireland, but the main focus will be on the 20<sup>th</sup> century, that is, on Ireland after partition, post-Second-World War developments in Northern Ireland, and 'the Troubles' in particular. After the survey on Irish history and the history of Irish music, relevant theoretical concepts such as 'nation' and the related political symbolism will be discussed. The second half of the term will be devoted to the textual, musical and visual analysis of (political) popular songs, music videos (e.g. The Cranberries, "Zombie") and film. You will be required to do substantial readings in English and present major findings but there will also be time to exercise your analytical skills. A show time for the film will be set up outside classes. A Reader will be made available at the copy shop 'Copy and Paste', Margaretenplatz.

### **Rosow: The Transcultural Dimension of Globalisation (LA und BATS)**

Hauptseminar, 70202, Dienstag 13.15-14.45 Uhr, AB28-8028

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide a 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 and can be bought at Printzentrum, Neuer Markt 3.

### **Zittlau: Living in the Anthropocene. Theories and Discussions**

Hauptseminar, 70197, Mittwoch 11.15-12.45 Uhr, AB28-8028

The Anthropocene is the proposed name for a geologic epoch in which humans have become the major force determining the continuing livability of the earth. In this class, we will look at current cultural discourses about the Anthropocene and discuss texts by leading theorists such as Karen Barad, Donna Haraway, Anna Tsing and Amitav Gosh while looking at activist projects and their representations. Please purchase Amitav Gosh's (2016) *The Great Derangement. Climate Change and the Unthinkable* (ISBN: 9780226526812) and *Arts of Living on a Damaged Planet* (2017) edited by Tsing, Swanson, Gan and Bubandt (ISBN: 978-1-5179-0237-7).

### **Hartung: Animal Studies: a Cultural History of Farm Animals**

Hauptseminar, 70144, 14tägig ab 16.10.2019

Mittwoch 13.15-14.45 Uhr, AB28-8028

Mittwoch 15.15-16.45 Uhr, AB28-8028

As Friedrich Nietzsche pointed out in his essay *The Utility and Liability of History (Vom Nutzen und Nachteil der Historie, 1874)*, with reference to a grazing herd, the animal "lives *ahistorically*, for it disappears entirely into the present". According to Nietzsche's view of history as potentially destructive, humans envy animals their ahistorical existence. Nietzsche's image of the grazing cow is itself historical and no longer a familiar view in twenty-first century landscapes. In this seminar, we will explore the cultural history of farm animals from the nineteenth-century depiction of receding rural environments, represented, for instance, in the English realist novel (by Elizabeth Gaskell and Thomas Hardy), to twentieth-century industrialization of farming and its effects on humans and animals. More recently, approaches to animals have been theorized by ecocriticism, animal philosophy and posthumanism as well as in the procedures of organic farming. Farm animals such as cows and pigs have been represented in literary fiction, cultural/natural histories and activist texts. They have been employed as metaphors for capitalism and slavery and used in fables to warn against political disasters. They have also been given their own histories and characteristics. These are the contexts and theoretical perspectives, which we will examine in this seminar. A reader with English and German texts will be provided in the first session.

## **6 Fachdidaktik und Vermittlungskompetenz**

### **Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch**

Grundkurs, 70233, Montag 11.15-12.45 Uhr, UP-HG-218

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.

#### **Linke: Basic Study and Research Skills A**

Grundkurs, 70224, Montag 09.15-10.45 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, 70223, Montag 17.15-18.45 Uhr, U69-H3-322

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.

#### **Schmidt: Kompetenzorientierter Englischunterricht**

Proseminar, 70267, Montag 09.15-10.45 Uhr, AB28-8028

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lernens und Lehrens der englischen Sprache in Theorie und Praxis. Typische Unterrichtssituationen und –materialien werden analysiert, entwickelt und gestaltet. Der Erwerb sprachlicher Mittel wird dabei ebenso thematisiert wie die Herausbildung kommunikativer Fertigkeiten. Auch die Entwicklung interkultureller und methodischer Kompetenzen finden Berücksichtigung.

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

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

#### **Morkötter: Mediation und interaktives Sprechen im Englischunterricht**

Hauptseminar, 70270, Donnerstag 11.15-12.45 Uhr, JP-FDR10

Sprachmittlung (*mediation*) unterscheidet sich vom Übersetzen und Dolmetschen unter anderem durch das Kriterium der Adressaten- und Situationsangemessenheit. Im Seminar werden wir Kriterien zur Beurteilung von Mediationsaufgaben entwickeln und Aufgaben in Lehrwerken und lehrwerkbegleitenden Unterrichtsmaterialien analysieren. Darüber hinaus sollen eigene Sprachmittlungsaufgaben gestaltet werden, die ggf. im Unterricht erprobt werden können.

#### **Tieß.: Interkulturelles Lernen**

Hauptseminar, 70236, Montag 15.15-16.45 Uhr, AB28-9028

Im Jahr 2016 haben 18,6 Millionen Menschen mit Migrationshintergrund in Deutschland gelebt. Ihr Anteil stieg laut Statistischem Bundesamt von 2015 zu 2016 um 8,5 Prozent. Der Anteil an der Gesamtbevölkerung liegt nun bei 22,5 Prozent. In einer sich stetig wandelnden Gesellschaft werden auch die Herausforderungen im Klassenzimmer heterogener und anspruchsvoller- dies ist eine Tatsache und gilt es als Vorteil für ihren Unterricht zu nutzen (vor allem der Vorbeugung gegen Langeweile).

Dieses Seminar nimmt sich zum Ziel die Lebenswirklichkeit der Schüler\*innen und Lehrer\*innen in Deutschland abzubilden, zu untersuchen und anzunehmen. In der Erarbeitung des Seminars gilt es zukünftigen Lehrer\*innen auf alltägliche Herausforderungen in der Schule vorzubereiten, bestehendes Material kritisch zu hinterfragen und grundlegendes „Handwerkszeug“ zu erwerben.

### **Schmidt: The Flipped English Classroom**

Übung, 70271, Dienstag 09.15-10.45 Uhr, AB28-8028, vom 10.12.2019-28.01.2020, 1 SWS

Die Grundidee des *flipped classroom* Konzepts ist es, Teile des Unterrichts auszulagern, um mehr Zeit für das Üben, Vertiefen und Anwenden zu haben. Der traditionelle Unterricht wird quasi umgedreht: Phasen des Erarbeitens gehen in die Selbstlernzeit außerhalb des Unterrichts (zu Hause oder in freien Lernphasen in der Schule). Übungs- und Anwendungsphasen (die sonst oft in die Hausaufgabe verlagert wurden) finden im Unterricht selbst (*face-to-face*) statt. Die Vermittlung der Lerninhalte kann auf unterschiedliche Art und Weise erfolgen, z. B. durch Lernvideos, animierte Präsentationen oder Videotutorials. Die Präsenzzeit während des Unterrichts kann dann verstärkt für die interaktive Auseinandersetzung und kooperative Problemlösung genutzt werden, die zu einer Vertiefung der Lerninhalte führen.

In der Übung werden wir uns mit dem *flipped classroom* Konzept auseinandersetzen und verschiedene Möglichkeiten der Umsetzung im Englischunterricht kennenlernen. Außerdem wollen wir selbst Unterrichtseinheiten entwickeln und u. a. Lernvideos und animierte Präsentationen erstellen.

**findet statt vom 10.12.2019 bis 28.01.2020, 1 SWS**

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

Übung, 70276, Dienstag 09.15-10.45 Uhr, AB28-8028, vom 15.10.-03.12.2019, 1 SWS

Medien spielen im Englischunterricht der Grundschule eine wesentliche Rolle. Sie dienen nicht nur der Vermittlung von Lerninhalten, sondern tragen auch entscheidend zur Aufrechterhaltung der Sprachlernmotivation bei. Die Übung thematisiert den Einsatz verschiedenster Medien – von der Kreidetafel bis zum *smartboard*, von *storybooks* bis zu Internetvideos. Anhand praktischer Beispiele wird erprobt, wie Medien für einen kreativen, handlungsorientierten Fremdsprachenunterricht sinnvoll genutzt werden können.

**findet statt vom 15.10.2019 bis 03.12.2019, 1 SWS**

### **Schütt: Planung und Gestaltung von Englischunterricht (SPÜ begleitend für LA)**

Übung, 70261, Montag 11.15-12.45 Uhr, gerade Wochen, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen der LA Gymnasium und Regionalschule.

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

Die Teilnehmer haben Gelegenheit, konkrete Unterrichtsprozesse für die schulpraktischen Übungen gemeinsam zu planen, planerische Alternativen zu entwerfen und Material für den Unterricht

auszuwählen und zu gestalten. Durch das Schreiben von Unterrichtsskizzen und Langentwürfen wird der Blick für das sinnvolle methodische Handeln im Rahmen des kompetenzorientierten kommunikativen Fremdsprachenunterrichts geschärft.

**1 SWS**

### **Schütt: Leistungsmessung und –bewertung im kompetenzorientierten Englischunterricht**

Übung, 70222, Montag 11.15-12.45 Uhr, ungerade Wochen, AB28-8028

Wie sieht eine angemessene Leistungsbeurteilung im kompetenzorientierten Englischunterricht aus? In dieser Übung werden Wege der Leistungsmessung und –bewertung in verschiedenen Klassenstufen untersucht. Anhand von praktischen Beispielen werden Diagnose- und Evaluationsmaßnahmen gezeigt: Wie wird Leistung sichtbar, wie kann sie beobachtet, gemessen und bewertet werden? Diese Fragen werden u. A. in der Übung diskutiert.

**1 SWS**

### **Schütt: Frühbeginnender Englischunterricht**

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

*The early bird twitters best:* das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. In dieser Übung wird die Violdimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten befähigen zu anregender, kindgerechter Unterrichtsgestaltung. Die Übung vertieft die im Grundkurs erworbenen Kenntnisse.

**1 SWS**

### **Schütt: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen im Projekt**

Übung, 70268, Montag 13.15-14.45 Uhr, ungerade Wochen, AB28-8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2019 in Projekten tätig sein werden. Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung der Projektplanungen sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

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

**1 SWS**

### **Bartsch Veselá: CLIL in Practice – Content and Language Integrated Learning for Primary Teachers**

Übung, 70277, Mittwoch 11.15-12.45 Uhr, AB28-8023,  
findet statt vom 16.10.2019 bis 04.12.2019, 1 SWS

This course is designed for students who will be teaching English to young learners in elementary schools. The aim of the course is to clarify the key concepts of Content and Language Integrated Learning (CLIL) and to focus on specific areas of primary classroom management and instruction. The participants will develop their skills in teaching non-language subjects through English, including Mathematics, Geography, History, Art, Music and Physical Education. The course includes practical sessions on preparing CLIL micro lessons and delivering these lessons to the trainer and peers.

Participants will also work on adapting and creating their own teaching materials. Additional study material will be provided.

**Findet statt vom 16.10.2019 bis 04.12.2019, 1 SWS**

### **Bartsch Veselá: Classroom English for Primary Teachers**

Übung, 70283, Mittwoch 11.15-12.45 Uhr, AB28-8023,  
findet statt vom 11.12.2019 bis 29.01.2020, 1 SWS

This course is designed for students who will be teaching English to young learners in primary schools. It aims to improve spoken English to be used as the main language of communication in the classroom. It offers a repertoire of classroom language for teachers (e.g. checking attendance, giving instructions for doing things, organizing pair and group work, eliciting language, dealing with discipline, setting homework, evaluation of work etc.) and learners (asking for permission, asking questions, seeking clarification, etc.) The students will improve their confidence and broaden the range of language teaching activities.

**Please purchase the following books: Herbert Puchta; Amy Mueller-Caron (2001) *Primary Classroom English*. Helbling Verlag GmbH (downloadable), Mary Slattery, Jane Willis (2001) *English for Primary Teachers A handbook of activities & classroom language*. Oxford: OUP (downloadable)**

**Findet statt vom 11.12.2019 bis 29.01.2020, 1 SWS**

### **Schütt/Schmidt/Tieß: Schulpraktische Übungen**

Übung, 70273, an verschiedenen Schulen

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

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

## **7 Sprachpraxis**

### **Spohr: Sprachpraxis I: Towards Proficiency**

Übung, 70299

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

Gruppe 2: Mittwoch 11.15-12.45 Uhr U69-H2-210

Gruppe 3: Donnerstag 11.15-12.45 Uhr U69-H3-322

Gruppe 4: Donnerstag 13.15-14.45 Uhr U69-H3-322

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.

### **Shay: Sprachpraxis I: Towards Proficiency**

Übung, 70300

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

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

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.

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

Übung, 70305

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

Gruppe 2: Donnerstag 09.15-10.45 Uhr U69-H3-322

**This course is only open to students taking Lehramt Grundschule. It fulfils the first part of the requirement for Sprachpraxis II**

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 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 which are often a problem for students. In addition, we will explore different approaches to teaching English grammar to young learners.

### **Cathrow: Sprachpraxis II: The Craft of Argument I**

Übung, 70302

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

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

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 II: The Craft of Argument I**

Übung, 70309

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

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

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, 70331

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

Gruppe 2: Montag 13.15-14.45 Uhr U69-H3-322

This course is designed 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, 70322

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

Gruppe 2: Freitag 13.15-14.45 Uhr U69-H3-322

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 III: Rhetorical Strategies in Spoken English**

Übung, 70326

Gruppe 1: Dienstag 09.15-10.45 Uhr U69-H3-223

Gruppe 2: Dienstag 11.15-12.45 Uhr U69-H3-223

This course offers a practical approach to rhetorical criticism. It will offer the student an opportunity to examine rhetorical strategies in a variety of spoken discourses, including advertising, politics, law, education, and everyday conversations. Particular attention will be paid to cognitive and linguistic figures that can be applied across a range of discourses. In the course, students will also receive the chance to try out these strategies in a variety of genres, thus not only improving their rhetorical competences but also their spoken and compositional skills.

### **Spohr: Sprachpraxis III: News and Current Events**

Übung, 70366, Donnerstag 17.15-18.45 Uhr, U69-H3-322

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: Sprachpraxis IV: Translation German-English I**

Übung, 70355

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

Gruppe 2: Mittwoch 11.15-12.45 Uhr 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.

### **Bowen: Sprachpraxis IV: Creative Writing**

Übung, 70369, Donnerstag 13.15-14.45 Uhr, AB28-8028

This course uses creative writing as a means to improve English writing and reading skills. Looking at short stories and passages from novels, we will examine how writers structure their narratives using elements such as dialogue, characterization and description. Subsequently, we will apply our findings to our own short fictional texts. In each of the sections of the course, we will determine how creative writing can help us develop broader language skills. For instance, our examination of dialogue in fiction will allow us to discuss spoken English and how it can be represented in prose. Since the course regards

creative writing as a collective act, all students participating in the course are expected to read their work aloud in class or to allow other students to read their texts.

### **Cathrow: Sprachpraxis IV: Writing the World**

Übung, 70370

Gruppe 1: Donnerstag 09.15-10.45 Uhr AB28-8023

Gruppe 2: Donnerstag 11.15-12.45 Uhr AB28-8023

This course focuses on travel and nature writing and explores the ways in which writers perceive the world around them and express their experiences in words. We will look briefly at the historical development of the genres of travel and nature writing and then examine current styles, formats and approaches, performing close readings of a range of texts for insights into style, techniques and tricks of the trade. Practical writing exercises will help students to improve their powers of observation and to turn their personal experiences into vivid, descriptive prose. There may even be the opportunity for some mini-field trips to gather inspiration and material for written exercises.

### **Bowen: Academic Writing (BATS)**

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:**

Kornexl, Linke, Lorenz, Mackenthun, Rossow, Schmitt-Kilb

Lecture Course, 70500, Dienstag 17.15-18.45 Uhr, AB28-8023 sowie AB28-8028

**Diese Lehrveranstaltung wird ausschließlich für Studierende des Masterstudienganges 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 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: Postcolonial Ecologies. American Literature and Ecocide**

Hauptseminar, 70155, Freitag 13.15-14.45 Uhr, AB28-8023

Since the 1970s, writers of color (Native American, African American, postcolonial etc.) have called attention to the problems of members of ethnic and cultural minorities – their difficult positions between cultures, their states of dispossession diaspora – while another line of literature has been exploring, for roughly the same period of time, the destructive – or ecocidal – effects of modernization and industrialization on the environment. In effect, most of the ecological and human cost of the modern lifestyle – the nuclear cycle, hydroelectric mega-dams, coal mining, toxic waste disposal – accrues on indigenous territories and severely threatens the survival of indigenous communities, both within the United States and in the so-called Third World. From a sizeable number of literary texts showing how traditional people live in the ecological shadow of Western modernity, we will discuss four novels by American and postcolonial writers.

#### **Texts to be purchased and read:**

- Thomas King (1993) *Green Grass Running Water*. Bantam.
- Kiana Davenport (2006) *House of Many Gods*. Ballantine
- Barbara Kingsolver (2012) *Flight Behavior*. Harper.
- Indra Sinha (2007) *Animal's People*. Simon & Schuster.

**Admission to the class** depends on students to sign up electronically. All students, especially those who were rejected by the system or put on a waiting list but want to take this class have to participate in a **QUIZ (Lektürekontrolle) on Thomas King, *Green Grass Running Water*, in the first session**. Please read and bring along the novel for that purpose.

### **Lorenz: English as a Global Language**

Hauptseminar, 70498, Dienstag 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, not only in what we know as English-speaking countries (e.g. USA, Canada, Australia), but also in societies where English has a status as the language of administration and education (e.g. India, Nigeria), or where pidgins and creoles have developed from English. 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 their speech communities. Moreover, English as a second language serves as a Lingua Franca for communication around the world.

In this seminar we will review some of the linguistic features of the varieties in question, explore the different sociohistorical settings in which various types of Englishes arose, and outline the stages and characteristics of the processes underlying the spread and diversification of English.

### **Rosow: The Transcultural Dimension of Globalisation**

Hauptseminar, 70202, Dienstag 13.15-14.45 Uhr, AB28-8028

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide a 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 and can be bought at Printzentrum, Neuer Markt 3.

### **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 (BATS)**

**verantwortlich:**

Linke

**Lehrende:**

Kornexl, Linke, Lorenz, Mackenthun, Rossow, Schmitt-Kilb

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

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

## **9 Berufsvorbereitendes Lektüremodul**

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

**verantwortlich:**

Kornexl

**Lehrende:**

Kornexl, Linke, Mackenthun, Schmitt-Kilb

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

**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.