

# SOMMERSEMESTER 2007

## Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Januar 2007 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters sowie die Aktualisierungen im Web.

### VORLESUNGEN

Linke **Fulbright Lecture Series: Aspects of American Culture** V

Fr. 9.15-10.45, 14tägl., gerade Wochen, **ab 20.4.**, HS 218 (Hauptgebäude)

This lecture series brings to Rostock American Fulbright professors who will be teaching at German universities in summer 2007. 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.

Linke **US History since World War II** V

Fr. 9.15-10.45, 14tägl., ungerade Wochen, **ab 13.4.**, HS 218 (Hauptgebäude)

This lecture continues the previous term's general survey of major events and developments in U.S. history. Embedded in a framework of major political events, aspects of social and cultural history will play a decisive role. After a brief review of US history in the first half of the 20th century, the lecture will begin with World War II as the starting point of social change as well as the Cold War. The role of the U.S. in the international arena and the various stages and forms of the Cold War will form the context for social and cultural changes and movements. Special attention will be given to ethnic and civil rights history, women's history, and popular culture. The description of selected historical events will be complemented by different historians' interpretations and assessments. Besides the history of events, the discussion of some relevant texts, documents and films will point to the discursive dimension of the historical narrative. The lecture will be taught in English. Thematic bibliographies and brief lecture notes will be made accessible on Stud.IP.

Louishomme **American Government** V

Mi. 13.15-14.45, **ab 25.4.**, HS 218 (Hauptgebäude)

This lecture will focus on the principles that shaped the United States Constitution, the institutional framework of American government, and how these have evolved over time to shape public policy. The course will also examine the role of citizens, business, organized groups, political parties and other political actors in shaping governmental actions.

Mackenthun **Survey Lecture American Literature (Part II)** V

Mi. 11.15-12.45, HS 315 (Hauptgebäude)

The second part of the general survey lecture on American literature will carry you from Romanticism up to the multicultural literatures of the present-day United States. Special emphasis will be placed on the impact of ethnicity, gender, and social relations on American writing. Most texts discussed in the lecture are included in

the *Heath Anthology of American Literature*, ed. Paul Lauter, the purchase of which is recommended to students planning to specialize in American Studies. All other students will be required to purchase a *Reader* with a selection of texts discussed in this lecture.

Reschly **Women and Gender in Twentieth-Century  
US History** V

Do. 19.00-20.30, 11.6.-13.7, HSS 3 (Schwaansche Straße)  
Fr. 15.15-16.45, 11.6.-13.7, HS 218 (Hauptgebäude)  
Mo. 9.00-16.00, 16.7., R. 8023

This course will provide an introduction to the history of women and gender in America during the twentieth century. The class will present women's history both as an integral part of American history and as a distinct and exciting subject of historical study. Lecture and course materials will allow students to explore the public and private lives of American women of different class, racial, ethnic, and religious backgrounds. Our goal is to understand women's place in American history and the ways gender has shaped American society, culture, and politics.

Topics we will cover in lectures and discussions will include: women and reform movements, such as Populism and Progressivism; African-American, Latina, and Asian-American women; women and work; immigration; women and the Great Depression; women, work, and the war; women and religion; the "feminine mystique"; civil rights; the Sexual Revolution; Second Wave Feminism and personal politics; the conservative backlash; Third and Fourth Wave Feminism.

The course will meet two times per week from June 11 to July 13, and all day on July 16.

Siebold **Englisch als Zweitsprache** LC

Do. 9.15-10.45, HS 315 (Hauptgebäude)

Auch für Lehramt Grundschule und BA/MA (Vermittlungskompetenz)

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 des Seminars 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. Das Seminar 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?

Im Rahmen des Lecture Course kann ein Proseminarschein erworben werden.

## Grundstudium

### LITERATURWISSENSCHAFT

Klaus **Grundkurs Einführung in die englische und  
amerikanische Literaturwissenschaft** Ü

Gruppe A (Klaus): Do. 9.00-11.15, R. 8023

Gruppe B (Hasenkamp): Do. 17.15-19.30, R. 8028

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 literarischen Werks, an die sich dann, darauf aufbauend, ein Referat des Seminarleiters über einen ausgewählten Gegenstand (z. B. Text, Kontext, Literaturbegriff, Gattungen, Perioden) anschließt.

Rudlof

**Grundkurs Einführung in die englische und amerikanische Literaturwissenschaft**

Ü

Gruppe C: Fr. 9.00-11.15, R. 8023

Nur für Lehrämter.

Die Freude am Lesen langer und schwieriger Texte bringen Sie sicher schon mit, wenn Sie sich für ein Lehramtsstudium Englisch entscheiden. Im Grundkurs Literatur werden Sie nun mit den verschiedenen Genres sowie mit den für die Textanalyse notwendigen Fachbegriffen vertraut gemacht. Sie erhalten Einblicke in literaturgeschichtliche Hintergründe und die Literatur unterschiedlicher englischsprachiger Kulturkreise. Ferner werden wir uns mit verschiedenen methodischen und theoretischen Herangehensweisen an die Literaturanalyse beschäftigen. Vorbereitend auf Ihr weiteres Studium werden weiterhin wesentliche Aspekte des wissenschaftlichen Arbeitens (Quellenrecherche, Zitierweise) Gegenstand dieses Grundkurses sein.

Ein *Reader* mit den Primärtexten wird zu Beginn des Semesters im Copyshop Brunnenhof ausliegen. Darüber hinaus sollten Sie möglichst frühzeitig mit der Lektüre von Pat Barkers *Liza's England* (1986) beginnen.

Brusberg-  
Kiermeier

**Jane Austen: *Pride and Prejudice* and *Emma***

PS

Mi. 11.15-12.45, R. 8023

The name of Jane Austen (1775-1817) is known to a wide public today because so many screenplays of Hollywood movies and heritage films are based on her novels. We will analyse two novels of this Regency author, whose texts were well-received from publication onwards and who still ranks among the world's greatest novelists. Although her work is smaller in number than that of other famous novelists, it offers a wealth of sensitive as well as comic representations that still fascinate readers today. We will examine her special place in literary history between Samuel Richardson and the Brontë sisters and especially concentrate on her constructions of gender and social roles. In her novels, female autonomy, control of emotions and self-realisation are central topics which have lost nothing of their topicality. After discussing the texts, we will also look at recent film and TV versions of her novels. Students have to buy and read *Pride and Prejudice* and *Emma* before coming to the seminar. The Oxford World's Classics Editions will be obtainable from Weiland's.

Klaus

**The Poetry of W. H. Auden**

PS

Di. 13.15-14.45, R. 8023

This course aims to awaken an interest in one of the major twentieth-century poetic voices in the English language. W. H. Auden (1907-73) was born and bred in England and lived there until 1939, a period interrupted by journeys to many countries, from Iceland to China, from Austria to Spain, and including a one-year stay in the Weimar Republic. He left Britain and the politically turbulent 1930s, in which he had played a leading role as a committed writer, at the outbreak of the Second World War to settle in the United States. All these experiences had a great impact on his work. Immensely versatile in his choice of poetical genres (ballad, lullaby, comic and light verse, political and occasional poems, verse drama, love lyric and reflective poetry), wide-ranging in his emotional and verbal reference, and with a talent for coining memorable phrases (the *Oxford Dictionary of Quotation* lists some forty items), Auden has much to offer for readers in the year of his centenary. I am still looking for a suitable and reasonably priced edition of Auden's poetry, which is to be ordered at Weiland's. Alternatively, I might put together a *Reader*.

Mackenthun

**Michael Ondaatje, *The English Patient*.  
A Case Study in Literary Criticism**

PS

Do. 15.15-16.45, R. 8023

One of Canada's most celebrated writers, Michael Ondaatje, produced with his novel *The English Patient* (1992) a text that exposes us to some key issues of postcolonial historical fiction. Set in war-torn Italy but reaching back in time to the period of African exploration and colonization in the 1930s, the novel brings together a truly cosmopolitan cast of characters and crucially addresses the significance of place, nationality, and identity in a

global setting. Similarly, it surrounds the events with a network of intertexts that add a further, universal, meaning to the historically specific action itself. Not least because of its conversion into a highly praised motion picture, this novel is worth exploring in some detail. Students are required to purchase the novel; further texts will be available in a *Reader* from the *Copy-Team* (Brunnenhof).

Please buy: Ondaatje, Michael (1992/2004) *The English Patient*. Macmillan. ISBN 0330327542

Students in possession of the book will be admitted to the class.

Einsiedel **Turn of the Century American Women's Writing:  
Kate Chopin and Edith Wharton** PS

Di. 19.00-20.30, R. 8023

To better explore the taboo topics of the time, turn of the 19<sup>th</sup> to the 20<sup>th</sup> century women's writing initially made use of "exotic" settings located outside of mainstream America, such as the genre of local color (e.g. Kate Chopin's Louisiana French in *Bayou Folk*). Subsequently, these writers also depicted the prototypical American woman as an agent of self-liberation (Kate Chopin 1899, Edith Wharton 1905, 1913, 1920). In this seminar, we will first analyze the themes of "othering", social limitation, female initiative and transition in selected short stories by Kate Chopin. A comparison of the endings of Chopin's first novel *At Fault* and her major work *The Awakening* will give an impression of the reversals in place, concerning what might, at first sight, appear to be "happy" bondage and "tragic" liberation. The issue of socially contested liberties will provide a common ground once we turn to an analysis of Edith Wharton's major works, which otherwise approach the topic of emancipation quite differently in setting and style.

Students are expected to purchase the following texts:

A *Reader* with excerpts from Kate Chopin's stories and from *At Fault* will be available from the *Copy-Team* (Brunnenhof).

Chopin, K. (1899) *The Awakening*, New York: Avon Books.

Wharton, E. (1905) *The House of Mirth*, New York: Penguin.

Wharton, E. (1913) *The Custom of the Country*, New York: Random House.

Copies of the texts are e.g. available at common internet bookstores.

Students in possession of the texts will by all means be admitted to the seminar.

Einsiedel **Riding the Third Wave: Chicana Feminist Theory  
and Fiction** PS

Mi. 15.15-16.45, HS 218 (Hauptgebäude)

Based on an introduction to the critical positions of Chicanas within and towards feminist theory, this seminar will explore the playful glance on feminist scholarship in literary works by Ana Castillo, María Amparo Escandón, John Rechy, and Sheila Ortiz-Taylor. In the first sessions, we will trace the evolution of an emancipatory discourse that directs a challenging critique at articulations of machismo as well as at previous feminisms. We will address Gloria Anzaldúa's and Cherríe Moraga's idea of "the new mestiza's" capabilities of bridging across (cultural) gender divides and Ana Castillo's concept of the Xicanisma as well as essays, less experimental in style, providing an overview of the larger theoretical setting. With this theoretical background in mind, we will then turn to the analysis of the novels in order to read their reflections on feminism in general and their engagement with this theory in particular.

Students are expected to purchase the following materials:

A *Reader* with theory excerpts will be available from the *Copy-Team* (Brunnenhof).

Castillo, A. (1994) *So Far From God*, New York: Plume.

Amparo Escandón, M. (1999) *Esperanza's Box of Saints: A Novel*, New York: Scribner.

Rechy, J. (2001) *The Miraculous Day of Amalia Gómez*, New York: Grove Press.

Used and new copies of the texts are available at common internet bookstores.

Students in possession of the texts will by all means be admitted to the seminar.

Hasenkamp **Reading Course** Ü

Mi. 15.15-16.00, R. 8028

This course will build on the contents discussed in the Grundkurs Literaturwissenschaft. We will work our way through texts from different genres, periods and backgrounds (mainly short stories, some poems and other short texts and extracts), which shall give us an impression of the diversity of 'literary' and 'fictional' texts. The emphasis will be on different approaches to and interpretation of literary texts, but you are also invited to suggest your own topics of discussion.

A *Reader* with the material will be available from the *Copy-Team* (Brunnenhof).

## **SPRACHWISSENSCHAFT**

Nolde

### **Grundkurs Sprachwissenschaft**

Ü

Di. 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.

N.N.

### **An Introduction to Middle English**

PS

Di. 13.15-14.45, R. 8028

The period from the Norman Conquest to about 1500 marked a decisive step in the development of English from a primarily synthetic to a chiefly analytic language with an exceptionally large and varied vocabulary and an increasing tendency towards standardization. These major linguistic processes will be exemplified by selections of Middle English writing that attest to the diversity of literary genres and the richness of medieval English life and culture.

N.N.

### **Spoken Interaction in Drama and Film**

PS

Fr. 11.15-12.45, R. 8023

In this course, certain linguistic approaches to spoken interaction will be discussed and illustrated by extracts from modern plays and film scripts. We will start out with an overview of speech act theory, discuss some influential politeness theories, and take a look at basic concepts in the description of the local structure of conversation (e.g. turns, overlaps, repairs etc.). After this introduction, the approaches will be applied to the analysis of selected plays and film scripts. Working from audio-visual material, we will also investigate non-verbal aspects such as intonation, facial expression and gestures.

N.N.

### **Englishes around the Globe**

PS

Mo. 11.15-12.45, R. 8023

Approximately 400 years ago, English played a rather marginal role among the languages in the world, even in Europe. Today it is spoken worldwide by almost 400 million native speakers, and as a second language by approximately 500 million people. Additionally, at least 1 billion people use it as a foreign language. Since it is so widely spread and differentiated, it is quite obvious that we cannot actually speak of a single homogenous language. What is more, there are even different standards of English.

In this course, we will first have a look at the methodology of sociolinguistics by introducing important terms and dealing with the notion of standard, the process of standardization, the concept of first, second and foreign language, as well as other models of describing English as a world language. We will then discuss the different varieties of English. Starting out from the British standard, we will move on to investigate other national and international standards and varieties of English, including those in America and Canada, Australia and New Zealand, Africa and South Asia. We will look at the development of these varieties and compare their phonological, morpho-syntactical and lexical features. A brief look at the possible future of world "Englishes" will conclude this introductory overview.

N.N.

### **The Development of the English Lexicon**

PS

Mi. 15.15-16.45, R. 8023

Today, approximately 70 percent of English words were adopted from many other languages. These include, quite obviously, Latin and French, but also languages as remote as Arabic and that of the Aborigines.

In this course, we will investigate which changes the English word stock has undergone since the first Germanic settlements on the British Isles. After dealing with some theoretical preliminaries, including the classification of loan words and reasons for the expansion of the vocabulary, we will look at languages that have found their way into the English lexicon and the preconditions for their influence. We will ascertain that not only historical events such as the Norman Conquest or British colonisation played a major role in shaping today's vocabulary, but also cultural developments such as christianization, the Industrial Revolution, or, more recently, global trade and the technological achievements of the information age. Finally, we will briefly examine how forms of modern communication such as chat and e-mail might also leave traces in the lexicon

Nolde

### **English Syntax – From Words to Sentences**

PS

Di. 11.15-12.45, R. 229 (Hauptgebäude)

Combining theory and practice, this course will focus on the linguistic structure and organisation of English sentences. We will start with the essentials of traditional syntax and look at word classes and their syntactic functions, examine basic syntactic structures (including non-finite constructions), moving from simple sentences to complex ones. We will also deal with pragmatics and the issues of theme, focus and information processing in sentences. Proceeding from sentences to texts, we will discuss the properties of a text as a linguistic unity (cohesion, coherence) and consider different text types and their linguistic peculiarities. Finally, we will see how syntax can be applied for stylistic purposes.

Participation in the course requires a basic knowledge of English syntax, which can be acquired either in the 'Grundkurs Sprachwissenschaft' or 'Fundamentals of Grammar'.

Topics for oral presentations as well as a bibliography will be provided in the first session.

Nolde

### **Fundamentals of Grammar**

Ü

Mo. 13.15-14.45, HS 315 (Hauptgebäude)

This course aims at the recapitulation and practice of the essentials of the English Grammar. In the first part of the course, we will deal with English morphology and look at word classes and their characteristic features, with a special emphasis on the grammatical categories of the verb (Tense and Aspect, Mood and Voice), as well as on the non-finite forms of the verb.

The second part of the course tackles English syntax. Here we will consider types of phrases and how they are combined into sentences, look at basic sentence types, and, finally, move on from the simple sentence to the complex one.

### **English Phonetics and Phonology**

Ü

Gruppe A (Hoppe): Di. 11.15-12.45, R. 7023

Gruppe B (N.N.): Di. 13.15-14.45, R. 7023

Gruppe C (N.N.): Di. 15.15-16.45, 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**

Buchholz

### **Grundkurs Introduction to Cultural Studies**

Ü

Do. 9.15-10.45, 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).

Linke **Post-World War II Migration to Britain and the British Mass Media** PS

Di. 11.15-12.45, R. 8023

This class has two major aims. Firstly, it provides a brief overview of the history of non-white migration from the Commonwealth countries since the Second World War and the White British responses to it. Secondly, students will look at some current examples of the representation of the Indian and Caribbean diasporas in British newspapers and other media. Students will approach the complexity of the diasporic situation and identity formation through a critical analysis of mainstream media and a look at British ethnic media. Post-colonial theory provides the theoretical framework, and quantitative as well as qualitative (image analysis; critical linguistics) methods will be combined in the analyses of the media texts.

Reschly **Religion and Politics in America** PS

Di. 19.00-20.30, 11.6.-13.7., R. 229 (Hauptgebäude)

Mi. 17.15-18.45, 11.6.-13.7., R. 229 (Hauptgebäude)

Sa. 9.00-16.00, 14.7., R. 8023

Religion and politics have existed in an uneasy relationship in American history. Beginning with an examination of the First Amendment and the history of constitutional interpretation, through several periods when differing religious visions clashed (antebellum abolitionism, fundamentalism versus modernism in the 1920s, anti-Communism in the 1950s, the New Religious Political Right in the 1980s), we will conclude with contemporary debates over the place of religious discourse in public and political life. Recent events (wars in Afghanistan and Iraq, the presidential elections of 2000 and 2004, racist politics, and abortion) will receive special attention.

The mix of religion and politics is one of the most vital and contentious issues in the United States. What are the implications of the self-conception of the United States as a "Christian nation" or as a "chosen nation?" What role should religious voices have in shaping public policy in the United States? Should government funds be used to support church and faith-based social service programs for the poor? Can businesses restrict the religious practices of their employees? Do religious believers have the right to proselytize others in public places? Should religious groups be allowed to operate in public schools? What is it that makes a public school "public" anyway? Is religious knowledge really different from scientific knowledge? Is it possible to identify a universal, secular morality? Is religion good or bad for democracy? How have church-state relations changed over the decades? What alternative models for church-state relations do other Western nations implement?

The course will meet two times per week from June 11 to July 13, and all day on July 14.

Louishomme **American Politics** PS

Di. 11.15-12.45, ab **24.4.**, HSS 3 (Schwaansche Straße)

This course will examine the major ideological currents that have shaped American Politics since the administration of President Lyndon B. Johnson in the 1960s to the end of the first term of President George W. Bush in 2004. Special attention will be given to how ideological conceptions were developed, disseminated and used to construct winning electoral coalitions, as well as different understandings of the legitimate roles and responsibilities of the national government relative to state and local governments, the direction of economic, fiscal, social and environmental policy.

Zittlau **Museums and Their Collections** PS

Mi. 9.15-10.45, R. 8028

Museums are cultural institutions of educational, memorial and national importance. Therefore, they are in constant development, reflecting society's interests, ideas and changing perceptions.

In this class, we will take a closer look at that development, starting with the cabinets of curiosities (also known as *Wunderkammern*) that spread in the Renaissance among the nobility of Europe. We will observe how these collections have changed throughout history. We will also focus on the historical development of the collector, the order of objects and what they are thought to represent, especially when their origin was thought to be 'exotic'.

Our primary focus will be on the British Museum (established in 1753), the pre-eminent museum in Great Britain, and the Smithsonian Institution in the United States (established in 1836). We will look at the historical development of these institutions, their major exhibitions and important changes as well as recent concepts of representation of cultures.

A *Reader* will be available from the *Copy-Team* (Brunnenhof).

Zittlau                      **E Pluribus Unum? Aspects of American Society and**                      PS  
Gottschlich                      **Culture**

Di. 15.15-16.45, R. 018 Haus 1 (Ulmenstraße 69)

The United States of America have been and continue to be a nation of immigrants. In this seminar, we will attempt to explore some of the underlying theoretical and practical assumptions that create and form the American "national character". Specifically, we will look at some of the most important myths regarding the American experiment, including the idea of a "melting pot". Furthermore, the seminar will deal with the societal consequences of immigration and social segregation. We will look at ethnic minorities within the United States that either suffered from incoming migrants (Native Americans) or form a perceived threat to the integrity of the traditional American WASP-ideal (Blacks, Latinos). Additionally, we will also look at so-called "model minorities" which seemingly have been able to adapt the vague concept of "Americanism".

As a joint course by the Institute of Political Science and the English Department this class is open to students from both programs.

Registration for the course at: pierre.gottschlich@uni-rostock.de

### **FACHDIDAKTIK UND VERMITTLUNGSKOMPETENZ**

Siebold                      **Grundkurs Grundfragen der Fachdidaktik Englisch**                      Ü

Mo. 9.15-10.45, HSS 3 (Schwaansche Straße)

ab 3. Sem.

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; Lernerorientierung im Englischunterricht.

Siebold                      **Grundkurs Frühbeginnender Englischunterricht**                      Ü

Do. 11.15-12.45, 14tägl., gerade Wochen, R. 8028

Der Kurs soll einen ersten Überblick über die laufende Fachdiskussion zum Englischunterricht an Grundschulen vermitteln. Die gegenwärtige Situation sowie verschiedene didaktische Konzepte werden skizziert. Vor allem aber versucht der Kurs, theoretisches Hintergrundwissen zu geben und eine Lernen und Spielen gleichermaßen berücksichtigende Grundlinie des Unterrichtens zu entwerfen. Diese zeichnet theoriegeleitetes Handeln vor, ohne es jedoch vorzuschreiben.

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. 9.15-10.45, 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**

Nolde

### **Error Analysis**

Ü

Mo. 11.15-12.45, 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.

Luu

### **Oral Skills I**

Ü

Gruppe A: Mo. 19.00-20.30, R. 8023

Gruppe B: Mi. 17.15-18.45, R. 8023

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.

Adam

### **Basic Writing Skills**

Ü

Di. 9.15-10.45, R. 8023

This is a controlled course that does not encourage the student, in the early stages, to attempt too much 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

### **Translation English-German I**

Ü

Mi. 13.15-14.45, 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: Di. 15.15-16.45, R. 8028

Gruppe B: Di. 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, humorous, academic, literary, etc.).

Vaughan

### **Applied English Vocabulary**

Ü

Fr. 11.15-12.45, R. 229 (Hauptgebäude)

This course offers students the opportunity to extend and to enrich their passive and active English vocabulary. The course will focus on the use of English words in a variety of areas, and will focus on such words in regard to their basic meaning, collocation, polysemy, register, antonyms and connotation, among others. By learning vocabulary from authentic sources and then applying this vocabulary in a variety of practical exercises this course will help students to use words in a more natural and a more accurate manner.

Vaughan

### **Essential Presentation Skills**

Ü

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

This course will focus on giving effective presentations in English, concentrating on the four central elements of presentations (situation analysis, structure, visual aids, and (body) language effects). After each session, participants will have developed their personal presentation profile through self-reflection and feedback from their peers and the instructor. They will also have understood how they could further improve their individual English presentation skills, and will gain more confidence in their ability to present in English. During the course sessions, brief theoretical inputs given by the instructor will alternate with practical work by participants. The seminars will also offer the opportunity to work on and present topics of the participant's own choice, and to present them to the group. Equipment will also be incorporated into the course in order to enhance the feedback process.

N.N.

### **Grammar in Practice**

Ü

Gruppe A: Mi. 13.15-14.45, R. 229 (Hauptgebäude)

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

This course is designed to improve students' grammar skills through practical training. It looks at how grammar is used in everyday settings, focusing on both written and spoken genres. Students will pay particular attention to grammatical elements that tend to prove particularly difficult for them to master: the perfective aspect, prepositions, word order, etc. Those who wish to take the course must be prepared to participate in class.

## **HAUPTSTUDIUM**

### **LITERATURWISSENSCHAFT**

Brusberg-  
Kiermeier

### **Shakespeare's Comedies: *The Taming of the Shrew*, *A Midsummer Night's Dream*, and *Twelfth Night***

HS

Di. 15.15-16.45, HS Radiologie (Gertrudenplatz)

We will examine three Shakespearean comedies using close reading techniques and giving particular weight to an analysis of the presentation of gender and performativity. We will look at male and female characters and discuss their language, their "physicalities", their status within the hierarchical system, and their functions for the respective play. For all three plays, early modern constructions of sex and gender are central, as are ideals of friendship, family and partnership. After analysing the texts, we will look at productions of the plays in form of video films. As introductory reading I recommend the chapter on early modern literature in Ina Schabert's *Englische Literaturgeschichte: Eine neue Darstellung aus der Sicht der Geschlechterforschung* (Stuttgart: Kröner, 1997). Students need to acquire – and read as soon as possible – the New Arden Editions of *The Taming of the Shrew*, *A Midsummer Night's Dream* and *Twelfth Night*, which will be obtainable from Weiland's.

Klaus

**Düstere Visionen: Die englische Schreckutopie  
von Wells bis Orwell**

HS

Mi. 9.15-10.45, R. 8023

Am Ende des 19. Jahrhunderts kommt es zu einer Wende in der Geschichte utopischer Phantasie: weg vom Projizieren einer besseren Welt, hin zu einer Vorahnung, ja Warnung vor heraufziehendem Unheil. Negative Zukunftsbilder hatte es vereinzelt auch vorher schon gegeben, aber nicht in so geballtem Maße bei gleichzeitigem Versiegen von Entwürfen idealer Welten. Die Gründe für den aufkommenden Pessimismus im bürgerlichen Denken sind vielfältig. Rückblickend lässt sich allerdings sagen, dass das 20. Jahrhundert einiges dazu getan hat, die artikulierten Befürchtungen in manchen Bereichen noch zu übertreffen.

Das Seminar beschäftigt sich mit den Klassikern des Genres, auch Dystopie genannt:

- H. G. Wells, *The Time Machine* (1895);
- E. M. Forster, "The Machine Stops" (1912/1928);
- Aldous Huxley, *Brave New World* (1932);
- Georg Orwell, *Nineteen Eighty-Four* (1949).

Die Utopien von Wells, Huxley und Orwell werden bei Weiland bestellt, Forsters Erzählung als Kopie verfügbar gemacht.

Falls noch Zeit ist, ließe sich ein Blick auf Huxleys wundersame Wandlung zum Visionär einer sozial und sexuell glückseligen Welt werfen, in seinem Spätwerk *Island* (1962).

Mackenthun

**Magical Reality in American Literature**

HS

Fr. 11.15-12.45, R. 8028

America, as Alejo Carpentier famously wrote in the 1940s, has a reality of its own. Its nature, culture, history, and its stories differ significantly from those of Europe and therefore require a mode of fictional address that is likewise different from the aesthetic modes of Europe. In this class, we will look at various instances of this "*lo real maravilloso*" throughout American literature. Beginning with classic romantic texts, we will then swiftly move into the modern and postmodern periods, which offers their best 'magical realist' examples in the field of minority and postcolonial literature. A major project of this class will be to distinguish between the mode of the magical real and other modes like the fantastic, psychological fiction, or the romance; likewise we will address issues of mimesis, verisimilitude, and unreliable narration. Students are asked to purchase a *Reader* (Copy-Team, Brunnenhof) and the novels listed below (probably to be discussed in this order):

Silko, Leslie (1988) *Ceremony*. Penguin. ISBN 0140086838

Ozick, Cynthia (1988) *The Messiah of Stockholm*. Vintage. ISBN 0394756940

Naylor, Gloria (1989) *Mama Day*. Vintage. ISBN 0679721819

Cisneros, Sandra (1991) *House on Mango Street*. Vintage. ISBN 0679734775

Students in possession of the books will be admitted to the class.

Mackenthun

**America's Inner Demons. The Fear of  
Alien Invasion in the US**

HS

Fr. 13.15-14.45, R. 126, Haus 1 (Ulmenstraße 69)

The terrorist attacks of 2001 have intensified within US culture a fear of alien invasion that can be traced back to the very beginnings of the Anglo-European (not to say Protestant) presence in America. American postmodernism directly addresses this typically American "paranoia." In this class we will look at different manifestations of that anxiety – from the climate of psychological stress that gave rise to the witch craze of Salem in 1692, through the fear of foreign invasion and domestic subversion that inspired the Alien and Sedition Acts in the 1790s and the concomitant fear of a slave revolt in the early nineteenth century, all the way to the anticommunist scare between the 1930s and the 1950s and the latent and manifest xenophobia accompanying discourses about immigration and cultural difference in the period of multiculturalism. Our material will consist of both historical documents and fictional texts and movies (*Invasion of the Body Snatchers*). Next to a substantial *Reader* (Copy-Team, Brunnenhof), students are required to purchase the following novel:

Brown, Charles Brockden (1799; 2002) *Arthur Mervyn, or, Memoirs of the Year 1793*. Kent State UP. ISBN 0873387384. Or used edition, Holt Rinehardt, 1962 (abebooks.de).

Students in possession of the book will be admitted to the class.

## SPRACHWISSENSCHAFT

N.N. **"The Triumph of the English Language":  
Major Developments in Early Modern English** HS

Mi. 11.15-12.45, R. 8028

Linguistically, the time from the end of the 15th to about the middle of the 17th century stands out as a period of increasing standardization and widespread critical reflection on language use suited to different purposes and types of discourse. The introduction of the printing press in 1476 opened up a forum for an intensive public debate among scholars, writers and teachers about the status of English mainly as compared to Latin in its rediscovered classical form. Based on selections from critical writings on rhetoric, literary theory, English grammar and lexicography, we shall discuss the alleged imperfections of English and try to evaluate its potentials in the light of the achievements of contemporary "practitioners of language", among them such eminent figures as William Shakespeare.

N.N. **The Structure of English Words** HS

Di. 11.15-12.45, R. 8028

This seminar explores "the grammar of English words" both from an inflexional and a word-formational point of view. We will discuss major theoretical issues in linguistic morphology such as the difference between inflexion and derivation, the notion of productivity, the connection between morphology and semantics, and the relationship between word-formation and borrowing. Seminar work will also include practical tasks in word-building and analyzing word-structure.

N.N. **Contrastive Linguistics English – German** HS

Do. 11.15-12.45, R. 8023

The term "contrastive linguistics" covers a variety of approaches. Although it is often associated with language teaching, it also includes important theoretical research that deals with language-specific features and language universals. Thus, language comparison helps us to understand individual languages as well as language in general.

In this course, we will first focus on microlinguistic aspects, including research questions from the fields of phonetics/phonology (e.g. the different phoneme inventories of English and German), morphology (aspects of word-formation and phraseology), syntax (e.g. word-order and sentence structure) and semantics (word-fields, idioms etc). The course will then be broadened by including macrolinguistic contrastive research. Here, we will, for example, compare the linguistic realisation of oral and written text types (e.g. casual conversations and news reports), addressing pragmatic issues such as politeness strategies and sociolinguistic questions (regional and social variation).

N.N. **Linguistisches Repetitorium** Ü

Di. 17.15-18.45, R. 8023

Based on the discussion of previous written exams, this course aims at preparing participants for their final exam in linguistics (teachers, BA's, *Magister*) by reactivating basic knowledge in the areas of phonetics, syntax, word-formation, text linguistics and stylistics. This revision should also be helpful in the preparation for the oral part of the final exam.

A list of topics and tasks for discussion as well as a detailed reading list will be provided at the beginning of the course.

## KULTUR GROßBRITANNIENS UND NORDAMERIKAS

Linke **Place and Space in British Cultural Studies** HS

Mo. 17.15-18.45, R. 8023

The course includes both theoretical approaches and interpretive practice. The theoretical approaches discussed in this class consist mainly of cultural semiotics, cultural geography and seminal texts such as Raymond Williams's interpretation of the country and the city, and explore connections between place and identity, place

and nation, place and class/gender, and place and history. For the application of theory in interpretations, students will analyse maps, architectural design and town planning, magazines and film. A *Reader* with excerpts from the theoretical texts will be provided.

Louishomme      **Race and American Politics in the Twentieth Century**      HS

Do. 11.15-12.45, ab **26.4.**, HS 315 (Hauptgebäude)

The course will provide a comparative and analytical study of race and politics in the United States by focusing on theories of race, especially the social construction of race, and different ways in which these constructions have been used to shape public understandings, social relations, and governmental policy. Particular attention will be given to the material costs and benefits political implications of theories of whiteness, African Americans, Native Americans, and Latinos. The course will explore the dynamic tensions between the efforts by members of different racial and ethnic groups to secure the rights, benefits and obligations of citizenship, social resistance and accommodation to these demands, and the response by local, state and national governments as well as other institutions within America to these competing currents.

Mackenthun      **America's Inner Demons. The Fear of  
Alien Invasion in the US**      HS

Fr. 13.15-14.45, R. 126, Haus 1 (Ulmenstraße 69)

**Einschreibung in Raum 8019 (Literaturliste)!** For details see section on "Literaturwissenschaft" above.

### **FACHDIDAKTIK UND VERMITTLUNGSKOMPETENZ**

Garbe      **Englischunterricht zwischen Vermittlung und  
Aneignung**

Gruppe A (Garbe): Mo. 9.15-10.45, R. 8028

Gruppe B (Schmidt): Mi. 13.15-14.45, R. 8028

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      **Handling Stereotypes in the EFL Classroom**      HS

Mo. 9.15-10.45, R. 8023

After a discussion of the – very complex – term "stereotype", students will work in two directions. Firstly, they will critically inspect textbooks and other teaching materials, looking for and identifying examples of stereotyping. Secondly, they will discuss means and strategies for working with stereotypes in the classroom. The English curriculum ("Rahmenpläne" and "Europäischer Referenzrahmen") will also be inspected for references to the topic. Students will then look at materials and texts that carry a special potential for addressing the issue in class, and develop and discuss tasks that raise pupils' awareness of the omnipresence of stereotypes and a critical attitude towards stereotypes. Some theoretical readings will be provided in a course *Reader*.

Garbe      **Literarische Texte im Englischunterricht**      HS

Do. 9.15-10.45, R. 8028

LA für Gymnasien, 7./8. Semester

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihrer Aussage eine bestimmte Form zu geben. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die

Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

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

Di. 9.15-10.45, 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

Di. 9.15-10.45, 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.

Siebold **Sprechen und darüber sprechen** Ü

Do. 11.15-12.45, 14tägl., ungerade Wochen, R. 8028

Seit der "pragmatischen Wende" der siebziger Jahre wird Sprechen als kommunikatives Handeln bestimmt und didaktisch-methodisch reflektiert. Das mitteilungs- und adressatenbezogene Sprechen gilt mit Recht als Kernbereich des Englischunterrichts. Die Übung rückt anregende Verfahren und Techniken in den Mittelpunkt, die den Schülern helfen, ihr mündliches Ausdrucksvermögen im Englischen zu entwickeln und Scheu oder Zurückhaltung, die sie fühlen mögen, zu überwinden. Eine Grundlage hierfür stellen Videos zur Demonstration ausgewählter Lehrtechniken dar.

Schröder (Siebold) **How to Combine Writing and Talking – Unterrichts Anregungen zum Thema Schreiben und Sprechen** Tutorium

Do., 13.15-14.45, SR 7023

LA für Realschule und Gymnasium

In Ergänzung zur Übung "Sprechen und darüber sprechen" wird das Tutorium "How to Combine Writing and Talking? Unterrichts Anregungen zum Thema Schreiben und Sprechen" angeboten. Dieses Tutorium soll Lehramtsstudierenden (Realschule und Gymnasium) ergänzend zu den angebotenen Übungen verschiedene Möglichkeiten zeigen, wie man in mehreren Klassenstufen und/oder Schulformen Unterrichtseinheiten zum Thema "Schreiben und Sprechen" gestalten und verknüpfen/kombinieren kann. Gleichzeitig soll es Anregungen zur Fehlerkorrektur bzw. -analyse geben. Zur Veranschaulichung bzw. Analyse dienen bisher nicht verwendete Forschungsergebnisse aus dem Gemeinschaftsprojekt MELT der RWTH Aachen, LMU München und der Uni Rostock sowie das aus diesem Projekt hervorgegangene Buch (inkl. DVD) *Let's talk: Lehrtechniken. Vom gebundenen zum freien Sprechen* (2004), das im Cornelsen Verlag erschienen ist.

Garbe/Mier/Büttner/Schmidt/Pätzold **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.

**Neu:** In Ausnahmefällen können sich **Teaching Assistants** ihre Lehrtätigkeit im Ausland nach **vorheriger** Anmeldung, Absprache und Genehmigung durch eine Fachdidaktikerin (Dr. Garbe) und nach Vorlage von umfangreichen Nachweisen als SPÜ anrechnen lassen.

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

Bowen **Translation Workshop for Teacher Students** Ü

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

This course has a single goal: to help teacher 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 translation 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

Mo. 11.15-12.45, 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

Mo. 13.15-14.45, 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

Do. 13.15-14.45, 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.

Bowen

### **Argumentation, Rhetoric and Style**

Ü

Do. 15.15-16.45, R. 8028

Argumentation and writing are closely related activities, not just because the texts we write are often argumentative and thus make wide use of informal logic, but also because, to a great degree, argumentation shapes conventions of rhetoric, style, and grammar, even in texts we do not usually consider as argumentative (e.g. fiction, autobiography). In this course, we will take a practical approach to the relation between argumentation and writing by focusing on a variety of argumentative strategies (contradiction, concession, qualification, levels of generality etc.), all of which are present in a range of genres. We will pay particular attention to the ways in which English texts build up arguments and how they apply argumentative strategies using typical sentence structures and lexical choices. Examining texts from different genres (most of them non-academic), we will analyse how English texts apply informal logic and write our own short text based on our findings.

Vaughan

### **Essay Writing**

Ü

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

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

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.

Adam

### **Business English**

Ü

Do. 13.15-14.45, R. 8023

This course aims to provide students with an introduction to those language skills needed in the English-speaking business world. Designed for students with little or no prior knowledge of business, it offers an overview of business communication skills (e.g. interviews, meetings, telephone calls) and writing skills (resumés, correspondence, memos, reports, etc.). Through weekly reading material, students will have ample opportunity to build up their business vocabulary in selected business sectors (advertising, marketing, finance) and to improve their general knowledge of the English-speaking business world. Since the course will often involve group work, students should come every week ready to participate.

MacKenzie, Ian (2002) *Cambridge Professional English - English for Business Studies*, Student's Book, Klett [ISBN 3125390133 ; www.Buch.de]

Adam

### **Reading and Discussion II**

Ü

Do. 17.15-18.45, R. 8023

One of the aims of this course is to further the development of reading skills. Mainly literary but also some non-literary texts and various kinds of worksheets provide the basis for the course. Students will have to study the texts, answer questions, prepare short talks and discuss problems. The course is thus also designed to expand the students' vocabulary and knowledge of grammar, as well as develop their ability to argue and reason. Students will have to prepare the texts in advance.

N.N.

### **Advanced Grammar in Practice**

Ü

Di. 15.15-16.45, R. 8023

This course is designed to improve students' grammar skills through practical training. It presupposes that students have mastered the basics and thus concentrates on those grammatical forms with which even advanced students have difficulties. Although the class deals with spoken forms, special attention will be paid to grammatical structures found in written genres, and in particular to elements of speech used to form complex sentence structures (non-finite verbless clauses, verbless clauses, adverbial clauses, syntactical compression,



etc.). It should be noted that the course focuses on grammar in practice: It aims to improve how students use grammar, not their understanding of grammar as such. Consequently, students who wish to take the course must be prepared to participate in class.