

SOMMERSEMESTER 2006

Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Januar 2006 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

Vorlesungen

- Linke **4th Fulbright Lecture Series:
American Culture, Past and Present** V

Fr. 09.15-10.45, 14tägl., gerade Wochen, ab 7.4., HS 218 (Hauptgebäude)

This lecture series brings to Rostock American Fulbright professors who are teaching at German universities in summer 2006. The guest speakers will lecture on their special fields in American Studies, addressing issues in history, politics, literature, ethnicity, and popular culture. The final list of speakers and topics will be published at the beginning of the summer term. Each lecture will consist of a brief introduction of the speaker, his/her presentation (in English) and question time (in English or German). Every participant is invited to ask questions and contribute to a lively discussion. Participants who are interested in further information will get their chance in a "post-colloquium" after the lecture.

- Ungerer **The Pragmatics of Discourse: Principles and Problems** V

Mi. 09.15-10.00, HS 218 (Hauptgebäude)

There are at least three different ways of approaching discourse from a pragmatic perspective: through speech acts, conversational maxims and through the observation of participant interaction ('conversation analysis'). The lecture will present the basic elements of each of these approaches, among them performative, direct and indirect speech acts; the observance and violation of the quantity, quality, relevance and manner maxims; finally turn-taking and preference organization of conversation (thus tying into more specific seminars offered on speech acts and politeness theory). We will also discuss where these approaches run into trouble if pursued independently and how some of these problems can be overcome by combining the different approaches. This will be illustrated by examples drawn from a range of text types. For a more detailed preview visit my website from 20 March onwards: www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss/htm.

- Rossow **Introduction to Cultural Studies II** V

Di. 11.15-12.45, HS Radiologie (Gertrudenplatz)

This course is a continuation of the introduction to the study of culture (Grundkurs Cultural Studies). It introduces additional foundations for other courses in cultural studies and familiarises students with broad theoretical concepts and more specialised meanings and practices of cultural studies. Concepts that are explored in depth include the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order. The thematic approach is rather selective and is arranged around some of the key sites and debates in the field of cultural studies including globalisation, nationalism, class, multiculturalism, sex and gender, and youth and subcultures. The main emphasis is on the exemplary application of the theoretical concepts to specific problems.

Participants who are not already in possession of the following book are encouraged to buy Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge (ISBN 0-415-26889-3).

– Siebold

Englisch als Zweitsprache

LC

Do. 09.15-10.45, HS 315 (Hauptgebäude)

Auch für Lehramt Grundschule und BA/MA (anstatt *PS Approaches to Language Learning*).

Voraussetzung für die Teilnahme: vorherige Teilnahme am GK Sprachwissenschaft und Fundamentals of Grammar.

Wie lernen Menschen Sprachen? Zunächst wird der Frage nachgegangen, wie Kinder ihre Muttersprache erwerben. Im Mittelpunkt der Lehrveranstaltung steht jedoch der Zweitspracherwerb. Darunter sind die Voraussetzungen sowie die Art und Weise zu verstehen, wie Menschen außerhalb und innerhalb des Klassenraums andere Sprachen als ihre Muttersprache erwerben. Die Lehrveranstaltung gibt eine Einführung in wichtige Fragestellungen, Methoden und Ergebnisse der Zweitspracherwerbsforschung. Das Schwergewicht liegt dabei auf möglichen Schlussfolgerungen für den Englischunterricht: Wie verhelfen die Erkenntnisse der Zweitspracherwerbsforschung zu Einsichten in Wege und Grenzen des beruflichen Handelns künftiger Englischlehrerinnen und -lehrer? A PS credit can be obtained in connection with this Lecture Course.

Grundstudium

Literaturwissenschaft

– Schmitt-Kilb

**Einführung in die englische und amerikanische
Literaturwissenschaft**

Ü

Mo. 11.00-13.15, R. 8023

Nur für Lehramter.

"Ohne Spaß am Lesen und ein ausgeprägtes Interesse an englischsprachiger Literatur ist das übliche Lesepensum im Bereich Anglistik/Amerikanistik nicht zu bewältigen – ohne begriffliche und theoretische Grundlagen bleibt die Freude an literarischen Werken sprachlos" (Nünning/Nünning, *Grundkurs anglistisch-amerikanistische Literaturwissenschaft*, Stuttgart 2001, S. 8 – dieses Buch empfehle ich als seminarbegleitende Einführung). Spaß am Lesen und an der Literatur müssen Sie mitbringen; die Einführung in den weiten Gegenstandsbereich des Faches inklusive Literaturtheorie, Textanalyse und Literaturgeschichte ist das Ziel des Kurses. Dafür müssen Sie sich

- mit ungewohnten Fragestellungen auseinandersetzen;
- ein wissenschaftliches Vokabular aneignen;
- an literarischen Texten und theoretischen Konzepten "abarbeiten".

Seminartexte werden in Form eines *Readers* (Copyshop Brunnenhof) zur Verfügung gestellt. Zusätzlich müssen Sie den Roman *About a Boy* von Nick Hornby kaufen – und lesen!

– Klaus

**Einführung in die englische und amerikanische
Literaturwissenschaft**

Ü

Do. 09.00-11.15, R. 8023

Nur für Lehramter.

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen

Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

Eine Sitzung beginnt üblicherweise mit der gemeinsamen Interpretation eines Textes und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

– Klaus **From Newgate to Christie: The First 150 Years of Crime Fiction** PS

Di. 13.15-14.45, R. 8023

This course will chart the development of crime fiction and the rise of the detective from the semi-documentary sketches in the *Newgate Calendar*, a popular compilation started in the 1770s, to *The Murder of Roger Ackroyd* (1926), Agatha Christie's first best-selling novel. The material to be discussed is much more varied in genre and gender and national origin than traditionally allowed for. Attendance is strictly limited to 30 participants. Topics for papers can be chosen as from 15 March.

Course Reader

Christie, A., *The Murder of Roger Ackroyd*. London: Harper, 2002.

– Wallat **American Stories of Initiation** PS

Di. 09.15-10.45, R. 229 (Hauptgebäude)

Fictions and autobiographies of adolescence comprise one of the largest and most diverse categories of American literature. The idea of adolescence seems to have a particularly strong hold on the Western imagination, embodying the values of exploration, becoming, growth, and pain. There are distinctly different patterns for the "bildungsroman" and "initiation stories" in the nineteenth and twentieth centuries, as there are for the fictions and autobiographies of adolescence written by authors of different sexes, classes and races.

This course will focus on various short stories from the nineteenth century to the present, illustrating the encountering and experience of adolescence and "initiation".

The short stories will be provided at the beginning of the course.

– Wallat **American Women Poets** PS

Di. 13.15-14.45, R. 229 (Hauptgebäude)

Women poets have become a major force in American literature in the second half of the 20th century. Writing from the female perspective, these women examine and express individuality and personal relationships as a means of investigating complex social issues. *H. D. (Hilda Doolittle), Marianne Moore, Edna St Vincent Millay, Elizabeth Bishop, Gwendolyn Brooks, Adrienne Rich, Sylvia Plath and Louise Glück* are eight of the most prominent American women writers.

The seminar intends to introduce these women poets as part of twentieth-century American literature. Particular emphasis will be put on the analysis and discussion of different *modes* of contemporary poetry written by women, its roots, meaning and the historical background of female writing in the U.S.

A reader with poems and a bibliography will be provided at the beginning of the course.

– Rudlof **Prose from the North of England** PS

Fr. 09.15-10.45, R. 8023

As the title of this course suggests we will be dealing with contemporary fiction from the North of England. We will be looking at a set of short stories as well as Pat Barker's first novel *Union Street* (1982). The second half of the course title, however, needs to be put into brackets as the corpus of text includes Scottish writers who made Manchester the centre of their creative work.

With regard to the texts, issues of literary genre will be discussed. As most of the prose focuses on the female perspective, we will consider aspects of gender and gender relations. Furthermore, attention will be paid to markers of regional identity. Thus, at the end of the course there will hopefully be answers to the question whether prose from the North of England represents characters with a specific sense of place or community.

Participants are required to buy the novel and a reader provided at the beginning of the term.

Sprachwissenschaft

– Ramin

Grundkurs Sprachwissenschaft

Ü

Mo. 9.15-10.45, R. 229 (Hauptgebäude)

Ziel des Grundkurses ist es, einen ersten Überblick über die Teildisziplinen und wesentlichen Begriffe der Sprachwissenschaft zu geben. Es werden zunächst die kleinsten Einheiten im Sprachsystem, die Laute, beschrieben (Phonetik, Phonologie). Anschließend stehen Form und Bedeutung von Wörtern (Morphologie, Semantik) und die Analyse von Sätzen (Syntax) im Mittelpunkt der Aufmerksamkeit. Es werden außerdem Aspekte der Textanalyse, z.B. die Verknüpfung von Texten (Kohäsion) betrachtet.

Darüber hinaus erfolgt auch eine Auseinandersetzung mit dem Gebrauch der Sprache in der aktuellen Sprechsituation. So werden Aspekte der so genannten Sprechakttheorie diskutiert, die die Bedeutung und Wirkung von Äußerungen untersucht (Pragmatik). Ein weiterer interessanter Teilbereich ist die Soziolinguistik, die sich mit regional und sozial beeinflussten Sprachvarianten (z.B. Britischem und Amerikanischem Englisch oder Frauen- und Männersprache) befasst.

– Ramin

Fundamentals of Grammar

Ü

Di. 11.15-12.45, R. 232 (Hauptgebäude)

This course provides an introduction to the analysis of English sentences. This will include forms and structures of simple and complex sentences (finite clauses, infinitive and participle constructions) as well as syntactic functions of word groups and sub-clauses. It will also deal with the grammatical categories of the verb (mainly tense and aspect), which means discussing and practising the use of English verb phrases, and considering similarities and differences between English and German.

A selected bibliography will be provided at the beginning of the course.

– Ramin

Englishes around the Globe

PS

Mi. 11.15-12.45, R. 8028

English truly is a global language and spoken around the world either as a mother tongue, an official language or a foreign language learned at school. Although all of these varieties are indeed English, they differ considerably.

After an introduction to the linguistic terms and sociolinguistic methodology, we will focus on the starting point of the language spread and examine the English language on the British Isles. Later we will travel westwards to compare our findings in the British varieties to the national standards spoken in the United States and Canada. After that we will investigate Australian English in search of distinctive features. After this survey of major national varieties, we will discuss English as a (semi)-official language, as it is considered in India and Africa.

A selected bibliography and a list of topics for presentations will be provided at the beginning of the course.

– Schmidt

Media and Advertising Texts – Past and Present

PS

Mi. 09.15-10.45, R. 8028

The shape of modern media texts is the result of a fairly long process starting in the late 17th century with the emergence of the first English newspapers.

This course is intended to familiarize students with the historical background and the current situation of English print media. Therefore, we will look at the development of editorial texts as well as press advertisements from around 1700 to the present. Sessions will concentrate on text structure, the development of headlines and slogans, the role of layout and the special use of language in both editorial and advertising texts. In addition, we will pay attention to the relationship of language and

pictorial elements and discuss in how far advertisements may have influenced the development of editorial texts. If time permits, a contrastive view of English and German newspapers will round off the seminar.

– Buchholz **Speech Acts** PS

Do. 07.30-09.00, R. 8023

‘Speaking is acting!’ – *Pragmatics* is the field of linguistics which introduced the idea that utterances are not mere grammatically structured units, but that a person – in uttering words or sentences – actually performs actions. In this seminar we will focus on such utterances by which we perform actions (‘speech acts’, e.g. requests, orders). Austin and Searle’s work in the field of speech act theory has been ground-breaking. Starting with Austin and Searle we will discuss the major types of *speech acts* as defined by them. But *speech act theory* is just one branch of pragmatics. In order to provide a general overview we will also be looking at other branches of pragmatics (e.g. *politeness*).

– Adler **Old English – an Introduction** PS

Fr. 11.15-12.45, R. 8023

Brittene ġland is ehta hund mīla lang and twā hund brād...

This sentence from the *Anglo-Saxon Chronicle* is a sample of Old English, a language spoken more than 1000 years ago.

This seminar will explore the most important linguistic features of this language as well as some historical and cultural background of Anglo-Saxon England. The theoretical part will be accompanied by some more practical work: we will read Old English texts in the original in order to get a better feeling for the language. Readings will include passages from historical accounts like the above mentioned *Anglo-Saxon Chronicle*, religious texts such as Ælfric’s translation of the Old Testament and, of course, some excerpts from the great heroic poem *Beowulf*. Apart from the opportunity to improve your skills in linguistic analysis and translation, the knowledge about historical linguistics provided in this course will be interesting and helpful for your further studies.

– Adler **How Sentences Are Organized – Syntactic Patterns, Semantic Roles, Information Distribution** PS

Do. 13.15-14.45, R. 8023

This course will examine the linguistic structure and organization of English sentences. Beginning with an introduction to (or repetition of) traditional syntax, syntactic functions and syntactic analysis, we will go on to describe the structuralist approach including IC-analysis and to discuss semantic roles like agent, patient and locative as they are used in valency and case grammars. Although syntax is the focal issue, we will also deal with pragmatics and the issues of the distribution of ‘given’ and ‘new’ information, cohesion and coherence and text types and explore their linguistic background. Text samples will be English for the main part, but for a better understanding these will be contrasted with German examples.

– Adler **Introduction to the History of the English Language** Ü

Gruppe A: Di. 13.15-14.00, R. 8028

Gruppe B: Di. 14.15-15.00, R. 8028

Language is in constant flux. Modern English, like any other natural language, is the result of complex changes which have led to, from a synchronic point of view, today’s exceptions and irregularities. These are, however, mostly explicable when we look at the historical development of English.

Students will be introduced to the linguistic history of the English language and become acquainted with its three major earlier periods – Old English (450–1100), Middle English (1100–1500) and Early Modern English (1500–1700). We will look at some phonological, grammatical and semantic changes relevant for Modern English. Reading and examining text samples from different periods including classical as well as every-day life texts will round off the theoretical excursion.

– Hoppe

English Phonetics and Phonology

Ü

Gruppe A: Di. 09.15-10.45, R. 7023

Gruppe B: Do. 09.15-10.45, R. 7023

This course combines theoretical parts and practical exercises. The theoretical introductions are presented in the context of a general theory of speech sounds (phonetics) and how they function in the language (phonology). Main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of texts. Highly individualized recorded materials are available for the use at home. The course-book will prepare students to pass both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, tests and the texts of the recorded materials, which can be found on the MP3-CD accompanying the book.

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).

A Pronouncing Dictionary. Recommendations in the course.

Kultur Großbritanniens und Nordamerikas

– Rossow

Grundkurs: Introduction to Cultural Studies

Ü

Mo. 09.15-10.45, HS Radiologie (Gertrudenplatz)

This course serves as an introduction to the study of culture and provides some of the theoretical foundations for successive 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. Students will then be given accessible (easier said than done!) introductions to some of the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order. Each of the presentations of concepts is accompanied and supplemented by exemplary applications of the theory to concrete issues. 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 available from the *Copy-Team* (Brunnenhof). Participants also have to buy

Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge (ISBN 0-415-26889-3).

– Linke

**Basic Documents of American History: Selected Issues
from Independence to World War I**

PS

Mo. 09.15-10.45, R. 8023

This class focuses on non-fictional historical texts, such as the Declaration of Independence, groundbreaking legal documents such as slave codes, amendments to the Constitution, presidential speeches etc. The course will start by questioning the canonization of "basic" documents as expressed in different collections, e.g. Commager, *Documents of American History*; Wheeler/Becker, *Discovering the American Past*; Marcus/Burner, *America Firsthand*; Rossi, *The Feminist Papers*, etc. Students will then proceed to reflect on the analysis of historical documents, but most of the course work will be devoted to the practice of contextualization and interpretation of selected documents from the various collections. The aim is that students learn how to select relevant information on the context of a document and practice the close reading and critical assessment of historical documents. Attention will also be paid to inter-textual relations. The documents will be provided in a *Reader*, but students will be encouraged to consult historical surveys for the context of each document.

– Linke

**Autobiography and the Nation: 20th-Century Scotland in
Autobiographical Writing**

PS

Di. 15.15-16.45, R. 8023

In this class, students will explore how the history of Scotland is inscribed in the lives of individuals. To set a conceptual frame, the class will first deal with 20th-century Scotland and then turn to the question of autobiographical writing, or 'self life writing', looking at excerpts from the theory of

Hellwig, K. (1995) *Fremdsprachen an Grundschulen als Spielen und Lernen*, Ismaning: Hueber Verlag.

Maier, W. (1991) *Fremdsprachen in der Grundschule*, München: Langenscheidt Verlag.

Vale, D. and A. Feunteun (1996) *Teaching Children English*, Cambridge: Cambridge University Press.

– Hoppe **English Phonetics and Oral Presentation** Ü

Di. 11.15-12.45, R. 7023

This course is a double period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory of speech sounds (phonetics) and how they function in the language (phonology). The main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of short texts. Students will have to do oral presentations on phonetic topics.

Highly individualized recorded materials are available for the use at home. The course-book *Sounding Better* will prepare students for both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, and the texts of the recorded materials, which can be found on the CD accompanying the course-book or a greater part of it in the computer lab (S:\ZBEMediaFiles\Phonetics_Hoppe\MostImportantEnglishSounds.mp3).

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).

A Pronouncing Dictionary. Recommendations in the course.

– Weinreben **Study Tasks and Study Skills** PS

Fr. 13.15-14.45, R. 8023

This course is for students who want to learn how to study effectively in English. It is designed to extend the range of skills needed to begin and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: note taking, gathering and using information, essay and report writing, oral presentation. An interactive approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

Sprachpraxis

– Schneider **Error Analysis** Ü

Do. 15.15-16.45, R. 230 (Hauptgebäude)

This course primarily provides practice in error spotting in learners' written work, and thus improves the participants' own understanding of the English language. In addition, the course is concerned with the role of errors in language learning and the consequences this has for dealing with errors in the classroom, i.e. what, when, and how to correct.

– Hoppe **Listening Comprehension and Oral Production** Ü

Gruppe A: Do. 11.15-12.45, R. 7023

Gruppe B: Mi. 15.15-16.45, R. 8023

The material is designed to give learners realistic practice in listening. The recordings concentrate on situations in which the person addressed by the speaker can be primarily viewed as a listener. It is likely that you will want or need to listen to the news in English, listen to announcements, interviews, documentaries, lectures or speeches. The tapes are all examples of authentic language. The activities that you, as a listener, will be asked to carry out may be similar to situations outside the classroom. The listening practice provides an effective starting point for talks, comments, discussion or a role-play.

The emphasis is on overall comprehension, but sometimes also on understanding exact details. The following methods will be used: pre-listening activities with explanation of words or text, listening for the gist or details, and after-listening activities. When talking about what you have heard you will have to use 'reported speech', this being the main grammar focus.

– Hoppe **Tense, Aspect, Correlation and Other Grammatical Problems** Ü

Mi. 13.15-14.45, R. 8023

This course is highly recommended to those students who feel that they should improve their grammar. The course will provide a lot of practice and discussion on topics such as word order, formation of questions, tense, aspect and correlation, passive voice, infinitive, -ing participle, -ing gerund, articles, complex sentences, etc.

One of the following grammar books should be in your possession. In accordance with your 'Fundamentals of Grammar' course we recommend one of the first two:

1. Leech, G. and J. S. Svartvik (1992) *A Communicative Grammar of English*, London: Longman.
2. Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, London: Longman.
3. Thompson, A.J. and A.V. Martinet (1990) *A Practical English Grammar*, Oxford: OUP.
4. Swan, M. (1992) *Practical English Usage. A Reference and Practice Book for Intermediate Students*, Cambridge: CUP.

– Adam **Basic Writing Skills** Ü

Gruppe A: Mi. 13.15-14.45, R. 8028

Gruppe B: Mi. 11.15-12.45, R. 8023

This is a controlled course which does not encourage the student, in the early stages, to attempt a lot of free expression. The principle animating the course is to give the student clear-cut quantities of interrelated material. In one compact system, the student is provided with core information on grammar, levels of formality, spelling, punctuation, word use and formation, composition and editing. Grammatical and other material appears in model texts before it is described and practised. In addition to regular preparation, the student will be expected to hand in a number of written assignments.

– Adam **Reading and Discussion I** Ü

Do. 13.15-14.45, R. 8028

The aim of this course is to further the development of your reading and speaking skills. You will have to read non-literary texts from a variety of fields at home, which will be accompanied by worksheets with different tasks. The texts will then be discussed in class. One of the main points is to expand your vocabulary and improve your debating skills.

– Adam **Translation English-German I** Ü

Do. 15.15-16.45, R. 8023

The aim of this course is to develop the students' ability to translate texts of different kinds into good idiomatic German. We will start with newspaper cuttings of different topics and deal with language structures. In the second half of the course we will deal with short stories; the emphasis will be on stylistic differences. Texts will be given to you in class, and the main work will have to be done as homework. In class, we will compare and discuss your translations.

– Bowen **Reading to Write** Ü

Gruppe A: Mo. 15.15-16.45, R. 8028

Gruppe B: Mo. 17.15-18.45, R. 8028

This course aims to combine two interrelated skills: reading and writing. Ultimately, learning to write means learning to become an attentive reader. With this truism in mind, the course will help students learn how to read texts with an eye to improving their writing skills. Although the course deals with grammar, it is not a grammar course. Rather, it focuses on English at the level of sentences and paragraphs. As such, students will examine how authors form sentences and connect them into an integral whole. Using the knowledge acquired through reading and analyzing the week's reading material, students will practise their writing skills by forming their own sentences and paragraphs. Needless to say, students will also have the opportunity to discuss the content of the analyzed texts, which will be taken from a range of genres (journalistic, humoristic, academic, literary, etc.).

Hauptstudium

Literaturwissenschaft

- Schmitt-Kilb **Subversion on Stage? Libertine Plays in the 17th Century** HS

Di. 09.15-10.45, HS 3 (Schwaansche Straße)

The return of the Stuarts to the English throne in 1660 marks an important date not only in the country's political history but also in the history of English literature. After a period of 18 years in which the theatres had been closed, the restoration of Charles II initiated the rebirth of drama and gave rise to one of the most notorious figures on the English stage: the libertine. In the seminar, we will read a number of Restoration plays staging that cynical, stylish, seductive and subversive figure. Amongst the issues considered will be the historical and philosophical context; aspects of genre, gender and sexuality; social roles as well as the question of moral freedom which most of the plays raise. (HS "ältere Literatur" für Gymnasiallehramtsstudierende.)

Course Text: Gillian Manning (ed.), *Libertine Plays of the Restoration*, ISBN: 0460877453. A Reader with additional material will be available (Copyshop Brunnenhof) at the beginning of the term.

- Klaus **Charles Dickens** HS

Mi. 09.15-10.45, R. 8023

Die Popularität des größten viktorianischen Romanciers ist ungebrochen. Dabei sind es nicht nur der Humor und die Humanität seiner Werke, sondern auch ihre – im späteren Schaffen – wachsende Komplexität und Düsterei, die Leser wie Kritiker faszinieren. Dickens als Chronist des Verbrechens, als Porträtist des Großstadtlebens, als Gestalter der Kindheit, als Kritiker des Kapitalismus – dies sind nur einige Facetten des Œuvres. Das Seminar verfolgt die Entwicklung des Autors von dem frühen Erfolgsroman *Oliver Twist* (1837-8) zu dem späten Meisterwerk *Great Expectations* (1860-1) und dokumentiert zugleich die Herausbildung des "kritischen Realismus".

Die Ausgaben von *Oliver Twist*, *Dombey and Son*, *Hard Times* und *Great Expectations* werden bei Weiland bestellt.

- Klaus **Das Drama der Irish Renaissance** HS

Di. 17.15-18.45, R. 8023

Aus der Erbitterung über die Vergeblichkeit aller politischen Bemühungen um nationale Unabhängigkeit erwuchs in Irland in den 1890er Jahren, gewissermaßen als kulturelle Ersatzhandlung, die Irish Renaissance. Sie agierte (und agitierte) auf verschiedenen Ebenen, kämpfte für den Erhalt der gälischen Sprache, warb um die Rückbesinnung auf das gälisch-kulturelle Erbe und setzte in Literatur und Theater neue Akzente. Um letzteres geht es in dem Seminar, speziell um die drei großen mit dem Abbey Theatre, Dublin, verbundenen Autoren W. B. Yeats, J. M. Synge und – als Ausläufer in den 1920er Jahren – Sean O'Casey.

Course Reader

Synge, J. M., *The Playboy of the Western World and Other Plays*, ed. Ann Saddlemyer. Oxford: Oxford World's Classics, 1995.

- Wallat **American Detective Fiction** HS

Do. 09.15-12.45, R. 229 (Hauptgebäude)

"Edgar Allan Poe's "Murders in the Rue Morgue" launched the detective story in 1841. The genre began as a highbrow form of entertainment, a puzzle to be solved by a rational sifting of clues. In Britain, the stories became decidedly upper crust: the crime often committed in a world of manor homes and formal gardens, the blood on the Persian carpet usually blue. But from the beginning,

American writers worked important changes on Poe's basic formula, especially in use of language and locale." (From the synopsis of *The Oxford Book of American Detective Stories*, *Internet Book List*).

This course will deal with the development of the American detective Fiction from Edgar Allen Poe to Tony Hillerman and illuminate both the evolution of crime fiction in the United States and America's unique contribution to this highly popular genre. Special emphasis will be put on the analysis of reasons for its commercial success and its underlying values and codes.

On order at Thalia bookstore:

Hillerman, T. and Rosemary Herbert (eds.) (1997), *The Oxford Book of American Detective Stories*, New York, Oxford: Oxford University Press (ISBN: 0195117921).

Raymond Chandler, *The Big Sleep* (1939) (2003) Penguin, ISBN 0-14-010892-0.

Sarah Paretsky, *Black List* (2003) ISBN 0-399-15085-4.

– Wallat **African American Plays of the 1960s** HS

Fr. 09.15-10.45, R. 229 (Hauptgebäude)

W.E.B. DuBois defined African American theater in the 1920s as theater by, for, about, and near African Americans. African American playwrights have been specifically concerned with the role of "blacks" in American society. In the 1930s Langston Hughes wrote a series of plays that focused on life in black communities.

With the Civil Rights movement of the 1960s, a socially committed and propagandist black theatre emerged, dealing with social issues in the race conflict between blacks and whites.

This seminar is an introduction to the plays by three major African American playwrights of the 1960s: Lorraine Hansberry, James Baldwin, and LeRoi Jones (Amiri Baraka). During the course we will read plays written by these playwrights and discuss the social and political circumstances that led to the development of African American theatre.

Lorraine Hansberry, *A Raisin in the Sun* (1959)

James Baldwin, *Blues for Mr. Charlie* (1964)

Le Roi Jones (Amiri Baraka), *The Slave* (1964) and *Dutchman* (1964)

Sprachwissenschaft

– Schmidt **Say 'Thank You' or Something – Politeness and Speech Acts** HS

Mo. 11.15-12.45, R. 8028

Say 'Thank you' or something – that is how most of us would react to a compliment. And indeed, paying compliments and responding to them in an appropriate way is an essential part of our understanding of politeness. But politeness is not just a matter of an occasional compliment or exchanging friendly greetings. In modern linguistics, politeness is understood as a concept that affects every linguistic utterance.

This seminar intends to give an overview of recent politeness research. Our discussion will start out from the speech act theory developed by Austin and Searle, the *Cooperative Principle* proposed by Grice and its development to a pragmatic principle of politeness by Leech. We will also take a close look at the politeness concept developed by Brown and Levinson. Apart from these central pragmatic theories individual speech-acts, such as requests, thanks and apologies will be considered, often in a cross-cultural context.

To familiarize students with a wide range of linguistic topics this seminar is not open to participants of my previous Proseminars on linguistic politeness.

– Ungerer **Idioms and Idiomaticity in the English Language** HS

Di. 11.15-12.45, R. 8028

Traditionally, idioms have been regarded as an interesting but rather marginal area of linguistics. Indeed, they may appear as an assembly of idiosyncratic figurative expressions ('kick the bucket'), proverbial fragments ('a new broom'), tautologies ('business is business') and fixed phrases ('how do you do?'), whose only common quality is that the idiomatic meaning cannot be satisfactorily derived from the meanings of the idiom's constituent parts. In recent years however, idiomaticity has been identified as the basic aspect of lexicalized compounds, but also of many constructions, i.e. syntactic

structures with a meaning of their own ('him be a doctor?'). The seminar will combine the study of 'traditional' individual idioms with the discussion of these more general and innovative ideas.

If you want to work your way into idioms and idiomaticity before the start of the seminar, you will find more material on my website from 20 March onwards:

www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss/htm.

– Ungerer

Selected Sociolinguistic Topics

HS

Do. 11.15-12.45, R. 8028

The seminar will focus on the core parameters of social variation: how language is influenced by class and education, ethnicity, age and gender. Geographical factors will be taken into consideration because some of these parameters take on different shapes in different English-speaking countries and this may lead to the inclusion of phenomena like bilingualism, code switching and creole languages. Students will have a choice between presenting a conventional paper and participating in a 'scenario' team. Such teams are expected to prepare the 'programme', preferably for a double session, covering a wide range of text forms, media and presentation strategies and involving various forms of interaction with the other seminar participants. In this the course takes up a method that was successfully explored in previous sociolinguistic seminars and promises more satisfaction (and also more fun) than traditional approaches. Additional information about scenarios on my website from 20 March onwards.

– Ungerer

Conceptual Blending, Constructions and Other Topics

OS

Di. 19.00-20.30, 14tägl., ungerade Wochen, erste Sitzung 11.4.2006, R. 8028

This course is addressed to advanced students working on or preparing for an exam thesis and to participants of the MA programme, especially those who want to do their 'Recherche' on a linguistic topic. Apart from dealing with cognitive-linguistic subjects like conceptual blending in word-formation and advertising as well as constructions ('structures with a meaning of their own') the seminar will be open for the discussion of other topics. Advance registration per email desirable.

– Ungerer

**Watching English Grammar Change:
How Modern English Has Developed**

Ü

Fr. 09.15-10.45, erste Sitzung am 7.4.2006, weitere Sitzungen ungerade Wochen, 1 Blocksitzung R. 8028

The main intention of this course is to create a sensitivity for the changes that English grammar has undergone since Shakespeare's time and is still exposed to. Among the topics included will be the development of irregular verb forms, the rise of the progressive form and of the *going-to* future, but also the dwindling importance of the auxiliaries *shall*, *may* and even *must*. Nouns will come into the picture when the noun-verb-pronoun concord is discussed ('the team have successfully defended their title'), and adverbs will be shown to exemplify quite diverging developments. Last but not least, the emergence of a fixed word order ('S-V-O') can be understood as the main stimulus for the rise of the *do* paraphrase in questions and the spreading of cleft sentences, while inversion has been turned into a rare stylistic device.

Attendance in this course covers the **historical-linguistic requirement** in the Hauptstudium.

– Ungerer

Linguistisches Repetitorium

Ü

Mi. 10.15-11.00, HS 218 (Hauptgebäude)

Based on the discussion of previous exams, this course aims at preparing participants for the linguistic paper of the written exams for *Lehrämter* and *BA/MA integriert*. This will be linked with a reactivation of basic knowledge in the areas of phonetics, word-formation, text linguistics, pragmatics and stylistics. The latter topics will also be helpful in the preparation for the oral exams for *Lehrämter* as well as for the *Kolloquium* in the new BA and MA programmes.

Please note that this course is not offered every semester; there will probably not be a course in the winter semester 2006/07.

For more advance information please consult my website from 20 March onwards. The internet presentation will include the text and the questions of a previous exam paper (and also some model solutions) to warm you up for the course.

– Schmidt

Guided Work in English Linguistics

Ü

Mi. 11.15-12.00, R. 8013

This course offers the opportunity to acquire a *Teilnahmeschein* in the Hauptstudium. It is based on independent work in the library on a free time schedule with supervision in small-group or individual meetings. In these meetings tasks and topics will be discussed and assigned and bibliographical advice will be given. To document your work, you are expected to hand in a 2000-word essay, normally a comparison of several discussions of your topic. Through this work you will get an overview of basic linguistic research areas, which may also be useful in preparing for your final exams.

– Schmidt **Say 'Thank You' or Something – Politeness and Speech Acts** Ü

Mo. 13.15-14.00, R. 8028

This course is meant as a supplementary offer for students attending the Hauptseminar on politeness. Students will get the chance to discuss problems arising in the seminar. Further, they will be provided with additional material on related topics.

Kultur Großbritanniens und Nordamerikas

– Linke **Sexuality and American Culture: Aspects of Cultural History and Sociology** HS

Mo. 13.15-14.45, R. 8023

This class combines two approaches to American culture. In the first part of the class, students will exchange observations, opinions and information on sexuality with students in a sociology class at the University of Nebraska at Kearney (Dr Diane Wysocky). This part of the course requires that students write regularly, seriously, and comprehensively on specific topics that will be set by the instructors. In their essays, they will have to describe and reflect on sexuality in Germany. They will receive reports from the students in Kearney on the same topics, which will provide the basis of comparisons in the classroom. The contact with Nebraska will be facilitated via the electronic learning platform BLACKBOARD at the University of Nebraska, which means that students will get access to that platform. Due to the limited overlap of the term times in Kearney and Rostock, this activity is restricted to the month of April.

The remaining time of the course will be spent with readings and critical discussions on selected aspects of the history of sexuality in the United States. The readings draw on both sociology and cultural history of sexuality. A *Reader* with selected texts, mainly excerpts from R.T. Michael et al., *Sex in America*; Kathy Peiss, *Major Problems in the History of American Sexuality*; and Judith Mackay, *The Penguin Reader of Human Sexual Behavior* will be provided.

– Rossow **The Development of (British) Cultural Studies: Hoggart, Williams, Hall and the BCCCS** HS

Mi. 17.15-18.45, R. 8023

The course provides both an introduction to the work of some of the main scholars in Cultural Studies and the development of a distinct British tradition of Cultural Studies. Arguably, this tradition has been one of the major influences in the development of the humanities and social sciences in Britain and internationally in the last decades. The course closely examines a representative selection of the enormously influential, highly theoretical, intellectually demanding and often controversial writings on culture and cultural practices produced by Hoggart, Williams, Hall and some others who worked at the Birmingham Centre for Contemporary Cultural Studies (BCCCS). Moreover, it attempts to produce some understanding for the concerns of these scholars and the changes their ideas, theories and methods have undergone in response to social changes, political challenges and theoretical developments.

A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Fachdidaktik und Vermittlungskompetenz

- Garbe **Englischunterricht zwischen Vermittlung und Aneignung** PS

Gruppe A: Mo. 09.15-10.45, R. 8028

Gruppe B: Di. 09.15-10.45, R. 8023

(5./6. Semester)

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lehrens und Lernens anhand typischer Unterrichtssituationen und -materialien. Die Studierenden werden befähigt, diese zu analysieren, zu entwickeln und zu gestalten.

- Linke **Teaching Culture through (Electronic) Media** HS

Fr. 13.15-14.45, R. 8028

This class will start with definitions of the term "culture" that are relevant for the teaching of English. This introduction will be followed by a brief look at the varieties of media and their usefulness for the teaching of British and American culture. Students will then discuss readings about specific uses of different media and general methodological issues such as the selection of goals, methods and materials, project work and the principle of "blended learning". The theoretical guidelines should be taken into consideration when students prepare their projects on interactive platforms, e-mail tandems, film, music video clips, electronic newspapers, web quests, etc.

- Garbe **Reading is Fun – Zur Arbeit mit Lesetexten im Englischunterricht** Ü

Do. 09.15-10.45, 14tägl., gerade Wochen, R. 8028

Neben einem allgemeinen Überblick über die Lesestrategien und Komponentenübungen zur Entwicklung des Lesens, die durch Beispiele erläutert werden, steht die kreative Gestaltung von Aufgaben zur Steuerung des Leseprozesses, zur Auswertung des Gelesenen und für die weiterführende Arbeit mit dem Text im Mittelpunkt der Lehrveranstaltung.

- Garbe **Darstellendes Spiel im Englischunterricht** Ü

Do. 09.15-10.45, 14tägl., ungerade Wochen, R. 8028

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

- Gall **Media Technology Skills for Student Teachers** Ü

Di. 13.15-14.45, R. 10020

Medienschein

The course is aimed at students who want to become proficient at applying technology tools for learning and teaching.

The main topics of this course are as follows:

- basics of computing English
- computer-assisted language learning and computer-based testing
- promoting English language skills with the internet
- satellite television/radio reception
- DVD harddisk-recording
- video filming, logging, editing, exporting
- audio recording, digitizing, burning
- modern classroom facilities (e.g. smartboard, visualizer)

With the fundamentals of the presentation tool Microsoft PowerPoint students will be able to adapt digital sources (texts, images, sounds, animations), both self-made and harvested from the internet, for their individual course project work.

max. Teilnehmerzahl: 24

- Siebold **Wortschatzarbeit im Englischunterricht** Ü

Do. 11.15-12.45, 14tägl., ungerade Wochen, R. 10017

Der Kurs befasst sich mit einigen wesentlichen Aspekten der Wortschatzarbeit im Englischunterricht.

Folgende Themen werden behandelt:

- Beherrschung eines Wortes,
- Linguistische Zugänge zum Wortschatz als Übungsgrundlagen,
- Kulturspezifische Zusammenhänge bei der Einführung neuer Wörter, Wortschatz und Lerntechniken.

– Garbe/Siebold

Planung und Analyse von Unterricht

SPÜ

LA für Gymnasium, Haupt- und Realschule

Die Schulpraktischen Übungen begleiten das Proseminar oder schließen sich ihm an. Unter Anleitung eines Fachdidaktikers sammeln die Studierenden erste unterrichtspraktische Erfahrungen. Diese beziehen sich auf die Planung konkreter Unterrichtsstunden, ihre Durchführung und die Analyse. Die Studierenden sollen in die Lage versetzt werden, in vorausgegangenen Lehrveranstaltungen gewonnene Erkenntnisse und Einsichten zur Gestaltung von Unterrichtsstunden zu nutzen. Darüber hinaus sollen sie lernen, Unterrichtsstunden oder einzelne ihrer Phasen unter verschiedenen, in jedem Fall aber wissenschaftlich begründeten Aspekten zu beobachten, zu protokollieren und zu analysieren. Auf dieser Grundlage üben sie, Unterrichten zu reflektieren und zu diskutieren.

Mindt, Dieter (1995) *Unterrichtsplanung Englisch für die Sekundarstufe I*, Stuttgart/Dresden: Klett Verlag.
Ur, Penny (1996) *A Course in Language Teaching*, Cambridge: Cambridge University Press.

Sprachpraxis

– Jahnke

Translation English-German II

Ü

Gruppe A: Do. 11.15-12.45, R. 232 (Hauptgebäude)

Gruppe B: Do. 13.15-14.45, R. 232 (Hauptgebäude)

The main aim of this course is to further the students' development of translation skills on the basis of texts which are both authentic and wide-ranging in scope. The course activities are used to heighten the students' language awareness and to train them to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). Special emphasis is placed on analysing style, tone and register of the texts selected. The material is also used to illustrate particular aspects of language and structure and to expand the students' vocabulary. The translations are compared, analysed and criticised in class.

A German-English/English-German Dictionary, a thesaurus, an English-English Dictionary.

– Bowen

Translation Workshop for Teacher Students

Ü

Do. 13.15-14.45, R. 229 (Hauptgebäude)

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

– Bowen

Translation German-English I

Ü

Gruppe A: Do. 15.15-16.45, R. 8028

Gruppe B: Mi. 17.15-18.45, R. 8028

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

– Bowen **Translation German-English II, Genre and Context** Ü

Mi. 15.15-16.45, R. 8028

In this course, students have the opportunity to further improve their translation skills. Although the course does not presuppose that students have taken a previous German-English translation course, it does complement *Translation German-English I*. Working from the assumption that students have a reasonably good grasp of English grammar, style, and composition, we will focus primarily on questions of genre and cultural context. When translating, it is not enough to write grammatically; one has to make sure that the translated text corresponds to the genre conventions of the language into which the text has been translated. For instance, a translation of a German newspaper report into English should follow the conventions of English newspapers, not German ones. In this framework, we will explore the particular problems involved in translating across textual cultures, each week looking at a particular problem that arises due to differing cultural understanding of various genres.

– Bowen **Academic Writing** Ü

Gruppe A: Di. 17.15-18.45, R. 8028

Gruppe B: Di. 15.15-16.45, R. 8028

This course compliments the “Essay Writing” course offered in the Hauptstudium in that it focuses on the academic essay as a distinct genre, with its own structure, style, and register. To gain a greater sensitivity to these elements of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these weekly 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 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 process, examining how one researches, uses references, and puts together an effective outline.

– N.N. **Essay Writing** Ü

Gruppe A: siehe Aushang

Gruppe B: siehe Aushang

This course is ideally suited for students who have already attended a writing course in the *Grundstudium*. Its aim is to further the development of the students’ writing abilities. After a brief review of sentence and paragraph structure, the course will concentrate on techniques used e.g. in writing descriptions, argumentation, as well as persuasion. In addition, students will also learn to analyse a topic, to develop a structure for their ideas, and will be guided in editing essays to meet criteria appropriate to Hauptstudium level.

Students will complete several longer essays for marking as well as shorter homework assignments.

– Schneider **Grammar, Idiom and Style** Ü

Do. 17.15-18.45, R. 8028

This course is intended for those students who perhaps seek a last opportunity to improve or brush up their general English in order to be better prepared for their final exams. It provides a variety of activities and exercises which develop various language skills: reading, oral communication, writing as well as vocabulary, use of English, advanced grammar and style. A proportion of class time will be spent on student-led activities such as discussions and presentations.

– N.N. **Oral Skills II** Ü

Gruppe A: siehe Aushang

Gruppe B: siehe Aushang

This course will develop your spoken English skills for use in a variety of contexts, particularly academic ones. We shall concentrate on the exchange of information, experience and impressions. The exercises will often be done in pairs and small groups. We shall also develop and practise the skills and techniques required to give an academic presentation.