

Institut für Anglistik/Amerikanistik

Lehrangebot Wintersemester 2021/22

Offizielle Informationsquelle für die Organisation des Studiums ist das
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Änderungen: Stand: 09.09.2021

70233 – Änderung in der Gruppe
70234 – neue Veranstaltung
70289 – Zeitenänderung
70223 – Änderung Dozent
70158 – Änderung Dozent
70273 – Änderung Dozent
70400 – Onlineveranstaltung

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1 Liste der Raumkürzel

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
UP-HG-218	HS 218, Universitätshauptgebäude
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U69-H3-222	SR 222, Ulmenstraße 69, Haus 3
U69-H3-223	SR 223, Ulmenstraße 69, Haus 3
U69-H3-322	SR 322, Ulmenstraße 69, Haus 3
U69-H3-416	SR 416, Ulmenstraße 69, Haus 3
JP-FDR	Fachdidaktikraum, Jakobi-Passage
JP-SR5	SR 5, Jakobi-Passage

2 Vorlesungen

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

N. N.: 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.

Crane: Energy Cultures

Vorlesung, 70410, Montag 13.15-14.45 Uhr, UP-HG-218

This lecture thinks through cultures of energy and the kinds of forms of cultural texts that are driven by particular energies, and their specific (after)effects.

We will be drawing on work done in environmental humanities, postcolonial and transcultural studies, as well as science and technology studies. Thinking about energy means thinking about sustainability and sustenance, about time and space, about labour and extraction, about the local and the global, some of the key terms that the lecture will address.

Mackenthun: Survey Lecture American Literature (Part. II)

Vorlesung, 70400, Donnerstag 09.15-10.45 Uhr, Onlineveranstaltung

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).

3 Literaturwissenschaft

Bolze: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70102, Dienstag 15.15-16.45 Uhr, AB28-8023

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:

- Sarah Moss (2018), *Ghost Wall*, ISBN 978-1783784462, 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.

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

Grundkurs, 70103, Mittwoch 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).

**Schlickeisen: Grundkurs: Einführung in die britische und
amerikanische Literaturwissenschaft**

Grundkurs, 70101, Donnerstag 15.15 – 16.45 Uhr, AB28-8023

This course serves as a general introduction to the field of literary studies. In this class we will introduce the fundamental concepts, basic terminology and methodology that will enable you to engage with literary texts on a scholarly basis. To practice this, we will read and analyze a variety of texts of all genres.

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

Grundkurs, 70100, Montag 15.15-16.45 Uhr, SCHW-HS

This course serves as an introduction to the study of English Literature. 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 be made 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:

- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh: Edinburgh University Press. ISBN-13: 978-0748691326.
- Sarah Moss (2019), *Ghost Wall*, Granta: London. ISBN-13: 978-1783784462.

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

Schmitt-Kilb: How Fiction Works: Contemporary Composite Novels

Proseminar, 70421, Dienstag 13.15-14.45 Uhr, SCHW-HS

This course focuses on three great contemporary narrative texts (novels?) with the main aim to develop your understanding of how narrative fiction "works". The texts we will read and discuss share an episodic, composite form which is realized in different ways. They all lend themselves to analyses of story (character, setting, theme, events) and discourse (narrative perspective, voice, levels of information), but they also demand of us/the reader to address questions of coherence, unity and genre. Please buy and start reading as soon as you can:

- David Mitchell, *Ghostwritten* (1999)

- Jon McGregor, *Reservoir 13* (2017)
- Sarah Moss, *Summerwater* (2020)

N. N.: Caribbean Short Stories

Proseminar, 70099, Donnerstag 15.15-16.45 Uhr, AB28-8028

The Caribbean region is one of the most diverse spaces on earth, regarding language, ethnicity, 'race' and religion. Over the last century, a distinct Caribbean literary tradition has emerged that engages with the rich history as well as contemporary concerns of its place of origin. In this course, we will look at a range of short stories written in English by authors from all over the archipelago and its diaspora. This form, although it is still one of the least commercially successful prose genres, is an ideal way of articulating postcolonial and hybrid identities, as scholars have argued (and we will critically discuss in class). 'Big names' like Michelle Cliff or Edwidge Danticat will be read next to the contemporary voices of Kei Miller or Alexia Arthurs.

Through our engagement with these texts, we will apply such concepts as postcoloniality and migration, as well as gender, sexuality, class and place. Your *Grundkurs*-knowledge on genre, narrative situation and setting, among others, will be built on, and you will be able to develop your own research questions. The stories and any further material will be made available on Stud.IP.

Zittlau: Twentieth Century American Poetry: a Journey

Proseminar, 70104, Freitag 13.15-14.45 Uhr, AB28-8023

This class will be a journey through the twentieth century in poetry. We will meet Muriel Rukeyser, who commemorated the death of hundreds of miners in her poetry, read the poets of the Harlem Renaissance and then move on to Allen Ginsberg and his major work "Howl", before meeting Adrienne Rich, Audre Lorde and Maya Angelou. Finally, we will get to the experimental contemporary poetry by Ocean Vuong, Sesshu Foster and Giovanni Singleton. While we will read many poems, of course, we will also read theory (written partially by the poets themselves, for example by Denise Levertov), look at poetry as a powerful political tool in times of crisis and discuss how poetry was and can be used in activist contexts. In our analysis, we will experiment with different strategies that might also be helpful to continue teaching poetry in schools. The reading material will be provided on Stud.IP.

Mackenthun: Ecofeminist Literature and Transculturation, BATS

Hauptseminar, 70131, Freitag 09.15-10.45 Uhr, AB28-8028

Ecofeminism entered academic discourse about a generation ago as a critical paradigm to analyze the intersections between ecological and feminist concerns. It combines, e.g., a critique of the patriarchal mythology representing women as part of nature, both of which require the domesticating touch of "husbandmen," with reformist ideas about women as the more intelligent farmers and environmental steward(esse)s of the future. This class looks at generically very dissimilar texts united by an interest in exploring the relations between female disfranchisement and self-empowerment, toxic agriculture, and the effects of climate change. In addition, we will approach the topic from a transcultural perspective, exploring how these novels negotiate the colonial destruction of female land ownership, the treatment of migrant laborers, and the establishment of a utopian community.

Students are required to purchase a Reader (Copy&Paste), as well as the following texts:

- Atwood, Margaret (1972/1997) *Surfacing*. Virago. ISBN-10: 9780860680642
- Erdrich, Louise (1988/2004) *Tracks*. Harper. ISBN-10: 0060972459
- Butler, Octavia (1998/2019) *Parable of the Talents*. Headline. ISBN-10: 1472263650
- Corpi, Lucha (2009) *Cactus Blood*. Arte Publico. ISBN-10: 1558855890 (try second hand!)
- Kingsolver, Barbara (2012) *Flight Behavior*. Faber&Faber. ISBN-10: 0571290809

Mackenthun: Unsettling! Slavery, Dispossession, and American Hauntings

Hauptseminar, 70118, Donnerstag 13.15-14.45 Uhr, AB28-8023

America's entangled colonial history of slavery and territorial expropriation has left a lasting impact on American culture. Various literary modes of the supernatural – from the imperial gothic to postcolonial forms of haunting and magic realism – serve as a cultural register for expressing colonial guilt and anxiety about the past and present treatment of America's dispossessed populations. In this class we'll look at one older novel – Hawthorne's *House of the Seven Gables* (1851), which mingles the memory of dispossession with that of the Salem witchhunt – and a series of more recent novels approaching this troubled past from various perspectives (settler colonial, Native American, African American). Our readings will be accompanied by critical texts analyzing America's "Phantom past" and a few movie sightings.

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

- Hawthorne, Nathaniel (1851/2009) *The House of the Seven Gables*. Oxford UP. ISBN-10: 019953912X
- King, Stephen (1983/2011) *Pet Sematary*. Hodder. ISBN-10: 1444708139
- Jones, Stephen Graham (2017) *Mapping the Interior*. Tor-com. ISBN-10: 076539510X
- Morrison, Toni (1987/1997) *Beloved*. Vintage. ISBN-10: 9780099760115

Schmitt-Kilb: William Shakespeare's *The Tempest*: Texts, Contexts, Re-imaginings, BATS

Hauptseminar, 70427, Freitag 13.15-14.45 Uhr, SCHW-HS

The Tempest is probably Shakespeare's most re-written and re-invented play. Arguably the latest play in the Shakespeare canon, it has inspired novels, poems, plays, films, paintings and a plethora of critical and socio-political essays. In the seminar, we will study the 17th-century text in order to establish a sound basis for analyses and interpretations of some of its postcolonial and transcultural re-writings and for discussions about its ongoing relevance in the 21st century. Please buy the Norton Critical Edition of the play, edited by Peter Hulme and William Sherman (2019), ISBN-13: 978-0393265422. (Dieses Seminar kann im Rahmen des MA-BATS belegt werden für die Module Anglophone Literaturen in zeitgenössischen **und** Anglophone Literaturen in historischen transkulturellen Kontexten.)

Hartung: Life Writing and Embodiment: Contemporary Narratives of Illness, Ageing and Gender

Hauptseminar, 70158, Mittwoch 13.15-14.45 Uhr und 15.15 – 16.45 Uhr, AB28-8028

The theorizing of the body has differentiated our knowledge of changing attitudes towards embodiment. As a history of the embodied self, the genre of literary autobiography fulfills various cultural functions. More specialized genres of autobiography have emerged from the 1980s onwards, which focus on experiences of illness and ageing. In this seminar, we will examine a variety of illness memoirs, so-called 'pathographies', on cancer, AIDS as well as on more recently emerging texts on the Covid-19 pandemic. As another variant of somatic life writing, the 'age memoir' is often also a narrative of loss and grief. One of the premises of this seminar is that embodied life writing is inevitably gendered and the choice of texts reflects this insight.

A reader with shorter texts will be provided for the seminar. In preparation, please read Audre Lorde's *The Cancer Journals* (1980) and Julian Barnes's *Levels of Life* (2013).

4 Sprachwissenschaft

Spohr/Lechner/N. N.: English Linguistics: An Introduction

Grundkurs, 70006

Spohr	Gruppe 1	Dienstag	11.15-12.45 Uhr	U69-H3-416
Lechner	Gruppe 2	Dienstag	11.15-12.45 Uhr	U69-H3-222
Lechner	Gruppe 3	Dienstag	15.15-16.45 Uhr	U69-H3-322
Lechner	Gruppe 4	Mittwoch	11.15-12.45 Uhr	U69-H3-322
N. N.	Gruppe 5	Donnerstag	11.15-12.45 Uhr	U69-H3-222
N. N.	Gruppe 6	Donnerstag	13.15-14.45 Uhr	U69-H3-222

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.

N. N.: Language and Society

Hauptseminar, 70062, Dienstag 13.15-14.45 Uhr, AB28-8023

This seminar addresses some of the key questions and concerns of sociolinguistics. You will acquire theoretical knowledge about macro-social factors that correlate with linguistic variation like age or gender, and get to know how these are connected with particular linguistic variables. We will also discuss how language use varies between different communicative contexts and situations, even when macro-social factors stay the same. By carrying out your own small study, you will learn more about the design of (socio-)linguistic studies, data collection, analysis, and description.

N. N.: "More Irish than the Irish themselves": The Languages of Colonisers, Nationalists, and Immigrants in Ireland

Hauptseminar, 70063, Mittwoch 09.15-10.45 Uhr, AB28-8023

In this seminar, we will investigate the use of different languages spoken in Ireland since the Middle Ages with a focus on English. You will learn about the typical features of Irish English, the variety that has developed due to contact between English and Irish, but we will also discuss social, political, and historical aspects connected with language use in Ireland. This includes issues of colonisation, as Ireland was the first English colony, language death and revitalisation efforts in connection with the nationalist movement in the 19th and 20th centuries, and language contact and change in recent times due to large scale immigration.

Lorenz: English as a Global Language, BATS

Hauptseminar, 70498, 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, 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.

Lorenz: Corpus Linguistics

Hauptseminar, 70463, Dienstag 15.15-16.45 Uhr, U69-H3-223

Corpora, i.e. large-scale digital collections of language data, have become increasingly important in linguistic research, as they provide insights into how language is used in ‘real life’. Corpus Linguistics is the study of language based on information gained from corpora. This encompasses research on written and spoken language, comparison of different varieties and genres, as well as the study of language change. As a research paradigm, Corpus Linguistics is typically associated with ‘usage-based’ linguistics, which holds that grammar is shaped by usage patterns rather than inflexible rules.

In this course we will review how language corpora inform the description and analysis of English grammar, and discuss the theoretical insights gained from corpus studies. We will learn how to work with some current corpora of English. Participants will carry out a small-scale corpus research project as part of the course work.

!!! NOTE: Possible modes of examination in this course are ONLY ‘Wissenschaftliche Hausarbeit’ (term paper) or ‘Leistungsreferat’ (oral presentation)!!!

Lechner: Fundamentals of Grammar

Übung, 70068, Dienstag 17.15-18.45 Uhr, U69-H3-322

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, Mittwoch 17.15-18.45 Uhr, AB28-8028

This class will explore the sound system of English. We will study vowel and consonant phonemes and their interactions – first for isolated words, then for connected speech. Our focus will be on the standard varieties of English spoken in Great Britain and in the USA, though other varieties will sometimes be included.

Where appropriate, English and German will be compared to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology can help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

Another aim of this course is to enable students to use the IPA – both passively and by actively producing phonemic transcriptions in one of the two standard varieties mentioned above. Since this skill requires a lot of practice, there will be weekly transcription exercises both in class and as homework assignments.

Our course book is:

- Collins, Beverly, Inger M. Mees and Paul Carley. 2019. *Practical Phonetics and Phonology: A Resource Book for Students*. 4th ed. London/New York: Routledge (ISBN 978-1-138-59150-9).

Additionally, the following book is recommended as a reference:

- Roach, Peter, Jane Setter and John Esling (eds). 2011. *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th ed. Cambridge: Cambridge University Press. (ISBN 978-3-125-34688-8).

Both are available in the UB, though acquiring your own copies is recommended.

5 Kulturwissenschaft

Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160

Gruppe 1 Mittwoch 17.15-18.45 Uhr, UU-HG-218

Gruppe 2 Donnerstag 15.15-16.45 Uhr, U69-AEHS1

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 (2020). *Communication, Cultural and Media Studies. The Key Concepts*. 5th ed. London and New York: Routledge (ISBN: 978- 0- 415- 78763- 5 (pbk) ISBN: 978- 1- 315- 22581- 4 (ebk)).

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

Proseminar, 70185, Dienstag 11.15-12.45 Uhr, AB28-8028

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

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

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

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

Massey: Cultural Representations of the US Mexico Borderlands

Proseminar, 70182, Donnerstag 13.15-14.45 Uhr, AB28-8028

The US-Mexico border has been since its very inception a site of contested history and meaning. Through the lens of Chicana Feminism, this course will investigate representations of the border from the 1848 Treaty of Guadalupe Hidalgo to Trumpian calls for a multi-billion dollar wall. We will explore multiple forms of social artistry in the borderlands, including corridos, poetry, performance art, and muralism. This exploration will not only reveal realities often hidden in public debates on il/legality and im/migration, but also how border communities operate as agents of change, transformation, and resistance.

Zittlau: Ghosts and Phantoms in American Culture

Proseminar, 70209, Freitag 09.15-10.45 Uhr, AB28-8023

This class will look at the figure of the ghost and its cultural representation in the United States. We will begin by looking at the witch trials in Salem, Massachusetts, in which "spectral evidence" played a central role, then move to the nineteenth century to explore the incidents surrounding the Fox sisters and to examine the phenomenon of ghosts in early photographs. While these early examples are related to European-American cultures, we will also look at ghosts in Voodoo and Native American cultures as well as the Mexican Day of the Dead. The aim of this class (besides discussing the topic of ghosts) is to get an overview of United States history and to learn how to analyze different media such as photographs and movies but also events (such as haunted house entertainment offers) and non-fiction writing. Therefore, we will not only look at ghosts and their stories but at the contexts of their cultural representation in order to understand their appearance within frameworks of society's anxieties and moments of crisis. All material will be provided on Stud.IP.

Becker: Encounters with the Undead: The Zombie Imagination as a Reflection of Crises and Anxieties

Hauptseminar, 70213, Donnerstag 11.15-12.45 Uhr, AB28-8028

Even though zombies have haunted our screens at least since the 1930s, they have featured particularly prominently in the cultural imagination of the 21st century. *The Walking Dead* (2010-) is one of the most successful television series of the recent years, others such as *Z Nation* (2014-2018) have followed; even Hollywood has jumped on the train of success with films such as *World War Z* (2013) and *I Am Legend* (2007). But what does the zombie mean? Which cultural functions does it fulfil? Why are we horrified by and, yet, also drawn to stories about flesh-eating undead corpses?

The zombie confronts us with our greatest fears and anxieties. Thus, the zombie has been read as a symbol of various 21st-century crises, fears, and anxieties. Some have argued that the mind- and will-less zombie should be read as a critique of Western consumer cultures. Others have pointed out that its decaying body represents our fear of disease (and pandemics) and constitutes a confrontation with human mortality and vulnerability. And some have argued that the post-apocalyptic setting of the zombie imagination reveals our dread of social and governmental collapse. Throughout the seminar we will discuss different theoretical concepts and ideas dealing with post-apocalyptic texts, the horror genre, and the Western zombie imagination as well as analyse various television series and films featuring zombies. We will explore why and how the zombie constitutes a site through which we negotiate cultural crises and anxieties, but also hopes.

Crane: Detective Series: Tracing Clues in TV and Fiction

Hauptseminar, 70201, Montag 15.15-16.45 Uhr, AB28-8028

Crime series are popular. In this seminar, we turn our attention to a subgenre, detective fiction and TV/streaming series. The detective, sometimes in the mode of a learned and exceptional figure (like Sherlock Holmes), sometimes rather more everyday, works to figure out causalities and explanations for offences. The detective works to draw our attention to modes of making sense.

The idea of detection has a productive overlap with notions of hermeneutics; searching for 'clues' is a part of how we understand the worlds we inhabit. The genres of detection we will explore in this seminar – both written and audio-visual – respond most specifically to crime, threats, and violence. Such offences themselves show the edges, or 'fences', of social contracts that govern human behaviours.

After a brief introduction to the histories of the genre, we will be paying particular attention to two aspects of detective series: the evocation of place (including the social sphere of the specific places) and the imaginings of science. In this, we will act ourselves as detectives, looking for clues in these texts that give rise to imaginings of place and methods of science, that is, methods of grappling with the materialities of environments (understood broadly to include the natural, social, national, amongst others).

A *Reader* with a selection of texts will be provided at the beginning of the course.

Crane: Cultures of Nuclear Reactions

Hauptseminar, 70196, Dienstag 15.15-16.45 Uhr, AB28-8028

In this seminar, we will examine the ways in which nuclear materials are imagined in (Anglophone) cultural texts and artefacts.

The nuclear has been evoked recently by some scholars as the marker of the start of the Anthropocene. They argue that the presence of radionuclides in the geological strata of the earth attest to human impacts on a planetary scale. The nuclear figures also in cultural imaginings: as disaster (e.g. Chernobyl, Fukushima), as erasure (e.g. nuclear testing), and as a threat to the future (e.g. storage of spent nuclear fuel).

Our work on this topic in this seminar will draw on frameworks of postcolonial studies, material cultures, science and technology studies, as well as environmental humanities. We will look to develop tools for thinking through the various 'reactions' to the nuclear in (popular) culture, and the ways in which the nuclear is understood and negotiated through such cultural texts and artefacts. This will include discussions of terms such as risk, deep time, material cultures, uneven development, waste, and toxicity. Our corpus – which will be finalised by the beginning of the semester – will incorporate a broad range of texts, including scholarly treatises, advertisements, videos, life writing, visual art, and narrative forms. A *Reader* with a selection of thematically organised texts will be provided at the beginning of the course.

Mackenthun: Unsettling! Slavery, Dispossession, and American Hauntings

Hauptseminar, 70118, Donnerstag 13.15-14.45 Uhr, AB28-8023

America's entangled colonial history of slavery and territorial expropriation has left a lasting impact on American culture. Various literary modes of the supernatural – from the imperial gothic to postcolonial forms of haunting and magic realism – serve as a cultural register for expressing colonial guilt and anxiety about the past and present treatment of America's dispossessed populations. In this class we'll look at one older novel – Hawthorne's *House of the Seven Gables* (1851), which mingles the memory of dispossession with that of the Salem witchhunt – and a series of more recent novels approaching this troubled past from various perspectives (settler colonial, Native American, African American). Our readings will be accompanied by critical texts analyzing America's "Phantom past" and a few movie sightings.

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

- Hawthorne, Nathaniel (1851/2009) *The House of the Seven Gables*. Oxford UP. ISBN-10: 019953912X
- King, Stephen (1983/2011) *Pet Sematary*. Hodder. ISBN-10: 1444708139
- Jones, Stephen Graham (2017) *Mapping the Interior*. Tor-com. ISBN-10: 076539510X
- Morrison, Toni (1987/1997) *Beloved*. Vintage. ISBN-10: 9780099760115

Rosow: The Transcultural Dimension of Globalisation, BATS

Hauptseminar, 70202, Mittwoch 11.15-12.45 Uhr, AB28-8028

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, and 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.

Zittlau: Black Movements in American History

Hauptseminar, 70199, Montag 09.15-10.45 Uhr, AB28-8023

The Black Lives Matter Movement is only the most recent one in a long history of resistance and revolts concerning the living conditions of black people in the United States. In this class, we will look at the history of black political movements. We will begin by examining slave revolts (and their cultural representation) and the abolitionists of the nineteenth century. We will then look at cultural movements of the early twentieth century, such as the Harlem Renaissance, and then focus on the Civil Rights Movement of the late 1950s and 1960s. Furthermore, we will look at movements that have been created in response to other movements such as black feminism, which was a response to white middle-class issues discussed within feminist circles. Please purchase James Baldwin, *The Fire Next Time*. New York: Vintage Books, 1993 [1963] and adrienne maree brown, *We Will Not Cancel Us*. Chico, CA: AK Press, 2020. All other material will be provided on Stud.IP.

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

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

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

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch mit dem Schwerpunkt auf Englischunterricht in der Grundschule

Grundkurs, 70234, Mittwoch 11.15-12.45 Uhr, JP-FDR10

Die inhaltlichen Schwerpunkte des Grundkurses (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) werden in dieser Lehrveranstaltung mit besonderem Fokus auf Englischunterricht in der Grundschule behandelt. Wir werden uns u.a. exemplarisch mit dem

Einsatz von *children's literature* befassen und die Frage eines Übergangs zum Englischunterricht in den weiterführenden Schulen („Übergangsdidaktik“) thematisieren.

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“

Schmidt: Back again? Grammatik im kompetenzorientierten Englischunterricht

Hauptseminar, 70269, Dienstag 09.15-10.45 Uhr, AB28-8028

Welche Rolle spielt Grammatik im Englischunterricht? Diese Frage wurde in der Geschichte des Fremdsprachenunterrichts unterschiedlich beantwortet und sorgt bis heute für kontroverse Diskussionen. In diesem Hauptseminar wollen wir uns ebenfalls dieser Frage widmen und den Stellenwert von Grammatik im kompetenzorientierten Englischunterricht bestimmen. Sie lernen verschiedene Methoden der Grammatikvermittlung kennen und befassen sich mit unterschiedlichen Übungsformaten. Die theoretischen Überlegungen münden in der Erstellung digitaler Selbstlerneinheiten zu ausgewählten grammatischen Strukturen für die Jahrgangsstufen 5 und 6.

Tieß: Mündliche Sprachlernleistungen im Fremdsprachenunterricht

Hauptseminar, 70289, Montag 15.15-16.45 Uhr, U69-H3-322

Der zunehmende Fokus auf die Befähigung des mündlichen Sprachgebrauchs bzw. der mündlichen Interaktion der Schülerinnen und Schüler im Fremdsprachenunterricht stellt viele Lehrkräfte vor neuen Herausforderungen, eröffnet aber auch Chancen. Um die Schülerinnen und Schüler zu befähigen, sich aktiv und geläufig an Gesprächen zu beteiligen und eigene Beiträge zu leisten sowie grundlegende Präsentationskompetenzen im Kontext komplexer Aufgabenstellungen anzuwenden, bedarf es einer Vielzahl an Rahmenbedingungen. In diesem Seminar werden konkrete praktische Anwendungen analysiert, evaluiert und selbstständig für den eigenen Unterricht praxisbezogen erarbeitet. Der Austausch der Studierenden untereinander sowie die Bereitstellung einer (Aufgaben-)Plattform für zukünftige Anwendungen stehen dabei im Vordergrund.

Schmidt: Planung und Gestaltung von Englischunterricht (SPÜ-begleitend für LA Grundschule)

Übung, 70276, Mittwoch 09.15-10.45 Uhr, AB28-8028, vom 13.10.2021-24.11.2021, 1 SWS

Die Übung richtet sich an Studierende des Lehramts Grundschule, die im WS 2021/22 die Schulpraktischen Übungen absolvieren.

Einen Schwerpunkt der Übung bildet die Planung von Englischunterricht. Die Teilnehmenden setzen sich mit den verschiedenen Aspekten der Unterrichtsplanung auseinander und erhalten Gelegenheit, sich im Schreiben eines Langentwurfs zu üben.

Darüber hinaus widmet sich die Übung der Gestaltung eines kompetenzorientierten kommunikativen Englischunterrichts. Die Teilnehmenden machen sich u. a. mit verschiedenen Methoden für den Englischunterricht vertraut, befassen sich mit Möglichkeiten der Differenzierung, lernen Aufgabenformate zur Förderung des Sprechens kennen und setzen sich mit den Herausforderungen der einsprachigen Gestaltung von Englischunterricht auseinander.

Findet statt vom 13.10.2021 bis 24.11.2021, 1 SWS

Schmidt: Let's be active. Methoden für den frühbeginnenden Englischunterricht

Übung, 70295, Mittwoch 09.15-10.45 Uhr, AB28-8028, vom 01.12.2021-26.01.2022, 1 SWS

Spracherwerb ist ein aktiver Prozess, der durch Interaktion in authentischen sozialen Situationen angeregt wird. Anhand praktischer Unterrichtssituationen wollen wir ergründen, mit welchen Methoden der Fremdspracherwerb gefördert werden kann. Wir lernen verschiedene Methoden, u. a. TPR, spielerische und kooperative Lernmethoden kennen, erproben diese praktisch und untersuchen sie auf ihre Einsatzmöglichkeiten im Englischunterricht der Grundschule.

Schmidt: Englischunterricht digital. Methoden für den Distanzunterricht.

Übung, 70293, Donnerstag 09.15-10.45 Uhr, AB28-8028, vom 14.10.2021-25.11.2021, 1 SWS

Englischunterricht auf Distanz erfordert sorgsam durchdachte didaktisch-methodische Konzepte und die Anpassung von Materialien und Aufgabenformaten. In der Übung wollen wir Möglichkeiten prüfen, wie der Englischunterricht auf Distanz effektiv gestaltet werden kann. Wir lernen verschiedene Methoden für den synchronen, asynchronen und hybriden Englischunterricht kennen und untersuchen verschiedene digitale Werkzeuge auf ihren Nutzen für das Fremdsprachenlernen. Am Ende der Übung soll eine digitale Unterrichtseinheit entworfen werden.

Findet statt vom 14.10.2021 bis 25.11.2021, 1 SWS

**Schmidt: Tech Tools for Learning and Teaching English.
Digitale Medien im Englischunterricht.**

Übung, 70294, Donnerstag 09.15-10.45 Uhr, AB28-8028, vom 02.12.2021-27.01.2022, 1 SWS

Digitale Medien bieten für das Lernen und Lehren von Fremdsprachen eine Reihe von Potentialen, die sich Lernende und Lehrende gleichermaßen im Englischunterricht zu Nutze machen können. So eröffnen sich durch den Einsatz digitaler Medien zum einen vielfältige Möglichkeiten der Sprach- und Kulturbegegnung, zum anderen können Lernangebote in stärkerem Maße auf die individuellen Bedürfnisse der Lernenden abgestimmt werden.

Findet statt vom 02.12.2021 bis 27.01.2022, 1 SWS

**Schmidt: Unterrichtsplanung konkret: Begleitung des Hauptpraktikums
(für LA Regionale Schule und Gymnasium)**

Übung, 70242, Onlineveranstaltung

Die Lehrveranstaltung richtet sich an Studierende der Lehrämter an Regionalen Schulen und Gymnasien, die derzeit ihr Hauptpraktikum durchführen oder dies für die kommende vorlesungsfreie Zeit planen. Die Übung soll Studierenden die Möglichkeit geben, das Hauptpraktikum im Fach Englisch begleiten zu lassen und untereinander in den Austausch zu konkret auftretenden Fragen der Unterrichtsplanung und -durchführung zu kommen.

Die Lehrveranstaltung ist ein Zusatzangebot, das nicht an ein Modul gekoppelt ist.

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**Schütt: Unterrichtsplanung konkret: Begleitung des Orientierungspraktikums II
und des Hauptpraktikums (für LA Grundschule)**

Übung, 70292, Onlineveranstaltung

Die Lehrveranstaltung richtet sich an Studierende des Lehramtes an der Grundschule, die derzeit ihr Orientierungspraktikum II beziehungsweise ihr Hauptpraktikum durchführen oder dies für die kommende vorlesungsfreie Zeit planen. Die Übung soll Studierenden die Möglichkeit geben, die Praktika im Fach Englisch begleiten zu lassen und untereinander in den Austausch zu konkret auftretenden Fragen der Unterrichtsplanung und –durchführung zu kommen.

Die Lehrveranstaltung ist ein Zusatzangebot, das nicht an ein Modul gekoppelt ist.

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

Übung, 70268, Montag 11.15-12.45 Uhr, 14täglich gerade Wochen, AB28-8028, 1 SWS

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2021 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**

**Schütt: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen
für alle Lehrämter, semesterbegleitend**

Übung, 70261, Montag 11.15-12.45 Uhr, 14täglich ungerade Wochen, AB28-8028, 1 SWS

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: Task Based Learning – Reloaded

Übung, 70251, Montag 13.15-14.45 Uhr, 14täglich gerade Wochen, AB28-8028, 1 SWS

In dieser Übung wird das Konzept des Task-Based Learning zunächst vorgestellt. Anschließend werden wir an konkreten Unterrichtsbeispielen zeigen, wie dieses Konzept für den Distanzunterricht adaptiert und mithilfe entsprechender digitaler tools umgesetzt werden kann. **1 SWS**

Schütt: Frühbeginnender Englischunterricht, LA Grundschule

Übung, 70221, Montag 13.15-14.45 Uhr, 14täglich ungerade Wochen, AB28-8028, 1 SWS

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. In dieser Übung wird die Vieldimensionalität 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**

Bartsch Veselá: Using Children's Literature in the English Foreign Language Classroom

Übung, 70237, Dienstag 13.15-14.45 Uhr, U69-H3-322, vom 12.10.2021-23.11.2021, 1 SWS

This seminar is designed for student teachers who will be teaching English in primary and lower-secondary schools. It offers practical tips for enjoyable and meaningful language learning in the English language classroom. A variety of children's literature will be introduced, including traditional stories, classical fairy-tales, animal stories, graphic novels, poems, rhymes, and other literary texts (e.g. *The Very Hungry Caterpillar*, *The Gruffalo*, *Little Red Riding Hood*, *Jungle Book*, *Winnie the Pooh*, *The Paper Bag Princess*, *Alice in Wonderland*, etc.) Student teachers will be asked to participate in the discussions, read and analyse suitable texts (e.g. a short story or a fairy-tale) in English and develop own story-based teaching activities to be used in the English classrooms. Study material will be provided.

Findet statt vom 12.10.2021 bis 23.11.2021, 1SWS

Bartsch Veselá: Teaching Culture in the English Foreign Language Classroom

Übung, 70235, Dienstag 13.15-14.45 Uhr, U69-H3-322, vom 30.11.2021-25.01.2022, 1 SWS

This course is designed for student teachers who will be teaching English as a foreign language in primary and lower-secondary schools. It offers both theoretical background and practical teaching ideas with respect to teaching culture and the development of intercultural communicative competence. The participants of the course will be introduced to a wide variety of culture-based practices and topics, including everyday customs, festivals and celebrations, weather and climate, school life, children's literature, CLIL etc. Student teachers will participate in discussions and prepare activities on given topics. Study material will be provided.

Findet statt: vom 30.11.2021 bis 25.01.2022, 1SWS

Schütt/Schmidt/Tieß/Bayer: 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

Zittlau: Basic Study and Research Skills, A

Grundkurs, 70224, Montag 13.15-14.45 Uhr, AB28-8023

Research is at the core of all academic activities. This class will introduce you to central strategies of critical analysis, give you guidance in how to find useable sources, how to deal with online articles and how to structure your research material. We will practice finding term paper topics, library books and articles as well as develop strategies for oral presentations and term-paper writing, including the creation of bibliographies as well as the correct citation format. While there will be reading material in this class,

the focus is on practical exercises that will allow you to evaluate your personal research methods, terminology and reading habits. All material will be provided on Stud.IP.

Böner: Basic Study and Research Skills, B

Grundkurs, 70223, Montag 17.15-18.45 Uhr, U69-H3-322

Research is at the core of all academic activities. This class will introduce you to central strategies of critical analysis, give you guidance in how to find useable sources, how to deal with online articles and how to structure your research material. We will practice finding term paper topics, library books and articles as well as develop strategies for oral presentations and term-paper writing, including the creation of bibliographies as well as the correct citation format. While there will be reading material in this class, the focus is on practical exercises that will allow you to evaluate your personal research methods, terminology and reading habits. All material will be provided on Stud.IP.

7 Sprachpraxis

Spohr: Sprachpraxis I: Towards Proficiency

Übung, 70299

Gruppe 1: Dienstag	13.15-14.45 Uhr	U69-H3-416
Gruppe 2: Dienstag	15.15-16.45 Uhr	U69-H3-416
Gruppe 3: Mittwoch	11.15-12.45 Uhr	U69-H3-416
Gruppe 4: Donnerstag	11.15-12.45 Uhr	U69-H3-322
Gruppe 5: Donnerstag	13.15-14.45 Uhr	U69-H3-322
Gruppe 6: Donnerstag	15.15-16.45 Uhr	U69-H3-322

This course is designed for future primary school teachers to further their studies in English grammar, vocabulary and skills. It focuses on an understanding of grammar as a functional use of language which creates rhetorical effects. In this view, writers make active choices that influence their readers just as teachers make active choices about the language they use with their students. Special attention is given to applying prior studies in linguistics and pedagogy as well as to developing students as reflective, self-directed learners. The course also provides opportunities to try out English teaching ideas in team teaching practices and reflect on the process.

Shay: Sprachpraxis I: Towards Proficiency for Primary Schools

Übung, 70301

Gruppe 1: Donnerstag	09.15-10.45 Uhr	SCHW-HS
Gruppe 2: Donnerstag	11.15-12.45 Uhr	SCHW-HS

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: Mittwoch 09.15-10.45 Uhr JP-SR5

Gruppe 2: Mittwoch 11.15-12.45 Uhr JP-SR5

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.

Bowen: Sprachpraxis II: The Craft of Argument I

Übung, 70311

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.

Cathrow: Sprachpraxis II: The Craft of Argument I

Übung, 70302

Gruppe 1: Dienstag 09.15-10.45 Uhr U69-H3-322

Gruppe 2: Dienstag 11.15-12.45 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 II: The Craft of Argument I

Übung, 70309

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

Gruppe 2: Donnerstag 13.15-14.45 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 III: Rhetorical Strategies in Spoken English

Übung, 70326

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

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

Gruppe 3: Donnerstag 13.15-14.45 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.

Vaughan: Sprachpraxis III: Rhetorical Strategies in Spoken English

Übung, 70322

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

Gruppe 2: Freitag 13.15-14.45 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.

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.

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 examine theoretical issues, styles, formats and approaches within the genres of travel and nature writing, 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 a mini-field trip to gather inspiration and material for written exercises.

Bowen: Academic Writing, BATS

Übung, 70360, Donnerstag 11.15-12.45 Uhr, U69-H3-223

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, and 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

Mackenthun: Ecofeminist Literature and Transculturation, BATS

Hauptseminar, 70131, Freitag 09.15-10.45 Uhr, AB28-8028

Ecofeminism entered academic discourse about a generation ago as a critical paradigm to analyze the intersections between ecological and feminist concerns. It combines, e.g., a critique of the patriarchal mythology representing women as part of nature, both of which require the domesticating touch of "husbandmen," with reformist ideas about women as the more intelligent farmers and environmental steward(esse)s of the future. This class looks at generically very dissimilar texts united by an interest in exploring the relations between female disfranchisement and self-empowerment, toxic agriculture, and the effects of climate change. In addition, we will approach the topic from a transcultural perspective, exploring how these novels negotiate the colonial destruction of female land ownership, the treatment of migrant laborers, and the establishment of a utopian community.

Students are required to purchase a Reader (Copy&Paste), as well as the following texts:

- Atwood, Margaret (1972/1997) *Surfacing*. Virago. ISBN-10: 9780860680642
- Erdrich, Louise (1988/2004) *Tracks*. Harper. ISBN-10: 0060972459
- Butler, Octavia (1998/2019) *Parable of the Talents*. Headline. ISBN-10: 1472263650

- Corpi, Lucha (2009) *Cactus Blood*. Arte Publico. ISBN-10: 1558855890 (try second hand!)
- Kingsolver, Barbara (2012) *Flight Behavior*. Faber&Faber. ISBN-10: 0571290809

**Schmitt-Kilb: William Shakespeare's *The Tempest*:
Texts, Contexts, Re-imaginings, BATS**

Hauptseminar, 70427, Freitag 13.15-14.45 Uhr, SCHW-HS

The Tempest is probably Shakespeare's most re-written and re-invented play. Arguably the latest play in the Shakespeare canon, it has inspired novels, poems, plays, films, paintings and a plethora of critical and socio-political essays. In the seminar, we will study the 17th-century text in order to establish a sound basis for analyses and interpretations of some of its postcolonial and transcultural re-writings and for discussions about its ongoing relevance in the 21st century. Please buy the Norton Critical Edition of the play, edited by Peter Hulme and William Sherman (2019), ISBN-13: 978-0393265422. (Dieses Seminar kann im Rahmen des MA-BATS belegt werden für die Module Anglophone Literaturen in zeitgenössischen **und** Anglophone Literaturen in historischen transkulturellen Kontexten.)

N. N.: Language and Society, BATS

Hauptseminar, 70062, Dienstag 13.15-14.45 Uhr, AB28-8023

This seminar addresses some of the key questions and concerns of sociolinguistics. You will acquire theoretical knowledge about macro-social factors that correlate with linguistic variation like age or gender, and get to know how these are connected with particular linguistic variables. We will also discuss how language use varies between different communicative contexts and situations, even when macro-social factors stay the same. By carrying out your own small study, you will learn more about the design of (socio-)linguistic studies, data collection, analysis, and description.

Lorenz: English as a Global Language, BATS

Hauptseminar, 70498, 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, 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.

Rossov: The Transcultural Dimension of Globalisation, BATS

Hauptseminar, 70202, Mittwoch 11.15-12.45 Uhr, AB28-8028

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, and the respective analytical

and theoretical responses of cultural studies with a special emphasis on transcultural aspects and the accompanying discourses.

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

Bowen: Academic Writing, BATS

Übung, 70360, Donnerstag 11.15-12.45 Uhr, U69-H3-223

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, and 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:

Rossow

Lehrende:

Crane, Lorenz, N. N., 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.

Theories and Methods of British and American Transcultural Studies

verantwortlich:

Mackenthun

Lehrende:

Crane, Lorenz, N. N., Mackenthun, Rossow, Schmitt-Kilb

Kolloquium, 70500, Dienstag 17.15-18.45 Uhr, AB28-8028

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

In diesem Modul werden ausgewählte Theorien und Methoden aus der Anglistik/Amerikanistik eingeführt, die für das Thema Kulturkontakt relevant sind. An der Lehrveranstaltung beteiligen sich

die Lehrenden des 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.

9 Berufsvorbereitendes Lektüremodul

Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien)

verantwortlich:

Crane

Lehrende:

Crane, N. N., Schmitt-Kilb

Kolloquium, 70303, Montag 17.15-18.45 Uhr, Onlineveranstaltung

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.