

Institut für Anglistik/Amerikanistik
Lehrangebot SS 2013
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1 Vorlesungen

Linke: 10th Fulbright Lecture Series: Aspects of US History, Culture, and Society

Vorlesung
70416

Fr. 9.15-10.45, gerade Wochen ab 19.4.2013, HSS 3

Since 2002, American Fulbright scholars in Germany have been invited to come to Rostock in the summer term and lecture on their specialty in American Studies, addressing issues in history, politics, literature, music, and religion. The 10th Fulbright Lecture Series (2013) will continue this tradition, featuring speakers from a variety of areas as, for example, American regionalism, native American literature, gay and lesbian history, and fostering trans-disciplinary discussions. The final list of speakers and topics will be announced 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). The audience will, as always, be invited to ask questions and contribute to a lively discussion. This lecture series is also open to the general public.

Rossow: Key Sites of Cultural Studies

Vorlesung
70405

Mi. 9.15-10.45, HSR

The lectures cover key sites of cultural studies and introduce additional theoretical foundations for other courses in cultural studies. The course aims to familiarise students not only with broad theoretical concepts but also with the specialised terms and practices utilised in cultural studies. The individual sessions start by reviewing the topics first covered in the Grundkurs "Introduction to Cultural Studies", and then expand on them. The course problematises and investigates selected themes in cultural studies, including globalisation, nationalism, class, multiculturalism, and sex and gender. Participants are encouraged to buy Hartley, John (2011) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge (ISBN 0-415-26889-3).

Linke: 20th Century US History on Film

Vorlesung
70417

Fr. 9.15-10.45, ungerade Wochen, HSS 3

On the Fridays without Fulbright lectures, a series of talks will be offered on a selection of formative events and periods in 20th century American history such as the Great Depression, the Second World War, the Cold War, the Civil Rights movement, the student movement and the Vietnam War. Following a brief introduction to events and issues and a critical look at selected films, popular images and interpretations of the respective events will be discussed. Some of the films will be contemporary depictions of their time while others will be productions of a later time that re-envision the past from the distance and under the influence of contemporary ideas (e. g. *Good night and good luck*). The main goal of the lecture is to highlight the constructive and interpretive power of films on history which is concealed by the realistic mode of cinematic representation.

Mackenthun: Survey Lecture American Literature: Part II

Vorlesung
70400

Mi. 11.15-12.45, HSR ab 10.4.2013

The second part of the general survey lecture on American literature will explore 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 *Norton Anthology of American Literature*, ed. Nina Baym, whose purchase is recommended to students planning to specialize in American Studies. All students are obliged to purchase a *Reader* with a selection of texts discussed in this lecture. Acquisition of a Schein depends on passing the final quiz.

Kornexl: Language Change in the History of English

Vorlesung
70409

Di. 11.15-12.45, HSR

This lecture charts the historical development of English from its beginnings up to the present day, exploring major changes in the fields of spelling and phonology, morphology, syntax, vocabulary and semantics and investigating pragmatic factors of language use. Special attention will be given to aspects of variation as well as processes of standardization and to the linguistic properties and extralinguistic forces that have turned English into an international language of unique currency and status.

2 Literaturwissenschaft

Hasenkamp: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs
70102

Di. 9.15-10.45, U-H1-126

Plot und *setting*, *perspective*, *genre*, *figures of speech* und *meter*, und was genau ist eigentlich Literatur? Dieser Kurs soll Ihnen systematisch die Grundlagen der Textanalyse und -interpretation vermitteln, die Sie für literaturwissenschaftliches Arbeiten in Ihrem weiteren Studium benötigen. Wir werden Kurzgeschichten, Gedichte, Dramenauszüge und eine Novelle lesen und anhand dieser Textbeispiele die Arbeit am Text üben und unterschiedliche literaturwissenschaftliche Fragestellungen erörtern. Abschließend behandeln wir auch Grundlagen des wissenschaftlichen Arbeitens (Quellenrecherche, Zitierweise).

Ein *Reader* mit Seminartexten wird zu Semesterbeginn zur Verfügung gestellt.

Wallat: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs
70100

Di. 17.15-18.45, AB8023

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 und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über. Klarer, Mario (2007) *Einführung in die Anglistisch-Amerikanistische Literaturwissenschaft*, WBG. ISBN - 10: 3534204832

Hemingway, Ernest (1952) *The Old Man and the Sea*. Reclam: ISBN 3-15-009075-x

Williams, Tennessee (1945) *The Glass Menagerie*. Reclam: ISBN 3-15-009178-0

(Die Bücher von Klarer, Hemingway und Williams werden bei Thalia bestellt.)

Zittlau: American (Cyber)Punk Literature

Proseminar
70165

Mo. 11.15-12.45, AB8023

This class will be based on two contemporary American novels to discuss recent tendencies in American literature. The first novel, Kathy Acker's *Blood and Guts in High School* (1978) is experimental fiction informed by politics, history and theory. Acker, often termed a punk poet, makes extensive use of metafictional strategies to reflect on the process and nature of writing. The more recent *Snow Crash* (1992) by Neal Stephenson picks up the idea of meta-writing within the age of virtual space(s). His work has been labelled cyberpunk, an established genre that draws upon science fiction and fantasies of virtual reality. In light of both novels, we will talk about strategies of contemporary writing and literary criticism, about genre conventions and metafiction, as well as topics like (post)gender and cyborg theory addressed by the texts.

Students must purchase and read:

Kathy Acker, *Blood and Guts in High School*. New York: Grove Press, 1978.

Neal Stephenson, *Snow Crash*. New York: Penguin, 1992.

Additional readings will be provided via Stud.IP.

Schmitt-Kilb: *Jane Eyre* Through the Ages: Postcolonial and Other Rewritings of a Victorian Novel

Proseminar
70095

Mi. 11.15-12.45, U-H3-322

Charlotte Brontë's *Jane Eyre* (1847) is a classic of Victorian fiction which has inspired a host of rewritings in the past 150 years. In the seminar we will discuss the enduring fascination with the book and we will deal with theoretical and critical issues such as rewriting, writing back, intertextuality, pastiche, parody etc. in a postmodern and postcolonial context. Knowledge of the original work must of course precede these discussions. Thus the first part of the course aims to introduce you to *Jane Eyre* and to become familiar with major themes of the novel; following this, we will discuss Daphne DuMaurier's *Rebecca* (1938), Jean Rhys' *Wide Sargasso Sea* (1966) and Jasper Fforde's *The Eyre Affair* (2001) and look at the ways in which the original subject matter was bent to serve multiple literary needs in various historical and cultural contexts. Buy the books and start reading as soon as you can!

Schmitt-Kilb: Classics of English Poetry: Text, Context, Interpretation, Analysis

Proseminar
70096

Di. 15.15-16.45, AB8023

Why poetry in the 21st century? Poetry asks for close reading, close reading requires time (we don't have it!) and patience (go on!), the willingness to question the obvious (exhausting!) and to endure ambiguity (uh?). Nevertheless, poetry remains the genre best suited to teach us the art of attentive reading. In a world which is governed by the ideology of speed and progress / speed as progress, reading poetry can be considered an anti-ideological activity. – Building upon the basic knowledge about poetry acquired in the "Grundkurs", we will read canonical English/British poems since the 16th century. Each individual session will concentrate on only one or two poems, some sessions will be backed up with secondary material. In-depth discussion based on historical contextualization (political history if necessary, literary history, history of ideas...), paraphrase, formal and thematic analysis and possible critical approaches will form the core of each session. The small amount of compulsory reading gives you room for a thorough preparation at home, without which the seminar cannot succeed.

A reader will be provided at the beginning of the term. Please buy and read Nicholson Baker's entertaining novel *The Anthologist* (2009) as introduction and appetizer. I expect you to have read the book by April 2! Moreover, I recommend Richard Bradford's *Poetry: The Ultimate Guide* (2010) as complementary reading.

Christinidis: Angela Carter's Postmodern Feminist Fairy Tales

Proseminar
70097

Do. 11.15-12.45, U-H3-222 ab 11.4.2013

The child in "The Werewolf", one of Angela Carter's rewritings of Little Red Riding Hood, does not need to be rescued by the hunter – she takes her father's hunting knife and saves herself. But why does she kill granny? That is one of the issues we will be exploring in this seminar. In rewriting classical fairy tales from a feminist perspective, Angela Carter is not content to turn the female protagonists from passive victims into active heroines; her rewritings are complex reinterpretations that explore and sometimes subvert the social and psychological implications of the original tales. We will be reading Angela Carter's fairy tales and some of her short stories and compare them with the originals, examining the themes, narrative forms and style Carter uses to deconstruct ideals of femininity. We will also watch Neil Jordan's film *The Company of Wolves* (1984), based on three of Carter's tales. After looking at some fairy tale theory to better understand how Carter's rewritings work, we will have a stab at rewriting a classical fairy

tale ourselves. Please buy Angela Carter's *Burning Your Boats: Collected Short Stories* before the seminar – it contains all her fairy tales along with other short stories – and read the story "The Bloody Chamber."

Wallat: The Art of Fiction, or *How to Talk about Books*

Proseminar
70123

Do. 09.15-10.45, AB8023

Based on the introductory seminar(s) to British and American literature, this course aims at the consolidation of techniques of literary analysis. Meant to be a supplementary introduction to literary terms and central problems of literary analysis, the course is practically orientated. Thus, classroom work will concentrate on the paradigmatic examination of the specific quality of poetic, dramatic and epic texts. Special emphasis will be put on theoretical and methodological as well as historical aspects of literary analysis. Works to be read are Walt Whitman's poem "*Song of the Open Road*", Nathaniel Hawthorne's novel *The Scarlet Letter*, Ernest Hemingway's short story "The Snows of Kilimanjaro" and Arthur Miller's play *Death of a Salesman*.

Prescribed critical texts are:

Lodge, David. *The Art of Fiction*. New York & London: Penguin Books, 1994. **ISBN-10:** 0140174923.

Landy, Alice and William Rodney Allen. *The Heath Introduction to Literature*. **Belmont:** Wadsworth Publishing, 1999). **ISBN-10:** 0395980704.

A *Reader* with additional primary texts (poems and short stories), a selected bibliography and a list of topics for term papers will be provided at the beginning of the course.

Schmitt-Kilb: Shakespeare's Histories: *Richard II, Henry IV 1+2, Henry V*

Hauptseminar
70157

Di. 11.15-12.45, AB8028

Shakespeare's second tetralogy (tetralogy = compound work made up of four individual works) is a series of history plays composed between 1595 and 1599. *The Tragedy of King Richard the Second* (1595), *The History of Henry the Fourth* (1597-98), *The Second Part of Henry the Fourth* (1597-98) and *The Life of Henry the Fifth* (1598-99) are plays which cover the period from the downfall of Richard II at the hands of Henry IV (1399) through Henry V's victory over France in the Battle of Agincourt (1415). Far from only being concerned with late medieval issues, the plays are involved in the construction of the "Tudor myth" and of early modern English "nationalism"; they ask questions about power and politics, the nature of kingship, the private and the public etc. In order to understand the plays in their early modern context, a sound understanding of historical developments is as vital as knowledge of Elizabethan cultural discourses. Moreover, we will deal with recent critical approaches – most notably New Historicist and Cultural Materialist – to the plays. Please buy *The Norton Shakespeare: Histories* (ed. Stephen Greenblatt et al., ISBN-13: 978-0393931426). The "General Introduction" is a very good one indeed! Suggested introductory reading for the historical and cultural context: Ulrich Suerbaum, *Das elisabethanische Zeitalter* (Reclam 1989).

Schmitt-Kilb: The Novels of John Burnside

Hauptseminar
70158

Fr. 13.15-14.45, AB8023

The novels of John Burnside (b. 1955) are not for the squeamish. Violence, crime, ecological catastrophe, death, spiritual abyss, guilt, childhood trauma and bad conscience are standard themes in his works. Burnside never lets us forget that the animal in us precedes – and will most probably survive – the

civilized human being. Many of his characters are villains *and* victims who simultaneously offend against and suffer from social conditions and a blemished world. In the seminar, we will read the novels and discuss the philosophical, ecological and literary-artistic concerns of one of the most highly original voices in contemporary British fiction. Please buy and read *Living Nowhere* (2003), *The Devil's Footprints* (2007), *Glisters* (2008) and *A Summer of Drowning* (2011). As an introduction to the personal sources of Burnside's literary preoccupations I suggest you read his highly acclaimed autobiographical book *A Lie About my Father* (2006).

Christinidis: Mutability in English Poetry from Donne to Marvell

Hauptseminar
70159

Mi. 17.15-18.45, U-H3-222 ab 10.4.2013

The period between the beginning of John Donne's literary career in the 1590s and the death of Andrew Marvell in 1678 was characterised by upheaval in many areas of life. Politically, the period after Elizabeth I saw a failed Roman Catholic attempt to blow up Protestant monarch James I along with the Houses of Parliament, the civil wars of the 1640s and the execution of James I's successor, King Charles I, the 'protectorate' of Oliver Cromwell and, ultimately, the restoration of the monarchy in 1660 when Charles II became King. Several plagues, including the Great Plague of 1665, as well as the Great Fire of 1666, devastated London. Meanwhile, Europe was ravaged by the Thirty Years War and Galileo first confirmed and then was forced to recant the Copernican theory of the movement of the earth around the sun. Perhaps it is not all too surprising, then, that mutability – the tendency of things to change and decay – is an important theme of English poetry during this period of change and disorientation. In this seminar, we will reflect upon the challenges of analysing poetry that belongs to a historical period far removed from our own. We will explore the mutability-theme in its historical and literary context, but also consider its relevance to our own time. A reader containing primary texts will be provided at the beginning of the semester; supplementary reading will be provided through Stud.IP.

Wallat: The Simple Art of Murder: American Crime Fiction

Hauptseminar
70156

Fr. 11.15-12.45, AB8023

This course gives an introduction to the genre of crime fiction and equally provides a survey of the development of American detective fiction from Edgar Allen Poe to Tony Hillerman. Special emphasis will be put on the analysis of reasons for the enduring commercial success of mystery and crime fiction and its underlying codes and values.

Participants are asked to buy and read:

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

Dashiell Hammett, *The Maltese Falcon* (1930) (1989) Vintage, ISBN-10: 0679722645.

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

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

Mackenthun: American Maritime Encounters: Trade, Discovery, Identity (Trans-)Formation

Hauptseminar
70208

Fr. 11.15-12.45, AB8028 ab 12.4.2013

Nicht für B.A.

Details finden Sie im Abschnitt "British and American Transcultural Studies".

3 Sprachwissenschaft

Haselow: Contrastive Linguistics

Proseminar
70019

Mo. 13.15-14.45, AB8023

In this seminar we will carry out a comprehensive and fine-grained analysis of the major contrasts between English and German on different levels of linguistic description: phonology, morphology, syntax, the lexicon, and pragmatics. One of the goals of this contrastive study is to show how far the two closely related languages have moved apart, another one is to explore in what way contrastive linguistics may have useful implications for language teaching (mother tongue vs. foreign language) and translation (source vs. target language). Throughout this seminar we will try to subsume the various contrasts under higher-level generalizations and address the question as to whether there is a certain unity among the contrasts describable in terms of a holistic typology for the two languages.

Course book: König, Ekkehard & Volker Gast (2012), *Understanding English-German Contrasts*, **3rd ed.**, Berlin: Erich Schmidt – Please make sure you buy **this** edition!

Kornexl: English Morphology and Word-formation

Proseminar
70029

A: Mi. 09.15-10.45, AB8023

B: Do. 13.15-14.45, AB8023

This seminar explores the structure of English words and the various processes that can be employed to enrich the lexicon by means of word-formation. Seminar topics will include important theoretical issues in linguistic morphology such as the differences between inflexion and derivation, the notion of productivity, the connection between word-formation and semantics and the relationship between word-formation and borrowing. Seminar work will also include practical tasks in word-building and analyzing word-structure and a critical discussion of established and newly created formations that defy a straightforward morphological analysis and firm classification.

Course book: Hans-Jörg Schmid (2011), *English morphology and word-formation. An introduction*, Berlin: Erich Schmidt Verlag (ISBN: 978-3-503-12248-6).

Spohr: Pragmatics

Proseminar
70070

Mi. 15.15-16.45, AB8023

- “*Will you marry me?*”

- “*Of course – the day hell freezes over.*”

Speakers do not always mean what they say – sometimes, they mean the exact opposite. This class will examine how we manage to communicate and understand more than is actually said, and how we perform actions just through the power of words. Areas we will look at include: Relevance Theory, Speech Acts, and Discourse Analysis. Phenomena like metaphor, irony, and politeness will also be examined.

The course will be largely presentation/discussion based, so active participation is a must. All students are required to purchase and read Yule (1996) *Pragmatics* before the course begins.

Course book: Yule, George (1996), *Pragmatics*, Oxford: Oxford University Press.

Additional texts will be announced in class.

Wannisch: An Introduction to Middle English

Proseminar
70015

Di. 15.15-16.45, U-H3-421

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 – much of it borrowed from French and Latin – and an increasing tendency towards standardization. The major linguistic processes that led to these changes will be exemplified by selections of Middle English writing that attests to the diversity of literary genres and the richness of medieval English life and culture.

Course book: Horobin, Simon and Jeremy Smith (2002), *An Introduction to Middle English*, Oxford: Oxford University Press.

Wannisch: An Introduction to Semantics

Proseminar
70012

Di. 17.15-18.45, U-H3-421

Semantics explores the relations between word, world and mind. We will start with essential concepts like the linguistic sign, reference, sense and denotation to get closer to what 'meaning' actually means. Describing lexical relations (synonymy, antonymy, polysemy etc.) will help us to analyse meaning structurally, while a closer look at mental concepts, which show how meaning is created in the mind, will introduce us to basic cognitive processes like metaphor and metonymy.

Haselow: Fundamentals of Grammar

Übung
70067

Gruppe 1: Mo. 15.15-16.45, U-H3-120

Gruppe 2: Mo. 17.15-18.45, U-H3-120

Gruppe 3: Fr. 9.15-10.45, U-H3-228

Gruppe 4: Fr. 11.15-12.45, U-H3-421

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Übung "Phonetics and Phonology" besuchen, da das Modul "Grundlagen der Sprachwissenschaft III" beide Kurse prüft.

Grammar is the backbone or architecture of a language since a competent speaker does not only have to master the vocabulary of a given language, but also has to know how to combine words into larger units, such as clauses and sentences. A theoretical knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language. This course is intended to assist students in their study of the grammar of English on an academic level. It provides practice in applying the principles and rules formulated in scientific grammars, focusing on word-classes and the structure of words (morphology) in the first half of the semester and on the principles of English sentence structure (syntax) in the second one.

Course book: Biber, Douglas, Susan Conrad & Geoffrey Leech (2002), *Longman Student Grammar of Spoken and Written English*, London: Longman.

Spohr: Phonetics and Phonology

Übung
70077

Gruppe 1: Mi. 13.15-14.45, AB8023

Gruppe 2:

Gruppe 3: Do. 11.15-12.45, AB8023

Gruppe 4: Do. 15.15-16.45, AB8023

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Übung "Fundamentals of Grammar" besuchen, da das Modul "Grundlagen der Sprachwissenschaft III" beide Kurse prüft.

This class will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Learning to read and produce IPA transcriptions is another important aim of this course. Where it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

The course book (which all students must have) is:

Beverly Collins and Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, **3rd edition**. London: Routledge.

(ISBN 978-0415506496) – Please make sure you buy **this** edition!

The following book is recommended as a reference:

Roach, Peter, Jane Setter and John Esling, eds. (2011), *Daniel Jones: Cambridge English Pronouncing Dictionary*, 18th edition. Cambridge: Cambridge University Press. (ISBN 978-0521152556; pb with CD-ROM)

Kornexl: Analysing Early English: Form, Function and Change

Hauptseminar
70054

Mi. 11.15-12.45, AB8023

This seminar will explore a variety of systemic changes that have affected the grammar of English from Anglo-Saxon times up to the present day. The analytical and evaluative criteria gained from a study of theoretical approaches to linguistic change will be applied to key processes such as the loss of inflexional markers and the different strategies compensating for it, major shifts in the sound system and changes in word structure and accentual patterns. Texts from the various stages of the history of English will be provided both for illustration and practical analysis.

Haselow: Analysing Spoken English

Hauptseminar
70056

Mo. 17.15-18.45, AB8023

The structure of spoken language differs in several respects from that of written language. Examples are the occurrence of ellipses, dysfluencies (pauses, hesitations, repairs), modal expressions, or discourse (boundary) markers. Such phenomena violate our conception of a 'well-formed' or 'correct' structure which, as in all literate societies, is shaped by a strong written-language bias. However, as our analysis based on electronic corpora of formal and informal spoken English will reveal, spoken language exhibits an astonishingly sophisticated grammar that needs to be granted a status of its own. For our analysis we will adopt a "usage-based" theoretical model of language in order to show how linguistic structures can be shaped by communicative and cognitive factors and by interactional routines.

Course book: Jim Miller & Regina Weinert (1998/2009), *Spontaneous Spoken Language: Syntax and Discourse*, New York: Oxford University Press (ISBN: 978-0199561254, pbk).

Kornexl: English in Contact: Processes and Results

Hauptseminar
70053

Di. 09.15-10.45, AB8023

Nicht für B.A.

Nur für folgende Studiengänge:

British and American Transcultural Studies, Master (2010)

Englisch, LA Gymnasien (Hauptfach und Beifach, 1991)

Details finden Sie im Abschnitt "British and American Transcultural Studies".

4 Kultur

Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs
70160

Mo. 9.15-10.45, HSR

This course introduces students to the study of culture and provides them with some of the theoretical foundations for later courses in cultural studies. The course is divided into two main sections. It starts with a brief outline of the origins of the field and its history, and then progresses by giving students an accessible introduction to some of the core concepts used in cultural studies to analyse and describe social phenomena: globalisation, nation and national identity, class, multiculturalism, ethnicity and 'race', and sex and gender. Students will be shown how these theoretical concepts can be applied to investigate concrete cases. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies. A *Reader* with a selected bibliography will be provided at the beginning of the course. Participants also have to buy Hartley, John (2011) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge (ISBN 0-415-26889-3).

Mackenthun: Cultures of Dissent in the United States

Proseminar
70164

Do. 15.15-16.45, HSR ab 11.4.2013

Right from its inception in Puritan times, the political identity of the (future) United States has been characterized by a rhetoric of dissent (Bercovitch), a rhetoric awkwardly joined by a quasi-religious sense of providential mission. This official rhetoric of dissent (against European conservatism) and imperial mission (toward the peoples to be 'civilized') has in turn inspired many critical voices from within American society. In seeming contradiction to the image currently broadcasted of the United States, American society has had one of the most active countercultures worldwide, which, culminating in the protests against the Vietnam War in the late Sixties, has shaped the identities of a whole generation on both sides of the Atlantic Ocean. A new culture of dissent is forming in response to America's current foreign policy. In this seminar, we will look at examples of political dissent (both texts and film) from the Puritan dissentress Anne Hutchinson to the Occupy movement and try to discern the reasons for the ongoing discrepancy within American society between (neo)conservative ideologies on the one hand and grassroots radicalism on the other. As a textual base, students are required to purchase Timothy D. McCarthy, *The Radical Reader. A Documentary Reader of the American Radical Tradition*. New Press, 2003. ISBN-10: 1565846826, as well as a *Reader* at Copy&Paste. **Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session in any case. Admission to this class depends on passing a QUIZ on the essay by Sacvan Bercovitch, "The Problem of Ideology in a Time of Dissensus." Bercovitch, *Rites of Assent*. NY, 1993: 353-76, in the first session (Text in seminar *Reader*).**

Wallat: Crime and Punishment in American History

Proseminar
70166

Fr. 09.15-10.45, AB8023

The course offers a panoramic history of the criminal justice system from Colonial times to the present. Its composition relates to continual controversy about fundamental issues in the USA. Based on prevailing ideas of the American Dream and current debates about political, socio-economic and cultural

changes and challenges in America, the issue will be discussed within the broader context of American culture.

Please buy and read Lawrence M. Friedman's critical study *Crime and Punishment in American History* (Basic Books 1993). ISBN-10: 0465014879.

A *Reader* with additional critical texts, a selected bibliography and a list of topics for term papers will be provided at the beginning of the course.

Rossov: There Ain't No Black in the Union Jack

Proseminar
70167

Di. 11.15-12.45, AB8023

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

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

Rossov: Northern Ireland – the Long Making of a Contemporary Problem

Proseminar
70168

Mi. 17.15-18.45, AB8023

For centuries, Ulster/Northern Ireland has been at the eye of the storm between Ireland and Britain, and the complexity of its history continues to intrigue its people and baffle the outside world.

The course does not attempt to provide a comprehensive account of the province's history, which spans nine thousand years. Rather, using a highly selective approach, some of the arguably most significant events and developments are analysed. These include, among others, the early settlements; the plantations; the Penal Laws; the rise of the United Irishmen and Orangeism; the Act of Union; emigration and the Great Famine; the Home Rule crisis and partition; civil rights and the Troubles. We will conclude the course by examining the current situation.

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

Linke: American Music Biopics and the American Dream

Hauptseminar
70206

Mi. 11.15-12.45, AB7023

Biopics, that is, biographical pictures, are a film genre in which the life of a historical person is retold in a feature film. The life of the person selected for a biopic provides the material for an exemplary negotiation of central issues, conflicts and values of a culture or cultures. The lives of musicians, especially those who have produced popular music, have particularly frequently been sites where cultural battles were fought and certain myths and values were embodied excessively. In this class, some selected biopics such as *Ray* (Ray Charles), *What's Love Got to Do with It* (Ike & Tina Turner), *Walk the Line* (Johnny Cash) and *I'm not There* (Bob Dylan) will be analysed with regard to their representation of American music and musicians as well as the connection between the portrayal of American musicians' lives and the American dream. Brief introductions to the genre, film analysis and the concept of the American Dream will be followed by in-depth analyses of the films. Students who want to enrol in this

class should be genuinely interested in music and open to musical styles other than the ones they prefer in their daily lives, and they must be prepared to watch the films outside class.
A *Reader* with some basic texts on biopics, film analysis, the American Dream and musical styles will be provided at Copy & Paste, Ulmenstraße.

Mackenthun: American Captivity Narratives

Hauptseminar
70207

Fr. 09.15-10.45, AB8028 ab 12.4.2013

Fantasies about "foreign captivity" are in American national culture, what Victor Turner would call a "root paradigm": one of the most important myths of collective identity. Captain John Smith's captivity precedes his 'rescue' by Pocahontas, romanticized into a story of intercultural love. The Puritans viewed themselves as a second people of Israel escaping from Papist bondage, only to be threatened by new captivity at the hands of Indians. Indian captivity narratives, especially those narrated by women, became one of the most popular genres and vehicles of intercultural myth-making in the United States. Fugitive slaves took recourse to the same Biblical captivity plot as the Puritans to describe their escape from bondage and their dangerous path to freedom. In this class, we will read a wide selection of such texts and discuss the ways in which the captivity plot has been reimagined in textual form, visually, and on screen.

Next to a *Reader* (Copy&Paste), the following texts have to be purchased:

The Classic Slave Narratives. 2002/2012. Ed. Henry Louis Gates. Signet. ISBN-10: 0451532139

Women's Indian Captivity Narratives. 1998. Ed. Derounian-Stodola. Penguin. ISBN-10: 0140436715

Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session in any case. Admission to this class depends on passing a QUIZ on Mary Rowlandson, "A Narrative of the Captivity and Restauration," in the first session (text in Derounian-Stodola, anthologies, online).

Linke: Transculturality in Colonial Contexts: Representations of Cultural Contact on Film

Hauptseminar
70205

Mo. 09.15-10.45, AB10012

Nicht für B.A.

Nur für folgende Studiengänge:

British and American Transcultural Studies, Master (2010)

Englisch, LA Gymnasien (Hauptfach, 1991)

Details finden Sie im Abschnitt "British and American Transcultural Studies".

5 Fachdidaktik

Garbe, Linke, Schmidt, Schütt: Grundkurs: Grundfragen der Fachdidaktik

Grundkurs
70233

Mo. 11.15-12.45, HSS3

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.

Schütt: Grundkurs: Frühbeginnender Englischunterricht

Grundkurs
70221

Mo. 13.15-14.45, gerade Wochen, AB8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. Im Grundkurs wird die Vieldimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Die Gestaltung des Übergangs zum "regulären" Englischunterricht in Klasse 5 wird thematisiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten sollen zu anregender, kindgerechter Unterrichtsgestaltung befähigen.

Garbe / Schmidt: Englischunterricht zwischen Vermittlung und Aneignung A + B

Proseminar
70240/70241

Kurs A, Garbe (70240): Mo. 09.15-10.45, AB8028

Kurs B, Schmidt (70241): Mi. 09.15-10.45, AB8028

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.

Garbe: Literarische Texte im Englischunterricht

Hauptseminar
70244

Do. 09.15-10.45, AB8028

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. 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.

Linke: Teaching Culture through (Visual) Media

Hauptseminar
70269

Mo. 15.15-16.45, AB8023

The usefulness of various media in the EFL classroom has been widely acknowledged for a long time, and visualisation has ranged high among the principles of language teaching. Nevertheless, the effort that is required when media are to be employed efficiently and in a focused way for the development of skills and knowledge in EFL has often been underestimated. This class will start with reflections on the kinds of media and the various goals of English language teaching, especially with regard to cultural and intercultural learning. Then we will discuss various media and their value for (inter)cultural learning. The media will range from cartoons and paintings to photography, film and others. Students will have the opportunity to prepare practical examples of the use of media for specific goals in (inter)cultural learning. A *Reader* with some basic texts on media, intercultural learning and media use will be provided at Copy & Paste, Ulmenstraße.

Garbe: Darstellendes Spiel im Englischunterricht

Übung
70250

Di. 09.15-10.45, gerade Wochen, AB8028 ab 9.4.2013

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.

Garbe: Reading is Fun – Zur Arbeit mit Lesetexten im Englischunterricht

Übung
70256

Di. 09.15-10.45, gerade Wochen, AB8028

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.

Schütt: Medien im modernen Fremdsprachenunterricht

Übung
70252

Mo. 13.15-14.45, ungerade Wochen, AB8028

Die theoretischen Grundlagen des Umgangs mit (modernen) Medien im Fremdsprachenunterricht sowie deren Einsatz in der Schulpraxis sind Gegenstand dieser Übung. In praktischen Beispielen wird erprobt, wie Medien für einen kreativen, handlungsorientierten Fremdsprachenunterricht sinnvoll genutzt werden können. TeilnehmerInnen erwerben den Medienschein.

Schütt: Medienkompetenz entwickeln

Übung
70268

Mo. 15.15-16.45, gerade Wochen, AB8028

Medienkompetenz zu vermitteln stellt ein wichtiges Ziel des modernen Fremdsprachenunterrichts dar. In dieser Übung wird untersucht, wie Strategien zur effektiven Nutzung von Medien vermittelt und die Fähigkeit zur Medienkritik im Fremdsprachenunterricht geschult werden können. Dazu werden im *peer teaching* konkrete Unterrichtsideen vorgestellt und zur Diskussion gestellt. TeilnehmerInnen erwerben den Medienschein.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen Kl. 5-12

Übung
70261

Mo. 15.15-16.45, ungerade Wochen, AB8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im SS 20113.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Fremdsprachenunterrichts beleuchtet, Lernstoffanalysen durchgeführt und methodisch sinnvolles Phasieren geübt. Die Teilnehmer haben Gelegenheit, konkrete Unterrichtsprozesse für die schulpraktischen Übungen gemeinsam zu planen, planerische Alternativen zu entwerfen und Material für den Unterricht auszuwählen und zu gestalten. Durch das Schreiben von Unterrichtsskizzen und Langentwürfen wird der Blick für das sinnvolle methodische Handeln im Rahmen des kompetenzorientierten kommunikativen Fremdsprachenunterrichts geschärft.

6 Sprachpraxis

6.1 Grundstudium

Studierende in den modularisierten Lehrämtern können im SS 2013 (falls sie dies nicht schon im WS 12/13 getan haben) nur den Kurs Towards Proficiency (Modul "Englische Sprachpraxis I") belegen. Das Modul "Englische Sprachpraxis II" beginnt dann für alle modularisierten Lehrämter im WS 2013/14 und erstreckt sich wie auch die weiteren Module der Sprachpraxis über zwei Semester.

Adam: Towards Proficiency

Übung
70300

Gruppe 1: Mi. 11.15-12.45, AB8028

Gruppe 2: Mi. 13.15-14.45, AB8028

This course, together with a number of skill-orientated courses offered, helps students to develop and improve their English up to the standards required in the exam. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More precisely, the aims of the course are to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. Students are encouraged to improve their English outside class by reading widely and practising it with native speakers and with each other. Last but not least, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

Zur Anschaffung empfohlene Wörterbücher:

einsprachige Wörterbücher:

Oxford Advanced Learner's Dictionary of Current English oder

Longman Dictionary of Contemporary English

zweisprachige Wörterbücher:

Collins oder *Langenscheidt* oder

Pons Deutsch-Englisch/Englisch-Deutsch

Bowen: Text Production I

Übung
70325

Gruppe 1: Mo. 11.15-12.45, U-H3-223

Gruppe 2: Mo. 13.15-14.45, U-H3-223

Texts are central to English studies: Most of the objects of research in Anglistik and Amerikanistik are texts, and, what is more, students need to produce texts to communicate their understanding of such textual phenomena. Students of English thus need to develop their textual competence, that is to say, their ability both to understand texts and to produce them. In this course we will develop the means to analyse texts (reading skills) and to create them (writing skills). We will first look at basic text structure and function, working on developing a vocabulary with which to discuss such issues (e.g., cohesion, coherence, thematic development, information flow). We will then take a closer look at the concept of genre (text types). In each of these steps, the learning process will focus on the active production of texts. In other words, our analysis of texts will always be grounded in the practice of writing.

Flaherty

Flaherty: English Conversation

Übung
70318

Gruppe 1: Mi. 15.15-16.45, AB8028

Gruppe 2: Mi. 19.00-20.30, AB8028

Gruppe 3: Do. 15.15-16.45, AB8028

Gruppe 4: Do. 17.15-18.45, AB8028

Der Erwerb eines Leistungsnachweises ist in diesem Kurs nicht möglich.

English Conversation is designed to help you reinforce and expand your conversational skills in English. Students enrolled ought to possess basic language abilities (min. 1 semester of university level English). To broaden and improve your aptitude to converse in English, this course focuses on the particular division of language skills that are elementary to conversation. In particular, you will:

- develop your listening comprehension skills and extend your ability to understand spoken native-speaker language,
- develop your ability to engage in spontaneous and oral discussion on basic themes and to respond appropriately in context-specific conversational settings,
- expand and personalize your active vocabulary knowledge in general areas of conversation.

Vaughan: Blogging: Reflect, Share and Debate Online

Übung
70324

Fr. 09.15-10.45, U69-H3-222

"Blog" is a blend of two terms: 'web' and 'log'. Blogs have taken the interactive, liberating, democratising aspects of the internet and pushed the envelope even further. Whereas 23 'weblogs' were recorded as existing at the beginning of 1999, this platform is now utilised by over 100 million immensely varied individuals, groups, and organizations. Blogs enable people to reach out to and engage with others, to transcend and permeate every genre and every aspect of the mass media; Rebecca Blood has described them as transforming "both writers and readers from "audience" to "public" and from "consumer" to "creator." (Blood, Rebecca. "Weblogs: A History and Perspective", Rebecca's Pocket. 07 September 2000. 26 July 2010. (http://www.rebeccablood.net/essays/weblog_history.html)). Accordingly, this course will enable you to become such a 'public creator', a member of the blogosphere; it aims to both improve your reading and writing skills, particularly with regard to developing effective argumentative techniques, and enrich your active and passive vocabulary in the process. This will involve writing entire blogs of your own and commenting on other blogs.

Vaughan: Discussing Ideas and Rhetorical Strategies

Übung
70322

Fr. 11.15-12.45, U69-H3-222

Politician or paramedic, teacher or technician, reporter or retailer – everyone has "ideas worth spreading". This simple concept is also the mission statement of the organisation known as TED (Technology, Entertainment, Design). TED originated in 1984 as a conference where intercultural and interdisciplinary views were shared by numerous and disparate people. The group has expanded and now also operates on a website (<http://www.ted.com/>) that provides access to over 400 presentations and talks from the likes of household names including former President Bill Clinton to lesser known people such as Berkeley Unified School District lunch lady Ann Cooper. In this course we will listen to various talks and proceed to determine the argumentation and rhetorical strategies of each.

Adam: Error Analysis

Übung
70314

Di. 17.15-18.45 AB8028

The primary goal of this course is to provide practice in spotting errors in learners' written work. It thus aims to improve 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.

Adam: Translation English – German I

Übung
70313

Di. 15.15-16.45, AB8028

The aim of this course is to develop 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 majority of the work will have to be done as homework. In class, we will compare and discuss your translations.

Spohr: Exploring English Vocabulary

Übung
70323

Di. 11.15-12.45, U-H3-222

In this course, we will closely follow news reports from the English-speaking world and discuss them in class. All students will have to keep up with the latest news and current events during the week, using the webpage <http://news.bbc.co.uk/>. Each week, a group of students will lead a discussion, providing additional background information and suggesting points for debate. All students will then discuss the issues and events. Active participation is obligatory.

This class will help you practise your speaking skills; you will learn how to construct arguments and convince others of your opinion. Furthermore, closely following news and events will increase your knowledge of various English-speaking countries and increase your understanding of their culture.

Spohr: Discussion Class: News & Current Affairs

Übung
70315

Di. 13.15-14.45, U-H3-222

In this course, we will closely follow news reports from the English-speaking world and discuss them in class. All students will have to keep up with the latest news and current events during the week, using the webpage <http://news.bbc.co.uk/>. Each week, a group of students will lead a discussion, providing additional background information and suggesting points for debate. All students will then discuss the issues and events. Active participation is obligatory.

This class will help you practise your speaking skills; you will learn how to construct arguments and convince others of your opinion. Furthermore, closely following news and events will increase your knowledge of various English-speaking countries and increase your understanding of their culture.

6.2 Sprachpraxis (Hauptstudium)

Studierende in den modularisierten Lehramtern können im SS 2013 (falls sie dies nicht schon im WS 12/13 getan haben) nur den Kurs Towards Proficiency (Modul "Englische Sprachpraxis I") belegen. Das Modul "Englische Sprachpraxis II" beginnt dann für alle modularisierten Lehramter im WS 2013/14 und erstreckt sich wie auch die weiteren Module der Sprachpraxis über zwei Semester.

Bowen: Translation and Transculturality

Übung
70361

Di. 11.15-12.45, U-H3-416

Nur für M.A. und Lehramt. Nicht für B.A.

Details finden Sie im Abschnitt "British and American Transcultural Studies".

Bowen: Translation German-English I

Übung
70355

Gruppe 1: Di. 13.15-14.45, U-H3-416

Gruppe 2: Do. 11.15-12.45, AB8028

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 Workshop for Teacher Students

Übung
70357

Di. 15.15-16.45, U-H3-416

Nur für Lehramtsstudierende.

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: Debating and Communication

Übung
70358

Mi. 11.15-12.45, U-H3-222

This course aims at improving students' communication skills by having them organize and participate in debates. Debating provides an excellent forum in which students can improve their spoken skills, for participants must not only convincingly deliver pre-prepared statements but also communicate intelligently and fluently without notes. The first section of the course will involve introducing students to the rules of debating and argumentative strategies used in debates. The second section of the course will allow students to apply their knowledge of effective communication and argumentation by having them engage in organized debates. Each week two teams will prepare a debate on a topical issue. In class, they will defend their position against the opposing team. In conclusion, the audience will be allowed to pose questions.

Bowen: Creative Writing

Übung
70359

Do. 13.15-14.45, AB8028

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

Vaughan: Essay Writing

Übung
70350

Gruppe 1: Mo. 11.15-12.45, U69-H3-222

Gruppe 2: Mo. 13.15-14.45, U69-H3-222

This course aims to further the development of students' writing abilities. In addition to reviewing sentence and paragraph structure, we will concentrate on techniques used in developing argumentation and persuasion. Students will learn to analyse a topic, develop a structure for their ideas, and edit their work to meet criteria appropriate to Hauptstudium level.

Spohr: Translation English-German 2

Übung
70353

Gruppe 1: Mi. 17.15-18.45, AB8023

Gruppe 2: Do. 17.15-18.45, AB8023

The aim of this course is to develop 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 majority of the work will have to be done as homework. In class, we will compare and discuss your translations.

7 Master: British and American Transcultural Studies

Linke: Transculturality in Colonial Contexts: Representations of Cultural Contact on Film

Hauptseminar
70205

Mo. 9.15-10.45, AB10012

In this class, we will discuss colonial cultural contact and its representation on film. Our focus will be on the British in India in the 19th and early 20th centuries. Films will be selected from various times of production, about various historical events and from both Indian and British perspectives. They will cover early colonial history (*The Chess Players*, India 1977), the 1857 mutiny (*The Rising*, India 2005), the late 19th century North-West frontier wars (*The Lives of a Bengal Lancer*, UK, 1935) and the growing unrest in the 1920s and '30s (*Passage to India*, UK, 1984, and *Before Rains*, India, 2008). The analysis of each film will be embedded in readings and debates on colonial history, on characteristic features of the representation of colonial contact situations and on transculturality. Special attention will be paid to the circumstances of each film's production, the perspective from which it is shot and the various discourses and styles it taps into.

Selected secondary sources will be made available in a *Reader*, which will be provided at Copy and Paste, Ulmenstraße. Participants should be prepared to watch several films outside class.

Mackenthun: American Maritime Encounters: Trade, Discovery, Identity (Trans-)Formation

Hauptseminar
70208

Fr. 11.15-12.45, AB8028 ab 12.4.2013

Since times immemorial, the sea has been the setting of exciting adventures and unheard-of discoveries. This is related to its transformative quality: distant shores and the dangers of the ocean have traditionally been viewed as spaces in which identities are dissolved and renewed. Recent critics like Paul Gilroy or Marcus Rediker/Peter Linebaugh have called our attention to the social aspect of sea ventures: the "Black Atlantic" or the "Red Atlantic" as spatial constellations that generated transcultural and revolutionary identities under the impact of the slave trade and sea-borne rebellions. Literature since the 18th century has responded to the challenge posed by the ocean as an imaginative setting, and the new genre of sea literature took shape through the pens of American writers like Cooper and Melville. In this class, we will look at classic sea literature and analyze the ways in which it responds to historical processes, especially slavery and imperialism, both on individual and collective levels. The following list of texts to be purchased will be completed by a *Reader* containing further primary texts as well as critical literature. Students are required to purchase (or download and print) the following texts:

Olaudah Equiano. 1789/2003. *The Interesting Narrative and Other Writings*. Ed. Vincent Carretta. Penguin. ISBN-10: 0142437166

Edgar Allan Poe. 1837/2008. *The Narrative of Arthur Gordon Pym of Nantucket*. Ed. Gerald Kennedy. Oxford UP. ISBN-10: 0199540470

Herman Melville. 1851. *Moby-Dick*. Either Oxford UP. Ed. Tony Tanner: ISBN-10: 0199535728, or Penguin, Ed. Andrew Delbanco: ISBN-10: 0142437247

Maxwell Phillip. 1853. *Emmanuel Appadocca; or, The Blighted Life* (out of print: scan)

Further texts (by Cooper, Douglass, Delany, Dana, London, etc.) will be available for Leistungsreferate.

Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session in any case. Admission to this class depends on passing a QUIZ on the first 100 pages of Poe, *Narrative of Arthur Gordon Pym*, in the first session.

Kornexl: English in Contact: Processes and Results

Hauptseminar
70053

Di. 9.15-10.45, AB8023

The apparent liberality and ease with which English has borrowed from other languages at nearly all stages of its development is usually counted as one of its assets, but also as a challenge to native speakers and foreign language learners. To provide an analytical framework for selected diachronic case studies, this course will investigate the general mechanisms of linguistic interference and the conditions for contact-induced language change. On this basis, major processes of cross-cultural transfer, lexical enrichment and structural borrowing will be examined in order to evaluate their overall effect on the shape of English.

Bowen: Translation and Transculturality

Übung
70361

Di. 11.15-12.45, U-H3-416

This class offers a hands-on approach to exploring whether the concept of *transculturality* can be better defined and understood when seen in relation to translation, a practice which, by definition, accepts the possibility of transformative cultural transfer but which, at the same time, necessarily recognizes the coexistence of distinct languages and cultures, however permeable they may be. Although the course will offer students an introduction to the relation between transcultural studies and translation theory, it primarily seeks to give students practical insight into how translators mediate between cultures, that is to say, how they negotiate between the foreign text and domestic readers in a manner which, ideally, not only transports a text into another culture but also de-centers and desacrilizes the target language in order to open up a space in which the foreign can be recognized on its own terms. To gain such practical insight, we will look at numerous English and German translations to determine how translators have dealt with the difficulties of making the foreign understandable. And, most importantly, we will translate relevant German and English texts, both functional and literary, in order to feel the strains of being faithful to two languages and to determine to what extent translation provides an opportunity and site of cultural interaction.