

# Institut für Anglistik/Amerikanistik

## Lehrangebot Wintersemester 2022/23

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: 17.10.2022

70105 – Änderung Raum  
70406 – Änderung Zeit  
70100 – Änderung Raum  
70006 – Änderung Raum für Gruppe 1  
70203 – Änderung Raum

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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
UP-HG-218	HS 218, Universitätshauptgebäude
UP-HG-019	SR 019, 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
G9-HSANA	HS Anatomie, Getrudenstraße 9
P6-SR222	SR 222, Parkstraße 6
SCHW-HS	HS Schwaansche Straße 3
JP-FDR10	Fachdidaktikraum, Jakobi-Passage

### **2 Vorlesungen**

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

**Prof. Crane: Some Fundamentals of Cultural Studies: 12 Islands**

Vorlesung, 70401, Montag 15.15 - 16.45 Uhr, G9-HSANA

In this lecture we will ‘visit’ approximately 12 islands as part of an imagined itinerary through (anglophone) cultural history. Islands are sites of contact and exchange, of shifting relations.

Each lecture will mobilise at least one concept or theme from Cultural Studies, e.g. colonisation, enslavement, utopias, imprisonment and incarceration, globalisation, archipelagic thought, climate change and environmental exploitation, etc. and connect these in an exemplary manner to an anglophone island (or group of islands). We will travel through time, space and imaginary preoccupations with islands, developing an itinerary of engagement with matter and materials to develop a toolkit for Cultural Studies.

Further materials, including some preparatory readings, will be provided for interested students as a matter of course (via StudIP).

### **Prof. Schulte: Essentials of English Linguistics**

Vorlesung, 70406, Dienstag 07.15 - 08.45 Uhr, UP-HG-218

This class is an introduction to the history of the English language. We will cover all the major periods in the history of English: Old English, Middle English, Early Modern English, and Present Day English. The description of language structure and language use in these periods will highlight the roles of language contact and change. In addition to linguistic analyses, we will also consider the socio-cultural backgrounds of historical developments, so you will be able to connect language change with more general social change. You will, for example, learn which features of English are due to various invasions and conquests, and how inventions like the printing press have influenced the use of English.

### **Prof. Schmitt-Kilb: Survey Lecture English/British Literary History II**

Vorlesung, 70400, Mittwoch 11.15 - 12.45 Uhr, UP-HG-218

This second part of a two-part survey lecture provides an overview of major developments in English/British Literature in the late nineteenth, twentieth and twenty-first centuries. The lecture covers late Victorian, modernist, post-war, postmodern and contemporary prose fiction (with side glances at other genres such as poetry, drama and new nature writing). Key texts by a wide variety of authors will be discussed in their cultural, literary historical and thematic contexts as well as in the context of influential developments in theory and criticism (race, class, gender, ecocriticism). I recommend chapters 5 (The Victorian Age), 6 (Modernism), 7 (1939-2015) and 8 (Postcolonial Literature) of Paul Poplawski (2018, ed.), *English Literature in Context*, as supplementary reading. The book is available online on Cambridge.org for Rostock students. Also available on Cambridge.org is the highly recommendable study by Peter Boxall (2013), *Twenty-First Century Fiction: A Critical Introduction*, Cambridge UP.

## **3 Literaturwissenschaft**

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

Grundkurs, 70102, Montag 13.15 - 14.45 Uhr, SCHW-HS

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.

**Prof. Schmitt-Kilb: Grundkurs: Introduction to Literary Studies  
(Einführung in die Literaturwissenschaft)**

Grundkurs, 70100, Montag 15.15 - 16.45 Uhr, AB28-8023

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.

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

Grundkurs, 70103, Donnerstag 09.15 - 10.45 Uhr, SCHW-HS

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).

**Dr. Zittlau: Grundkurs: Einführung in die anglistische und  
amerikanische Literaturwissenschaft**

Grundkurs, 70101, Freitag 13.15 - 14.45 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 Frank O'Hara's *Lunch Poems* (1964), various short stories, the novel *The Haunting of Hill House* (1959) by Shirley Jackson, and the play *Roosters* (1987) by Milcha Sanchez-Scott. Please purchase and read:

- Shirley Jackson (1959), *The Haunting of Hill House* (Penguin Modern Classics)
- Frank O'Hara (1964), *Lunch Poems* (City Light Books)
- All other texts will be available for download on Stud.IP.

**Dr. Zittlau: Filipino American Lit**

Proseminar, 70119, Montag 13.15 - 14.45 Uhr, AB28-8023

The Philippines and the United States have an entangled history. As a Spanish colony, the Philippines were lost to the United States in the Spanish America War, which was then followed by the Philippine-American War from 1899 to 1902.

In this class we will read texts by immigrants to the United States as well as text by Filipino authors and discuss them in the context of American literature. We will include topics such as immigrant literature, (post)colonial literature, Asian American identity and other similar literary categories.

Please purchase:

- Carlos Bulosan, *America Is in the Heart* (1943) (Penguin Classics)
- Elaine Castillo, *America Is Not in the Heart* (2018) (atlantic fiction).
- Sarah Gambito, *Matadora* (2004) (Sweet and Sour)

**Prof. Schmitt-Kilb: Ecocriticism – Introduction to the Theory and Practice of Literature and the Environment**

Proseminar, 70107, Dienstag 11.15 - 12.45 Uhr, AB28-8023

Ecocriticism is an umbrella term covering a diverse range of contemporary approaches to the study of the relationship between literature and the environment. In recent years, it has developed into one of the most productive and lively fields in literary studies. Its urgency in the Anthropocene is obvious: climate crisis, habitat loss, decline in insect and other species populations, microplastic pollution etc. These phenomena demand new politics, but also new literary, critical, and imaginative responses that challenge the conventionally anthropocentric literary representations of humans in the world. In the course, you will get acquainted with key concepts of ecocriticism. Against this backdrop, we will read and discuss a selection of literary texts of various genres (poetry, nature writing, fiction, short story) as well as contemporary theory and criticism. We will probe the potential, and the limits, of literary representations that aim to decentre the human and take into account the more-than-human world.

We will read parts of Timothy Clark's *Cambridge Introduction to Literature and the Environment* and his *The Value of Ecocriticism*. Both texts are available online: Rostock UB (Cambridge Core). Please buy and read T. C. Boyle, *A Friend of the Earth* (2000). Further primary texts will be announced shortly before the start of term.

**Prof. Mackenthun: Search for Sanctuary: Community and Environment in Contemporary Young Adult Literature**

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

*This class is particularly offered to students of Lehramt Grundschule but may also be attended by other students.* It looks at how recent young adult novels imagine interactions between humans and more-than-human beings, and how young people react to social and existential challenges. The texts all portray a search for sanctuary – for a place offering both physical and spiritual safety, to both humans and non-humans. Written by authors from various cultural backgrounds, these texts contain both ancient mythical motifs and modern realist as well as magic realist elements. We will examine them for their didactic and literary contributions to present discussions about juvenile resilience and social and ecological transformation.

Students are required to purchase a *Reader* (Copy&Paste); each student is requested to choose two of the following texts:

- Louise Erdrich, *The Birchbark House*. HarperCollins, 1999. ISBN 0063064162
- Jennifer Dance, *Red Wolf*. Dundurn, 2014. ISBN 1459708105
- Sita Bahmachari, *Red Leaves*. Macmillan, 2014. ISBN 1447262980
- Sita Brahmachari, *Where The River Runs Gold*. Orion, 2019. ISBN 1510105417
- Sandra Smith, *Treasure* (vol. 1 of Seed Savers). Flying Books House, 2018. ISBN 943345058
- Sara Pennypacker, *Here in the Real World*. Harper Collins, 2020. ISBN 0008371695
- Sara Pennypacker, *Pax*. Balzer & Bray, 2019. ISBN 0062377027

### N. N.: The Poetry of Mourning: A History

Proseminar, 70454, Mittwoch 13.15 - 14.45 Uhr und 15.15 - 16.45 Uhr, AB28-8028  
14taglich, erste Lehrveranstaltung am 19.10.2022

The elegy is the traditional poetic form of mourning. Many poetry anthologies suggest that this literary form consists mainly of white male poets who mourn the deaths of other white men. In this seminar, therefore, the aim is to investigate the history of elegy in order to uncover the voices of women poets and poets of colour that have accompanied the predominantly male genealogies of grief expression. Many of them have, as Eleanor Perry points out in her study *Radical Elegies* (2022: 16), been treated like “illegitimate children” that are “disinherited from the elegy’s family line”. Reading a selection of elegies from the sixteenth century to the present, this seminar will contextualise poetic expressions of grief and mourning within the history of the emotions, paying attention to the question whose lives have been regarded as worthy of being mourned and whose have been excluded. Drawing on a broad definition of elegy, we will investigate various types of grief expression and loss, for instance the death of a loved one; imaginations of the afterlife; reflections on mortality; loss through separation, estrangement or exile; loss or destruction of nature; loss of identity or culture; loss of the self; and the viewing of the dead (body).

Recommended reading, in preparation for the course: Eleanor Perry: *Radical Elegies: White Violence, Patriarchy, and Necropoetics*, (London: Bloomsbury 2022) and Diana Fuss: *Dying Modern: A Meditation on Elegy*, (Durham: Duke University Press, 2013). Reading materials will be provided online.

### Dr. Zittlau: Introduction to African Literature

Proseminar, 70448, Blockseminar

Freitag	14.10.2022	15:00 – 17:00 Uhr	UP-HG-019
Freitag	21.10.2022	15:00 – 17:30 Uhr	UP-HG-019
Samstag	22.10.2022	09:00 – 11:30 Uhr	UP-HG-019
Freitag	28.10.2022	15:00 – 17:30 Uhr	UP-HG-019
Samstag	29.10.2022	09:00 – 11:30 Uhr	UP-HG-019

This course examines literature in Africa from 1900 in relation to the historical and cultural experiences of the continent. Literary forms and trends from the four main distinctive regions (South, North, East and West) into which Africa is mapped will be studied based on a cross-section of works from different genres. We will read works by Ngũgĩ wa Thiong’o, Tsitsi Dangarembga, Alex La Guma, Binyavanga Wainaina, Wole Soyinka, and Okot p’Bitek. By the end of the course, learners will be able to discuss the major themes of African Literature, articulate some of the major debates of criticism and theory in the writing and appreciate its style, technique and major themes. Readings will be provided on StudIP. Additionally, students need to purchase and read:

- Binyavanga Wainaina (2012). *One Day I will Write about this Place*.
- Tsitsi Dangarembga (1988). *Nervous Conditions*.

**Please note: This course is taught in person by Dr. Mbugua Mungai, visiting scholar from Kenyatta University (Nairobi, Kenya).**

### Prof. Mackenthun: Alternative Worlds in American Literature

Hauptseminar, 70138, Donnerstag 13.15 - 14.45 Uhr, AB28-8023

Literature has been used for thinking about alternative worlds and futures since its beginnings. In this class we will look at American speculative literature – not classical philosophical utopian treatises nor modern techno dystopias but rather texts that think about utopian alternatives to their relative presents. While critiquing the social conditions under corporate capitalism, they imagine alternative forms of social interaction and relations to the environment. We will interrogate these works – separated from

one another by up to more than a century – as to what they have to say about social and environmental sustainability and degradation, sufficiency, equality, and climate change – in short, questions which the present global situation forces upon us.

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

- Edward Bellamy, *Looking Backward* (1888). Penguin, 1982. ISBN 0140390189
- Charlotte Perkins Gilman, *Herland* (1915). Vintage, 2015. ISBN 1784870528
- Ursula, Le Guin, *The Dispossessed* (1974). Harper Voyager, 1994. ISBN 0061054887
- Kim Stanley Robinson, *The Ministry for the Future* (2020). Orbit, 2021. ISBN 0356508862

**Prof. Schmitt-Kilb: Postcolonial and Ecocritical Approaches to Contemporary Fiction:  
Amitav Ghosh's *The Hungry Tide*, Imbolo Mbue's *How Beautiful We Were* and  
Tara June Winch's *The Yield***

Hauptseminar, 70153, Donnerstag 15.15 - 16.45 Uhr, AB28-8023

Historically, the critical fields of ecocriticism and post-colonialism have had different interests and aims. More recently, though, critics from both camps have recognized common ground and shared agendas. (Post-)colonial displacement, migration and exploitation are now seen in the context of places and spaces in which people live and act, while the relationship between humans and the non-human world can often only be thoroughly analysed by considering the underlying neo-colonial, capitalist power structures. In the course, we will read some theory and two (or three) novels set on different continents (Asia, Africa, Australia) and in different historical situations with the aim to learn how the two discourses, eco and poco, are mutually enriching and necessary tools for the analysis of postcolonial environmental fiction. Set texts are Amitav Ghosh (2004), *The Hungry Tide*, Imbolo Mbue (2021), *How Beautiful We Were* (plus, for MA-students, Tara June Winch [2019], *The Yield*). Please buy the books and start reading as soon as you can!

**Prof. Mackenthun: Mixed Memories: Transculturation in  
Afro-Indigenous Literature (BATS)**

Hauptseminar, 70140, Freitag 09.15 - 10.45 Uhr, AB28-8028

The recent publication of Honorée Fanonne Jeffers' novel *The Love Songs of W.E.B. Du Bois* raises awareness for the existence of a mixed-ethnic literature hitherto hidden from sight because of colonial and cultural ethnic classifications. Afro-Indigenous literature reflects on the shared fates of people of African and Native American descent under the conditions of slavery and territorial dispossession – people who became subject to complex forms of transculturation. This class will provide some necessary historical background, take a look at the shared but separate interactions between African American and Native American resistance movements in the twentieth century, and then focus on three novels by Afro-Indigenous writers that combine revisionary perspectives on history with experimental forms of writing. Students are required to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Sharon Ewell Foster, *Abraham's Well. 3 Sisters*, 2016. ISBN 0692787275
- Alice Walker, *The Temple of My Familiar*. W&N, 2004. ISBN 0753819481
- Honorée Fanonne Jeffers, *The Love Songs of W.E.B. DuBois*. Fourth Estate, 2021. ISBN 0008516499 .

#### **4 Sprachwissenschaft**

**Dr. Lorenz/Dr. Lukač/Vawter: English Linguistics: An Introduction**

Grundkurs, 70006

Dr. Lorenz	Gruppe 1	Montag	15.15 - 16.45 Uhr	SCHW-HS
Dr. Lukač	Gruppe 2	Dienstag	15.15 - 16.45 Uhr	P6-SR222
Vawter	Gruppe 3	Mittwoch	09.15 - 10.45 Uhr	U69-H3-222
Vawter	Gruppe 4	Mittwoch	11.15 - 12.45 Uhr	U69-H3-222

Vawter Gruppe 5 Donnerstag 11.15 - 12.45 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

### **Vawter: Second Language Acquisition**

Proseminar, 70017, Donnerstag 09.15 - 10.45 Uhr, U69-H3-222

This course will explore second language acquisition (SLA). In this course we will look at behavioral, cognitive and cognitivist theories of acquisition within the larger context of linguistics, sociolinguistics, applied linguistics and cross cultural linguistics. We will examine the impact of such factors as native language, bilingualism, age, gender, motivation, memory, language input, and more on language acquisition.

### **Prof. Schulte: Language after Colonialism (BATS)**

Hauptseminar, 70045, Dienstag 11.15 - 12.45 Uhr, AB28-9028

Colonialism has shaped the English language enormously: English is a global language, which is used as the first, second, or additional language in many postcolonial and also some non-postcolonial societies. The different varieties of English are the results of language contact in these societies and continue to develop in an interplay between local forms and global norms. In this seminar, we will discuss the legacy of colonialism in both postcolonial and colonizer spaces. We will also critically engage with the effects colonialism has had, and is still having, on linguistics as a discipline.

### **Prof. Schulte: Sociophonetics**

Hauptseminar, 70044, Dienstag 13.15 - 14.45 Uhr, AB28-8023

Sociophonetics is an interdisciplinary field that combines sociolinguistic questions and methods with phonetic analysis. In this seminar, we will look at the ways in which spoken language varies depending on its contexts, including macro-social variables of speakers such as gender and ethnicity. You will become acquainted with some tools that are useful for phonetic analysis and carry out your own small-scale research project on a topic of your choice.

### **Dr. Lukač: Language and Gender**

Hauptseminar, 70007, Mittwoch 11.15 - 12.45 Uhr, AB28-8028

Research on gender and language has in recent years been one of the burgeoning areas within the field of sociolinguistics. In this course, we will introduce different theoretical perspectives, looking at how gender has been part of linguistic analysis. We will turn to the work undertaken within the variationist sociolinguistic paradigm and critically review generalizations ensuing from this research. We will examine ethnographic studies of gendered linguistic practices as well as the relationship between gender and power through the lens of discourse analysis. Finally, we will focus on queer and trans linguistics as frameworks that offer new perspectives on the social and linguistic nature of gender norms.

### **Spohr: Phonetics and Phonology**

Übung, 70078, Dienstag 11.15 - 12.45 Uhr, U69-H3-223

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 978-3-12-34688-8).

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

**Spohr: Fundamentals of Grammar**

Übung, 70068, Donnerstag 11.15 - 12.45 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.

**5 Kulturwissenschaft**

**PD Dr. Rossow: Grundkurs: Introduction to Cultural Studies**

Grundkurs, 70160

Gruppe 1 Dienstag 13.15 - 14.45 Uhr U69-AEHS1

Gruppe 2 Donnerstag 13.15 - 14.45 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 on Stud.IP. 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)).

**PD Dr. Rossow: There Ain't No Black in the Union Jack –  
From Memories of Empire to Post-Brexit Multicultural Britain**

Proseminar, 70161, Montag 11.15 - 12.45 Uhr, AB28-8023

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

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

**Prof. Crane: Cultures of Collecting**

Proseminar, 70211, Dienstag 11.15 - 12.45 Uhr, AB28-8028

Collecting, collating, organising, systemising, curating, classifying, accumulating, hoarding, anthologising...

In this seminar, we will look at and across various cultural meanings of collecting – the positively connoted notions connected to the amassing and organising of knowledge, the theft implied by these processes in contexts of colonialism and 'exploration', the ways we privilege certain kinds of collections through taxonomies, and also practices of unorganised collecting, e.g. hoarding. We will read texts from material cultural studies, museum studies, and postcolonial/decolonial studies, and will also watch some reality TV. Pending feasibility, we might try to visit a collection and speak to stakeholders in local museums (i.e. we might go on an excursion). A *Reader* with a selected bibliography will be provided at the beginning of the course.

**Dr. Massey: Pledging Allegiance: Schooling in the USA**

Proseminar, 70176, Donnerstag 13.15 - 14.45 Uhr, AB28-8028

This Cultural Studies seminar will focus on the character of US K-12 education in the context of nation building. Topics will include: colonial schooling, Native American boarding schools, Core Knowledge, bilingual education, Ethnic Studies, and book bans.

**Dr. Zittlau: From Yellow Fever to HIV AIDS – Diseases in American Culture**

Proseminar, 70210, Freitag 09.15 - 10.45 Uhr, AB28-8023

In the particular hot summer of 1793, yellow fever hit the city of Philadelphia, killed 10 percent of its population and caused an even larger part to flee the city. That the source of this deadly disease was a mosquito was unimaginable to most, thus wild speculations began to who was to blame. When the typhoid fever appeared in New York City in the early 20<sup>th</sup> century, an Irish immigrant became known

in popular narratives as Typhoid Mary for spreading the disease. As a comic character of the Marvel universe, she made her reappearance in the 1980s when HIV/AIDS was spreading. These are just few examples of diseases and their cultural impact that will play a role in this class. While our focus is on humans, we will also think about the Dutch Elm disease that caused the death of millions of trees in the United States thus shifting the focus at times.

Please purchase Susan Sontag, *Illness as Metaphor and AIDS and Its Metaphors* (Penguin Modern Classics).

All other readings will be provided on Stud.IP.

### **Prof. Crane: Settler Colonialism**

Hauptseminar, 70184, Dienstag 15.15 - 16.45 Uhr, AB28-8028

Settler colonialism is the process by which settler polities and projects seek to displace Indigenous people from the Land in order to establish, and maintain, modern nations such as Aotearoa New Zealand, Australia, or Canada and the US (Turtle Island).

Our seminar will explore the global historical phenomenon of settler colonialism and introduce students to the relatively new interdisciplinary field of settler colonial studies. The course takes a critical approach to ways that settler colonialism persists, including readings and interrogations of the histories of settler colonialism, stressing non-dominant accounts of the violent encounters that gave rise to settler colonialism and land relations as an ethics of belonging. We will also think through concepts of decolonization and Indigenous futurisms.

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

### **Prof. Crane: Littoral Zones: Earth/Water Matter**

Hauptseminar, 70219, Mittwoch 09.15 - 10.45 Uhr, AB28-8023

The shoreline, the liminal site between the land and the ocean, seems a particularly apt space from which to contemplate the intersections between environment, labour, and the infrastructures that mediate flows of power, resources, information, and waste products. Moreover, the world's littoral zones mark places where the climate crisis makes landfall, with rising tides and degraded defences laying bare current and future vulnerabilities.

This seminar centres zones of contact: Our interest will be directed towards a set of sites including the beach, coasts, archipelagoes, atolls, ports that stage earth/water matters. In doing so, we will address thematic issues broaching tensions such as leisure and industry, pleasure and pollution, industry and infrastructures.

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

### **PD Dr. Rossow: The Transcultural Dimension of Globalisation (BATS)**

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

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

### **Becker: Suicidal Lemmings, Man-Eating Bears, and Motherly Cheetahs: Animals in Documentaries**

Hauptseminar, 70203, Donnerstag 11.15 - 12.45 Uhr, JP-FDR10

In 1958 the filmmakers of the Disney documentary *White Wilderness* pushed a group of lemmings over the edge of a cliff and edited this footage to make it look as if the lemmings committed suicide. While there is no proof that lemmings actually do commit suicide, the suicidal lemming remains a resistant myth. Claiming truthfulness and authenticity, documentaries have a huge impact on how we understand the world around us, and what we believe to be real.

In the seminar we will discuss representations of animals and human-animal relationships in documentaries including BBC's Blue-Chip documentaries, the Australian series *The Crocodile Hunter*, Disney's *African Cats*, the first environmental documentary *An Inconvenient Truth*, and more recent documentaries such as *Blackfish* and *My Octopus Teacher*. By the end of the seminar, students will be familiar with concepts and approaches from critical animal studies as well as documentary studies; they will be able to analyse and evaluate representations of animals on visual media in general, and documentaries in particular.

## **6 Fachdidaktik und Vermittlungskompetenz**

### **Morkötter: 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: 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 findet Berücksichtigung.

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

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

**Schmidt: Literatur im Englischunterricht der Sekundarstufen 1 und 2**

Hauptseminar, 70260, Mittwoch 11.15 - 12.45 Uhr, AB28-8028

Literarische Texte können den Englischunterricht auf vielfältige Weise bereichern: sie sprechen sowohl die sprachliche als auch die affektive Ebene des Fremdsprachenlernens an, ermöglichen die Förderung aller Bereiche der funktionalen kommunikativen Kompetenz und bieten Anknüpfungspunkte für interkulturelles Lernen.

In diesem Hauptseminar wollen wir uns verschiedenen literarischen Gattungen widmen und unterschiedliche methodische Zugänge zur kreativen Textarbeit kennenlernen. Im Mittelpunkt stehen dabei vor allem schülerzentrierte, handlungs- und produktorientierte Zugänge, wie z. B. das Performen von Gedichten oder dramapädagogische Ansätze. Wir lernen verschiedene Möglichkeiten der Arbeit mit Literatur im Englischunterricht kennen und entwickeln selbst Unterrichtsideen für die kreative Auseinandersetzung mit literarischen Texten.

**Dr. Schmidt: Planung und Gestaltung von Englischunterricht  
(SPÜ begleitend für LA Grundschule und Sonderpädagogik)**

Übung, 70276, Dienstag 09.15 - 10.45 Uhr, AB28-8028  
findet statt vom 11.10.2022-22.11.2022, 1 SWS

Die Übung richtet sich an Studierende des Lehramts Grundschule und Sonderpädagogik, die im WS 2022/23 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 11.10.2022 bis 22.11.2022 (1 SWS)**

**Dr. Schmidt: Literatur im frühbeginnenden Englischunterricht**

Übung, 70274, Dienstag 09.15 - 10.45 Uhr, AB28-8028  
findet statt vom 29.11.2022 bis 24.01.2023, 1 SWS

Kinder lieben Geschichten. Ob moderne oder traditionelle Geschichten, Märchen, Legenden oder Fabeln – *stories* beflügeln die Phantasie der Kinder, bringen sie zum Lachen und regen zum Nachdenken an. Wie dieses Potential im Englischunterricht der Grundschule auch für den Spracherwerb genutzt werden kann, wollen wir in der Übung gemeinsam herausfinden. Dazu werden wir uns mit unterschiedlichen Formen der Kinderliteratur beschäftigen, wobei neben narrativen Texten auch lyrische Texte, wie Gedichte, Lieder oder Reime, herangezogen werden. Im Mittelpunkt der Betrachtung stehen jedoch weniger literaturwissenschaftliche als vielmehr fachdidaktische Aspekte, d. h. wir widmen uns vorrangig verschiedenen didaktisch-methodischen Ansätzen zur Arbeit mit Literatur im frühbeginnenden Englischunterricht und erproben unterrichtspraktische Umsetzungsmöglichkeiten.

**Findet statt vom 29.11.2022 bis 24.01.2023 (1 SWS)**

**Dr. Schmidt: Digitale Medien im Englischunterricht**

Übung, 70294

Gruppe 1 Donnerstag 09.15 - 10.45 Uhr, AB28-8028 findet statt vom 13.10.2022 bis 24.11.2022  
 Gruppe 2 Donnerstag 09.15 - 10.45 Uhr, AB28-8028 findet statt vom 01.12.2022 bis 26.01.2023

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.

In der Übung sollen die Einsatzmöglichkeiten verschiedener digitaler Medien praktisch erprobt und auf ihren Nutzen für das Fremdsprachenlernen im kompetenzorientierten Englischunterricht untersucht werden.

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

Übung, 70268, Montag 11.15 - 12.45 Uhr, 14täglich gerade Wochen, JP-FDR10, 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, JP-FDR10, 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: (Digital) Storytelling in the English Classroom**

Übung, 70296, Montag 13.15 - 14.45 Uhr, 14täglich gerade Wochen, JP-FDR10, 1 SWS

In diesem Workshop werden zunächst die theoretischen Grundlagen der Methode des Storytelling im kompetenzorientierten Englischunterricht vorgestellt und in die Praxis umgesetzt. In einem weiteren Schritt wird untersucht, wie diese Methode mit Hilfe digitaler Tools auch für fortgeschrittene Lerngruppen nutzbar gemacht werden kann. **1 SWS**

### **Schütt: Frühbeginnender Englischunterricht (LA Grundschule)**

Übung, 70221, Montag 13.15 - 14.45 Uhr, 14täglich ungerade Wochen, JP-FDR10, 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**

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

Übung, 70242, Onlineveranstaltung

Die Lehrveranstaltung richtet sich an Studierende der Lehramter 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.

**Schütt: Unterrichtsplanung konkret: Betreuung Praktika 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/Schmidt/N. N.: 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**

**Dr. Zittlau: Basic Study and Research Skills**

Grundkurs, 70224, Montag 09.15 – 10.45 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 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-H3-223
Gruppe 2: Dienstag	15.15 - 16.45 Uhr	U69-H3-223
Gruppe 3: Mittwoch	11.15 - 12.45 Uhr	P6-SR222
Gruppe 4: Mittwoch	17.15 - 18.45 Uhr	AB28-8028
Gruppe 5: Donnerstag	13.15 - 14.45 Uhr	U69-H3-322
Gruppe 6: Donnerstag	15.15 - 16.45 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 (for Primary Schools)

Übung, 70301

Gruppe 1: Mittwoch	09.15 - 10.45 Uhr	U69-H3-322
Gruppe 2: Mittwoch	11.15 - 12.45 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 II: Getting Grammar Right for Primary Schools

Übung, 70305

Gruppe 1: Dienstag	13.15 - 14.45 Uhr	U69-H3-322
Gruppe 2: Dienstag	15.15 - 16.45 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.

### **Dr. Bowen: Sprachpraxis II: The Craft of Argument I**

Übung, 70311

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

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

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

### **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 13.15 - 14.45 Uhr U69-H3-416

Gruppe 2: Donnerstag 15.15 - 16.45 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.

### **Dr. Bowen: Sprachpraxis III: Rhetorical Strategies in Spoken English**



Übung, 70326

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

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

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-H3-322

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

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.

**Dr. 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-H3-233

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.

### **Dr. 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, 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

#### **Prof. Schulte: Language after Colonialism (BATS)**

Hauptseminar, 70045, Dienstag 11.15 - 12.45 Uhr, AB28-9028

Colonialism has shaped the English language enormously: English is a global language, which is used as the first, second, or additional language in many postcolonial and also some non-postcolonial societies. The different varieties of English are the results of language contact in these societies and continue to develop in an interplay between local forms and global norms. In this seminar, we will discuss the legacy of colonialism in both postcolonial and colonizer spaces. We will also critically engage with the effects colonialism has had, and is still having, on linguistics as a discipline.

#### **Prof. Mackenthun: Mixed Memories: Transculturation in Afro-Indigenous Literature (BATS)**

Hauptseminar, 70140, Freitag 09.15 - 10.45 Uhr, AB28-8028

The recent publication of Honorée Fanonne Jeffers' novel *The Love Songs of W.E.B. Du Bois* raises awareness for the existence of a mixed-ethnic literature hitherto hidden from sight because of colonial and cultural ethnic classifications. Afro-Indigenous literature reflects on the shared fates of people of African and Native American descent under the conditions of slavery and territorial dispossession – people who became subject to complex forms of transculturation. This class will provide some necessary historical background, take a look at the shared but separate interactions between African American and Native American resistance movements in the twentieth century, and then focus on three novels by Afro-Indigenous writers that combine revisionary perspectives on history with experimental forms of writing. Students are required to purchase a *Reader (Copy&Paste)*, as well as the following texts:

- Sharon Ewell Foster, *Abraham's Well. 3 Sisters*, 2016. ISBN 0692787275
- Alice Walker, *The Temple of My Familiar*. W&N, 2004. ISBN 0753819481
- Honorée Fanonne Jeffers, *The Love Songs of W.E.B. DuBois*. Fourth Estate, 2021. ISBN 0008516499 .

#### **PD Dr. Rossow: The Transcultural Dimension of Globalisation (BATS)**

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

From its inception, British cultural studies have responded to social changes and attempted not only to provide the theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, cultural studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race,

ethnicity and immigration, later becoming increasingly concerned with gender issues. The most recent issues to which cultural studies have responded are processes which are commonly subsumed under the umbrella term globalisation. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political and economic context, 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.

### **Dr. 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, 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:**

PD Dr. Rossow

#### **Lehrende:**

Prof. Crane, Dr. Lorenz, Prof. Mackenthun, PD Dr. Rossow, Prof. Schmitt-Kilb, Prof. Schulte

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:**

Prof. Mackenthun

#### **Lehrende:**

Prof. Crane, Dr. Lorenz, Prof. Mackenthun, PD Dr. Rossow, Prof. Schmitt-Kilb, Prof. Schulte

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:**

Prof. Crane

**Lehrende:**

Bolze, Prof. Crane, Prof. Schulte

**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.