

Institut für Anglistik/Amerikanistik

Lehrangebot Sommersemester 2015

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1 Liste der Raumkürzel

AB10012	Labor 10012, A.-Bebel-Str. 28
AB8023	SR 8023, A.-Bebel-Str. 28
AB8028	SR 8028, A.-Bebel-Str. 28
AB9028	SR 9028, A.-Bebel-Str. 28
HS S3	HS, Schwaansche Str. 3
U-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstr. 69, Haus 8
U-H1-124	SR 124, Ulmenstr. 69, Haus 1
U-H1-134	SR 134, Ulmenstr. 69, Haus 1
U-H2-210	SR 210, Ulmenstr. 69, Haus 2
U-H3-120	SR 120, Ulmenstr. 69, Haus 3
U-H3-222	SR 222, Ulmenstr. 69, Haus 3
U-H3-223	SR 223, Ulmenstr. 69, Haus 3
U-H3-322	SR 322, Ulmenstr. 69, Haus 3
U-H3-416	SR 416, Ulmenstr. 69, Haus 3
U-H3-421	SR 421, Ulmenstr. 69, Haus 3
UHG HS 218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Linke: 11th Fulbright Lecture Series: Aspects of U. S. Culture, Society and Politics

Vorlesung, 70419, Fr. 9.15-10.45 ungerade Wochen, UHG HS 218

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, society, literature, popular culture, and religion. The 11th Fulbright Lecture Series (2015) will continue this tradition, featuring speakers from a variety of areas 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 are invited to ask questions and contribute to a lively discussion. This lecture series will also be open to the public.

Linke: 20th-century U.S. History on Film

Vorlesung, 70420, Fr. 9.15-10.45 gerade Wochen, UHG HS 218

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, and the Vietnam War. Through a brief introduction to the event or issue and analyses of scenes from selected films, this lecture attempts to discuss critically popular images and interpretations of the respective events. 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. *The flags of our fathers* (2006) on the 2nd World War and *Good night and good luck* (2005) on the 1950s). 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.

Rossow: Collective Identities in a Globalised World

Vorlesung, 70407, Mi. 9.15-10.45, UHG HS 218

The lectures cover key areas 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 main thematic focus is on the concept and continued significance of collective identities in a globalised context. In addition to the global context, the course problematises and investigates collective identities such as national identity, class, ethnicity, 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).

Kornexl: Language Change in the History of English

Vorlesung, 70403, Di. 9.15-10.45, UHG HS 218

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 extra-linguistic forces that have turned English into an international language of unique currency and status.

3 Literaturwissenschaft

Hasenkamp: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70102, Do. 11.15-12.45, U-H3-223

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – these issues will be touched upon in the course, which starts with an attempt to define what literature (and particularly English literature) is. Looking at text samples from different genres and periods, you will become acquainted with the terminology and concepts necessary to discuss literature critically and to analyse and interpret literary texts.

Please purchase the following editions:

Jane Austen, *Northanger Abbey, Lady Susan, The Watsons, Sanditon*. Oxford: Oxford University Press. ISBN 978-0199535545, and

Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed. Edinburgh: Edinburgh University Press.

The books are on order at the *Andere Buchhandlung* (Doberaner Platz); additional material will be made available on Stud.IP.

Kaiser: Once upon a Syllabus – Analysing Elementary School Texts

Proseminar, 70085

Gruppe 1, Di. 9.15-10.45, U-H3-223

Gruppe 2, Di. 11.15-12.45, U-H3-223

Nur Grundschulpädagogik, LA Grundschulen (2012) und LA Grund-/Hauptschule (1991)

Who's afraid of the big bad wolf? What makes him so interesting? In elementary school, young learners of the English language are introduced to various versions of classic fairy tales, fables, rhymes, and other literary texts. These stories have been passed down through many generations; they have never, nonetheless, lost either their fascination or cultural significance.

This course will focus on the literary aspects of popular and less well-known narratives. It will also explore how they can be implemented in a primary school learning setting. Students will be asked to participate in discussions and give presentations on given topics.

Wallat: Stephen Crane: Prose and Poetry

Proseminar, 70111, Di. 17.15-18.45, AB8028

Stephen Crane stepped early into literary notice because of his power in word painting. "The Red Badge of Courage," his first published novel, drew approving comment from various quarters, and some speculation regarding the author.

(The New York Times; June 6, 1900)

This seminar aims to introduce one of the most prominent nineteenth-century American authors. Stephen Crane was an American journalist, novelist, and poet credited with the introduction of realism into American literature, and, above all, for his famous novel *The Red Badge of Courage*. This seminar will focus on the literary oeuvre of Stephen Crane and include a discussion of his distinct contribution to American literature and the culture of non-conformism and critical thought.

Participants are asked to buy:

Mellors, Anthony and Fiona Robertson (eds.). *Red Badge of Courage and Other Stories*. Oxford: Oxford World's Classics, 2008. (ISBN-10: 0199552541 / ISBN-13: 978-0199552542)

Sorrentino, Paul M., *Student Companion to Stephen Crane*. Westport (CT): Greenwood Pub Group Inc., 2005. (ISBN-10: 0313331049 / ISBN-13: 978-0313331046)

Schmitt-Kilb: Victorian Fiction – Social Realism: Charles Dickens's *Dombey and Son*

Proseminar, 70112, Do. 11.15-12.45, AB8023

Dombey and Son, published between 1846-1848, is a major example of the type of literary realism commonly associated with the name of Charles Dickens. The 1000-page-novel tells the story of the (almost) fall of the house of Dombey by unfolding a panorama of early Victorian characters, places, voices, and themes. Some background knowledge about the historical context (industrialisation, class conflict, gender differences) will be necessary. Nevertheless, the course is first and foremost designed to deepen the participant's "Grundkurs"-knowledge of the discourse of the novel (what elements does it consist of? how are these elements combined? which functions do they serve? what is literary realism? etc.) and to strengthen her/his practical competence in the analysis and interpretation of narrative fiction. Please buy the Oxford World Classic's edition of *Dombey and Son* and start reading as soon as you can!

Schmitt-Kilb: Understanding Contemporary Fiction: David Mitchell's *Ghostwritten* (1999) and *Cloud Atlas* (2004)

Proseminar, 70113, Mi. 11.15-12.45, U-H3-222

David Mitchell is one of the most interesting and innovative voices in contemporary British fiction. In the course, we will read *Ghostwritten* (1999) and *Cloud Atlas* (2004), two texts which may be generically classified as "composite novels" or "short story cycles". Both texts break with the traditional novel by breaking with genre conventions and by questioning notions of unity regarding character, setting, perspective and plot. They do so to such an extent that the term "novel" itself is questionable. Thus in order to make sense of Mitchell's prose, it is of prime importance to talk about genre conventions, about the structure of the texts and to investigate in detail the relationship between the texts at large and individual chapters/passages. Selected critical essays will help you to consider the texts in the larger framework of postmodern fiction and to support your own attempts at analysis and interpretation. Please buy the books and start reading as soon as you can!

N.N.: Inventing the Pacific. Major Shifts in Literary Perceptions of the Pacific Islands

Proseminar, 70114, Mi. 17.15-18.45, U-H3-222

When Ferdinand Magellan reached the Earth's largest ocean on a calm day, he named it Mar Pacifico, meaning 'peaceful sea'. Yet, from today's perspective, the Pacific Islands have had a turbulent history, which finds expression in a large number of texts. Focusing on a small selection of these texts, the course will concentrate on how writers from different periods and with different cultural backgrounds have represented the Pacific Islands. The course will cover a variety of texts, starting from 18th- and 19th-century travel writings by discoverers and works such as Melville's *Typee: A Peep at Polynesian Life* (1846) and continuing to the poetry and prose of

Native writers such as Witi Itimaera, Sia Figiel, and Haunani-Kay Trask. Besides practicing some of the basics of short story and poetry analysis, we will examine to what extent these writers have helped 'shape' the Pacific. **Students are required to purchase a *Reader* (will be made available at Copy & Paste).**

N.N.: Hispanic Literature in the United States: Identity, Ethnicity, Representation

Proseminar, 70115

Vorbesprechung: Mi. 8.4.2015, 13.15-14.45 AB8023

Fr. 5.6., 13.15-18.45, AB8028

Sa. 6.6., 9.00-16.00, AB8028

Sa. 27.6., 9.00-16.00, AB8028

In the United States, and all over the world, voices from the margins, cultural borderlands and liminal spaces are growing ever louder. In the USA writers such as Toni Morrison, Leslie Silko and Julia Alvarez enjoy more and more popularity as they contribute their stories of cultural hybridity to the general literary cannon.

In this class we will put our focus on Hispanic fiction by Sandra Cisneros, Julia Alvarez, Junot Diaz and others. We will examine what American life looks like from the perspective of Latin-American immigrants. We will discuss how they address – in their novels and short fiction – social issues such as displacement, alienation, negotiation of different cultural values and practices, prejudices, stereotypes and migration. Special attention will be given to the fragmented self of the protagonists and the deconstruction and reconstruction of a personal, national and (trans)cultural identity between the poles of a cultural hybrid and multiethnic American society, traditional family values and the search for a home in, between, and across borders.

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

Cisneros, Sandra (1984/2009) *The House on Mango Street*. Vintage Contemporaries, ISBN-10: 0679734775

Alvarez, Julia (1991/2004) *How the Garcia Girls Lost Their Accents*, ISBN-10: 0747572658

Wallat: American Gothic Fiction

Hauptseminar, 70131, Do. 9.15-10.45, AB8023

Though in many of its aspects this visible world seems formed in love, the invisible spheres were formed in fright.

Herman Melville, *Moby Dick*

Gothic novels and tales can be described as a type of romance, which was very popular in the 18th century and at the beginning of the 19th century and which has had a considerable influence on fiction ever since.

Said to be initially written in reaction against the sedate neoclassicism of earlier 18th-century culture, the Gothic novel or tale survived into the 20th century. For American novelists, strongly influenced by Charles Brockden Brown and Edgar Allan Poe, the Gothic genre remains an important means of accounting for the anger that erupts from the violation of the self by the world, and the American female Gothic tradition can be interpreted as a reflection of gendered experience of the female self responding to and often in conflict with the psychological, social, cultural, and physical structures within she lives.

This seminar will examine whether and how modern American Gothic tales can be read as reflections of the "...terrors of the soul...", and in how far they can be regarded part of American literary tradition.

Participants are asked to buy:

Brown Charles Brockden: *Wieland and Memoirs of Carwin the Biloquist*. New York: Penguin Classic, 1991. (ISBN-10: 0140390790 / ISBN-13: 978-0140390797)

David Galloway (ed.): *Edgar Allan Poe: The Fall of the House Usher and Other Writings*. New York: Penguin Classics, 2003. (ISBN-10: 0141439815 / ISBN-13: 978-0141439815)

Joyce Carol Oates (ed.): *American Gothic Tales*. New York: Plume, 1996. (ISBN 0-452-27489-3)

Schmitt-Kilb: Shakespeare: Survey, Approaches, Criticism

Hauptseminar, 70133, Fr. 13.15-14.45, HS S3

In this lecture course, we will be considering eight Shakespeare plays, both individually and in relation with each other, which were all written within ten years around 1600. This is Shakespeare's most productive period and arguably the most influential decade in English literary history. The course covers the genres tragedy (*Hamlet* and *King Lear*), comedy (*As You Like It* and *Twelfth Night*), history play (*Richard II* and *1 Henry IV*) and "problem play" (*Troilus and Cressida* and *Measure for Measure*). Considerations of general issues such as structure, genre, theme, character and plot will be supported by close reading and critical analysis of individual passages. Eight sessions will be divided into a 45-minute lecture on one play followed by seminar discussion. Every third session will focus on one particular critical perspective on the plays discussed in the two preceding ones. In the course of the semester, each participant is expected to read one complete play per genre, excerpts of the remaining four and four critical essays. (I won't mind if you manage to read the lot, though!) I suggest you buy either the relatively cheap *Oxford Shakespeare: The Complete Works* (ed. Gary Taylor, Stanley Wells, ISBN-13: 978-0199267187) or, if you can afford it, the Norton Shakespeare (ed. Stephen Greenblatt et al., ISBN-13: 978-0393929911). Remember: He is not of an age, but for all time!

Wallat: Black History in America: The African-American Experience through Speeches, Letters, Editorials, Poems, Songs, and Stories

Hauptseminar, 70192, Fr. 11.15-12.45, AB8028

This course aims at exploring Afro-American history from the first arrival of slaves in Virginia in 1619 to the election of President Barack Obama. Reading will include historical documents, critical texts and literary works – tracing various aspects of black American history and daily life from the beginnings to the present day.

Participants are asked to buy the following books:

Wright, Kai (ed.). *The African-American Experience: Black History and Culture*. New York: Black Dog & Leventhal, 2009. (ISBN-10: 1579127738 / ISBN-13: 978-1579127732)

Schmitt-Kilb: One Nation, One Culture? Class, Region and Gender in Early Victorian Literature

Hauptseminar, 70136, Do. 17.15-18.45, AB8023

"Two nations; between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts, and feelings, as if they were ... inhabitants of different planets." These are the words of working-class radical Walter Gerard, in Benjamin Disraeli's novel *Sybil, or The Two Nations* (1845), on the division of England into the rich and the poor. Early Victorian England was fundamentally divided along the lines of class, gender and region. Three novels which are concerned with aspects of these divisions form the core of the seminar. Apart from Disraeli's *Sybil*, we will read (in chronological order) Elizabeth Gaskell's *Mary Barton* (1848) and Charles Dickens's *Hard Times* (1854) focusing our discussions on the internal divisions within an England undergoing radical social transformations in the context of industrialisation. Questions of genre (social realism, industrial fiction) and general literary analysis and interpretation will not be neglected, though. I suggest you buy the Norton Critical Editions of *Mary Barton* and *Hard Times* and the Oxford World Classic's edition of *Mary Barton* (but any other editions will do as well).

4 Sprachwissenschaft

Spohr: Pragmatics

Proseminar, 70070, Do. 13.15-14.45, 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.

This 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.

Kornexl: English Morphology and Word-formation

Proseminar, 70029, Mi. 11.15-12.45, 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: Schmid, Hans-Jörg (2011), *English Morphology and Word-formation. An Introduction*, Berlin: Erich Schmidt Verlag (ISBN: 978-3-503-12248-6).

Kähm: English Historical Linguistics

Proseminar, 70030

Gruppe 1, Mo. 13.15-14.45, AB8023

Gruppe 2, Di. 15.15-16.45, AB8023

Where does today's English come from?

This course will give an overview of the development of the English language from its roots as a Germanic dialect to its present state, looking at different aspects such as phonology, morphology, syntax and lexis. We will focus on the older periods Old English, Middle English and Early Modern English, and address crucial aspects of language change which have shaped the present form of English. By way of illustration, we will read short period texts to complement the theoretical material. Further material will be made available in class and on Stud.IP. Students attending this class should be prepared to give short presentations on selected topics.

Becker: Semantics

Proseminar, 70003, Mi. 11.15-12.45, U-H3-322

Semantics explores the relations between words, the world and the 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.

Course book: Riemer, Nick (2010), *Introducing Semantics*. Cambridge: Cambridge University Press.

Becker: Fundamentals of Grammar (LA Grundschule)

Übung, 70067

Gruppe 1, Mo. 11.15-12.45, U-H3-322

Gruppe 2, Di. 11.15-12.45, U-H3-322

This course is designed specifically for future teachers of primary school level English ("Frühbeginnender Englischunterricht"). Competent speakers of all age groups do not only have to master the vocabulary of a given language but also need to know how to combine words into forming larger units, such as clauses and sentences. A profound knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language, and for guiding young learners towards linguistic success. This course is intended to assist students in their study of the grammar of English on an advanced level. It provides practice in applying the principles and rules formulated in various 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. Additionally, we will explore different approaches to the teaching of English grammar, as well as further theoretical and practical issues the course participants wish to discuss.

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

Becker: Fundamentals of Grammar

Übung, 70068

Gruppe 1, Mo. 17.15-18.45, U-H3-322

Gruppe 2, Di. 17.15-18.45, AB8023

Gruppe 3, Mi. 9.15-10.45, U-H3-322

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

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

Becker: Phonetics and Phonology (LA Grundschule)

Übung, 70077

Gruppe 1, Mo. 13.15-14.45, U-H3-322

Gruppe 2, Di. 13.15-14.45, AB8023

This course is designed specifically for future teachers of primary school level English ("Frühbeginnender Englischunterricht"). We will focus mainly 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. Where appropriate, English and German will be compared and contrasted 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 guide young learners towards linguistic success. Additionally, we will explore different approaches to the teaching of pronunciation, as well as further theoretical and practical issues the course participants wish to discuss.

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

Recommended reference: Roach, Peter, Jane Setter & John Esling, eds. (2011), *Daniel Jones: Cambridge English Pronouncing Dictionary*, 18th ed. Cambridge: Cambridge University Press.

Spohr: Phonetics and Phonology

Übung, 70078

Gruppe 1, Di. 15.15-16.45, U-H3-416

Gruppe 2, Mi. 15.15-16.45, AB8023

Gruppe 3, Do. 11.15-12.45, AB8028

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 will be another important aim of this course. Where appropriate, English and German will be compared and contrasted 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: Collins, Beverly & Inger M. Mees (2013), *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd ed. London: Routledge. (ISBN 978-0415506496) – Please make sure you buy this edition!

The following book is recommended as a reference: Roach, Peter, Jane Setter & John Esling, eds. (2011), *Daniel Jones: Cambridge English Pronouncing Dictionary*, 18th edition. Cambridge: Cambridge University Press. (ISBN 978-0521152556; pb with CD-ROM)

Haselow: Postcolonial Englishes

Hauptseminar, 70065, Mo. 11.15-12.45, AB8028

One of the most remarkable sociocultural changes of the modern period has been the global spread of the English language, which has resulted in the emergence of a diverse range of varieties around the world. Some of these varieties are continuations of the dialects originally spoken within the British Isles, others arose as contact varieties and function in various capacities in communities around the globe. In this seminar we will outline the stages and characteristics of the processes underlying the spread and diversification of English and explore the different socio-historical settings in which different types of Englishes arose. The findings will be applied in detail to the English spoken in different countries across all continents. Of key interest to us will be the question of whether despite all surface differences there is an underlying uniform process which has driven the individual instantiations of the diverse Englishes in different localities.

Kornexl: English Dictionaries – Past and Present

Hauptseminar, 70033, Mi. 09.15-10.45, AB8023

Ab 6. Semester

For a long time, dictionaries have served as essential reference works not only for professional linguists but, first and foremost, for a diverse spectrum of advice-seeking language users. This seminar traces important stages in the development of English lexicography, it explores central aspects of dictionary making and dictionary use (e.g. different types of dictionaries, their methods of compilation, their structure and aims), and asks how the advent of computers and corpora has changed the design and usage of such metalinguistic tools.

Kornexl: English Historical Contact Linguistics

Hauptseminar, 70064, Di. 11.15-12.45, AB8023

BATS und LA Gymnasien (Hauptfach) ab 6. Semester

"A history of the English language is something very different from a history of language in England" (Townend 2006: 61).

English as a contact language presents a veritable challenge for the burgeoning field of Contact Linguistics both from a theoretical and an empirical point of view. To provide an analytical framework for selected diachronic case studies (English in contact with Celtic, Latin, Scandinavian, and French), this course will investigate the general mechanisms of borrowing and 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.

5 Kulturwissenschaft

Rossow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160, Mo., 9.15-10.45, UHG HS 218

This course introduces students to the study of culture and provides them with some of the theoretical foundations for later courses in cultural studies. The course is divided into two main sections. It starts with a brief outline of the origins of the field and its history, and then progresses by giving students an accessible introduction to some of the core concepts used in cultural studies to analyse and describe social phenomena: globalisation, nation and national identity, class, multiculturalism, ethnicity and 'race', and sex and gender. Students will be shown how these theoretical concepts can be applied to investigate concrete cases. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools

provided by cultural studies. A *Reader* 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).

Wallat: Self-Made in America: Biographies of Famous and Legendary Americans

Proseminar, 70185, Fr. 9.15-10.45, AB8028

The idea of the self-made man is inextricably tied up with that of the American dream. It is this image that has lured thousands of immigrants to the Promised Land, all hoping for the chance to rise from rags to riches. The self-made man is a classic American type: the poor boy who makes good.

This course will focus on the central concept of The American Dream: The Dream of Upward Mobility, and students will examine the careers self-made men (and women) as fascinating studies not only of how ambitious persons succeeded but of how American society works.

Participants are asked to buy Jim Cullen's *The American Dream: A Short History of an Idea That Shaped a Nation*. Oxford and New York: Oxford University Press (ISBN-10: 0195173252 / ISBN-13: 978-0195173253) and Wyatt Wells' *Self Made in America*. CreateSpace Independent Publishing Platform, 2013. (ISBN-10: 1489576754 / ISBN-13: 978-1489576750)

Rosow: Britannia Overruled – Decline or Adjustment?

Proseminar, 70189, Di. 09.15-10.45, AB8023

A century ago, Britannia still 'ruled the waves' and 'straddled the globe'. Twenty years after its victory in the Second World War, Britain had ceased to be a world power and its global empire had dissolved into fragments. Today, it is a peripheral member of the European Union. This course attempts to offer an explanation of this 'decline' (or 'adjustment?'). It provides a survey of British overseas policy since the 1890s and examines the nature of power in addition to Britain's economy, empire and international position. The objective is to reveal not only the limitations of British power in its Victorian heyday, but also the all-too-easily underestimated extent of Britain's continuing power into our own century.

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

Kaiser: Would You Like a Cup of Tea – The Significance of Cultural Values, Customs & Traditions

Proseminar, 70173

Gruppe 1, Do. 15.15-16.45, AB8028

Gruppe 2, Do. 17.15-18.45, U-H3-222

Nur Grundschulpädagogik, LA Grundschulen (2012) und LA Grund-/Hauptschule (1991)

According to the English curriculum for elementary schools, children should not only learn a foreign language but should be encouraged to develop intercultural competence relating to that respective language. This includes knowledge about various holidays (some religious others secular) and a comparison to the students' own cultural experiences. Furthermore it is important to understand country-specific values and customs in order to comprehend what makes them unique.

This course will gather background information on the origins of particular holidays and the significance of cultural identities. Moreover we will develop didactic material that will help teachers pass this knowledge on to children. Additionally we will be touching upon subjects such as ethnicity, multiculturalism and intercultural exchange.

Linke: Studying 20th-century Canada through Autobiographical Narratives

Proseminar, 70175, Di. 11.15-12.45, AB8028

This is a class for avid readers! Modern Canada, with its long history of immigration has also produced a rich tradition of life narratives waiting to be read. Individuals from all walks of life with diverse national/ethnic backgrounds have been recording their own and their family's stories and their grappling with Canadian 'mainstream' culture and thus shared their experiences with the reading public. Autobiographical texts provide insights into lived culture, history, in addition to the impact places, people, institutions, laws etc. have on the individual. The class will start with an introduction to Canadian history and to the specific features of autobiographical writing, establishing concepts, methods and questions for the textual analyses. However, the autobiographical texts selected for interpretation cannot, and do not, cover the 'Canadian experience' comprehensively but serve as examples highlighting the diversity of lives and ways of telling them. In addition to short autobiographical texts, three book-length autobiographies will be studied. Denise Chong, in *The Concubine's Children* (1994), depicts her family's history in/between Canada and China; in *I am Hutterite* (2007), Mary-Ann Kirkby writes her life in a Hutterite colony in Manitoba; and Richard Wagamese's *One Native Life* (2008) is his story of return to his Ojibway roots (2008). Please buy and read these three books by the start of the term. A reader with excerpts from historical and theoretical literature as well as some short autobiographical texts will be made available at 'Copy and Paste', Ulmenstraße.

Zittlau: Prisoners and Prisons in the U.S.

Proseminar, 70176, Mo. 11.15-12.45, AB8023

Using Michel Foucault and his major work *Discipline and Punish* as a basis, this course will explore the notion of 'the prison' and current issues relating to imprisonment. While we will not neglect legendary prisons such as Alcatraz, which has since become a landmark, the focus of this class is on critical discussions of several aspects of imprisonment. Students will investigate medical experiments conducted on and in prisons, (examples include the skin experiments in Holmesburg and the famous Stanford Prison Experiment), cases of torture (Abu Ghraib), the question of (trans)gender inside prison walls (Farmer vs. Brennan) and engage with Avery Gordon's critical writings about imprisonment. All readings will be available on Stud.IP.

Wallat: Black History in America: The African-American Experience through Speeches, Letters, Editorials, Poems, Songs, and Stories

Hauptseminar, 70192, Fr. 11.15-12.45, AB8028

This course aims at exploring Afro-American history from the first arrival of slaves in Virginia in 1619 to the election of President Barack Obama. Reading will include historical documents, critical texts and literary works – tracing various aspects of black American history and daily life from the beginnings to the present day.

Participants are asked to buy the following books:

Wright, Kai (ed.). *The African-American Experience: Black History and Culture*. New York: Black Dog & Leventhal, 2009. (ISBN-10: 1579127738 / ISBN-13: 978-1579127732)

Rossow: From Gangs to Virtual Communities

Hauptseminar, 70199, Mi. 17.15-18.45, AB8023

This course addresses a social and cultural phenomenon (subcultures) that has been with us for some considerable time and continues to intrigue not only researchers within the fields of, for example, Cultural Studies or Sociology, but has repeatedly attracted the attention of the mass media, politicians, censors, teachers and concerned parents alike. According to Gelder (2005) "[s]ubcultures are groups of people that are in some way represented as non-normative and/or marginal through their particular interests and practices, through what they are, and through what they do and where they do it. They may represent *themselves* in this way" but "they will also be represented like this by others, who in response can bring an entire apparatus of social classification and regulation to bear upon them."

On the basis of a wide range of seminal texts in the field of subcultural studies, the course traces not only the history of this field, introduces the key theoretical terms to analyse subcultural forms but also discusses a selection of concrete groups – from the gangs of Chicago in the 1920s to virtual communities at the beginning of the twenty-first century.

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

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

Hauptseminar, 70200, Mo. 9.15-10.45, AB8023

BATS und LA Gymnasium (Hauptfach)

In this class, we will discuss two different cases of colonial cultural contact and their representations on film. The focus will be on the British in India in the late 19th and early 20th-century. Films will be selected from various times of production, about various historical events and from both Indian and British perspectives. These films will cover early colonial history (*The Chess Players*, India 1977), the 1854 rebellion (*The Rising*, India 2005), the late 19th-century North-West frontier wars (*The Lives of a Bengal Lancer*, UK, 1935), the growing unrest in the late 19th century (*Lagaan*, India, 2001) and 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, characteristic features of the representation of colonial contact situations and 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 all the respective films outside class.

6 Fachdidaktik und Vermittlungskompetenz

Morkötter: Grundfragen der Fachdidaktik

Grundkurs, 70233, Mo. 11.15-12.45, HS S3

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: Übung Frühbeginnender Englischunterricht

Übung, 70221, Mo. 13.15-14.45, 14täglich, 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.

Dieser Kurs ist primär für das Lehramt an Grundschulen (2012) vorgesehen. Eventuell vorhandene freie Plätze werden im Rahmen der Onlineeinschreibung auch an interessierte Studierende der anderen Lehrämter vergeben.

Garbe: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240

Gruppe 1, Mo. 9.15-10.45, AB8028

Gruppe 2, Do. 9.15.-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: Proseminar Frühbeginnender Englischunterricht

Proseminar, 70248, Di. 9.15-10.45, 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.

Linke: 'Gender' in the English Language Classroom

Hauptseminar, 70270, Mo. 15.15-16.45, AB8023

Although gender is an essential aspect of everyday life as well as education, it has only sporadically received attention as a topic of English language teaching and learning. In this course, students will explore various areas of the teaching of English language and culture with regard to gender. Such areas are not only historical developments such as the feminisation of foreign language teaching but also the use of non-sexist language in classroom discourse, textbooks and other media. Furthermore, participants will look at gender roles and the treatment of gender issues in non-fiction, fiction and other teaching materials.

After a brief introduction to the history, terms and issues related to gender studies, students will be given the opportunity to discuss readings taken from these various fields and present their own analyses of sample texts, textbooks, tasks, literature, film, Internet sites, etc. The analyses of texts will be complemented by didactic suggestions. This course structure is intended to raise student teachers' awareness and develop their teaching skills with regard to gender.

A *Reader* will be made available in 'Copy & Paste' in Ulmenstraße. Please buy also the following book at Thalia Bookshop: Schrick, Annegret (2007): *Viewfinder Gender Roles. Viewfinder Topics*, New Ed., Langenscheidt.

Morkötter: Film-based Language Learning

Hauptseminar, 70272, Mi. 11.15-12.45, AB8028

Filme sind in der Regel bei SchülerInnen (nicht nur) im Englischunterricht willkommen. Dennoch kommen sie eher selten zum Einsatz und wird ihr Lernpotential mitunter nicht voll ausgenutzt. Wir werden uns im Seminar mit

theoretischen Grundlagen von Hörsehverstehen und unterschiedlichen Herangehensweisen an verschiedene Filmformate (z.B. Musikvideos, Sketche, Dokumentarfilme oder Spielfilme) befassen und sie zu Faktoren des Fremdsprachenunterrichts wie die Lernziele einer Stunde, das Interesse der Lernenden, ihr Vorwissen in Bezug auf den Filminhalt usw. in Beziehung setzen. Den Studierenden soll die Möglichkeit einer Didaktisierung von selbstgewähltem Filmmaterial und deren Reflexion gegeben werden.

Garbe: Kreative Unterrichtsgestaltung

Übung, 70243, Mi. 9.15-10.45, AB8028, 14täglich, ungerade Wochen

LA Haupt- und Realschule

Im Mittelpunkt der Lehrveranstaltung stehen verschiedene Formen der schöpferisch-aktivierenden Unterrichtsgestaltung, mit denen die Studenten von den theoretischen Konzepten her und in der praktischen Umsetzung vertraut gemacht werden. Dabei nehmen das Sprachspiel mit seinen verschiedenen Erscheinungsformen und Funktionen sowie die Projektarbeit breiten Raum ein, den die Studenten vielfältig und ideenreich selbständig (einzeln oder in Gruppen) ausgestalten. Neben der unmittelbaren methodischen Arbeit an literarischen Texten werden Möglichkeiten erarbeitet, literarische Kleinformen, Gedichte, Lieder, Popmusik etc. für die Erweiterung der Allgemeinbildung der Schüler, die Entwicklung des kommunikativen Könnens und ihre Motivation für das Erlernen der fremden Sprache zu fördern.

Garbe: Darstellendes Spiel im Englischunterricht

Übung, 70250, Mi. 9.15-10.45, AB8028, 14täglich, gerade Wochen

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.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen im Projekt

Übung, 70259, Mo. 15.15-16.45, 14täglich, ungerade Wochen, AB8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2015 in Projekten tätig sein werden. Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung der Projektplanungen sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

Zu Beginn werden theoretische Grundlagen der Projektarbeit in einem kommunikativen, handlungsorientierten Fremdsprachenunterricht vermittelt. An praktischen Unterrichtsbeispielen werden Chancen und Grenzen der Projektmethode beleuchtet. Die TeilnehmerInnen entwickeln sodann eigene Ideen für die bevorstehenden Projekte im Rahmen der schulpraktischen Übungen und nehmen schrittweise in Gruppen die methodische Planung und Umsetzung dieser Ideen vor.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen (semesterbegleitend)

Übung, 70261, Mo. 15.15-16.45 14täglich, gerade Wochen, AB 8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im SS 2015.

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.

Schütt: Die sprachlichen Mittel: Grammatik und Wortschatzerwerb im kompetenzorientierten Englischunterricht

Übung, 70254, Mo. 13.15-14.45, 14täglich, ungerade Wochen, AB 8028

In dieser Übung werden theoretische Grundlagen der Wortschatz- und Grammatikarbeit in einem kompetenzorientierten Englischunterricht vertieft und an zahlreichen praktischen Unterrichtsbeispielen erprobt. Die TeilnehmerInnen lernen vielfältige Unterrichtsideen zur kreativen und effektiven Arbeit an den sprachlichen Mitteln im Englischunterricht kennen und setzen diese im peer teaching um.

7 Sprachpraxis

Adam: Error Analysis: Sprachpraxis II

Übung, 70314

Gruppe 1, Mi. 9.15-10.45, U-H3-416

Gruppe 2, Mi. 11.15-12.45, U-H3-416

This course is open to fourth semester LA students who have completed Sprachpraxis IIa.

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.

Vaughan: Learning and Applying English Vocabulary: Sprachpraxis II

Übung, 70316

Gruppe 1, Fr. 11.15-12.45, AB8023

Gruppe 2, Fr.13.15-14.45, AB8023

This course is open to BA students and fourth semester LA students who have completed Sprachpraxis IIa.

This course offers students the opportunity to extend and to enrich their passive and active English vocabulary. It will focus on the use of English words in a variety of areas 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 (principally more advanced vocabulary) in a more natural and accurate manner.

Spohr: Exploring English Vocabulary: Sprachpraxis II

Übung, 70323

Gruppe 1, Di. 11.15-12.45, U-H3-416

Gruppe 2, Mi. 17.15-18.45, AB 8028

Gruppe 3, Do. 17.15-18.45, AB 8028

This course is open to BA students and LA students who have completed Sprachpraxis IIa.

In this course, we will investigate the specialized vocabulary of several areas, e.g. medicine, law, and science, but also more everyday topics such as cooking or music. The exploration of each topic area will be led by a group of students who will introduce the relevant vocabulary and its underlying principles to the class. The aim of this course is twofold: firstly, to expand your active and passive vocabulary, and secondly, to familiarize you with methods and tools to expand it even further in the future.

Kaiser: Working with Words: Sprachpraxis II

Übung, 70320

Gruppe 1, Mo.11.15-12.45, U-H3-222

Gruppe 2, Mo.13.15-14.45, U-H3-222

Gruppe 3, Mo.9.15-10.45, U-H3-222

This course is open to fourth semester LA students who have completed Sprachpraxis IIa.

To become competent language users, speakers need to master, among other things, both grammar and vocabulary. This course will build on the knowledge and skills gained in previous grammar classes in Linguistics and Sprachpraxis. It will briefly review grammatical elements, focusing on vocabulary (e.g. collocations, phrasal verbs, idioms, semantic fields).

Teachers require additional methods to equip their students with grammar and vocabulary skills; the class will thus combine a theoretical and a practical approach. Students will be asked to participate in discussions and give presentations on selected topics.

Adam: Translation English-German I: Sprachpraxis III

Übung, 70313

Gruppe 1, Di. 13.15-14.45, AB8028

Gruppe 2, Di.15.15-16.45, AB8028

This course is open to BA students and LA students who have completed Sprachpraxis IIIa.

The aim of this course is to enable students to translate different kinds of texts (newspaper cuttings, popularized, special language and literary texts) into good idiomatic German. We will deal with language structures and discuss practical problems of the translation process. The texts will have to be translated at home. In class, we will compare and discuss different versions.

Flaherty: Persuasive Communication: Sprachpraxis III

Übung, 70321

Gruppe 1, Mi. 15.15-16.45, AB7023

Gruppe 2, Mi. 17.15-18.45, AB7023

This course is open to BA students and LA students who have completed Sprachpraxis IIIa. Non-modulized LA students may also take the course.

How can you convince somebody else of your point of view? It is this question that lies at the centre of this course, which aims to foster, challenge and, ultimately, develop students' abilities in persuasive communication. Over the semester this will be achieved through the analysis of examples of persuasive communication,

structured debates and presentations in class and the writing of argumentative texts.

Bowen: Writing Texts: Sprachpraxis III

Übung, 70317

Gruppe 1, Di. 11.15-12.45, U-H3-222

Gruppe 2, Di. 13.15-14.45, U-H3-222

This course is open to BA students and LA students who have completed Sprachpraxis IIIa.

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. (This course was formerly known as Text Production I)

Bowen: Creative Writing: Sprachpraxis III

Übung, 70359

Gruppe 1, Mi.9.15-10.45, U-H3-223

Gruppe 2, Mi.11.15-12.45, U-H3-223

This course is open to BA students and LA students who have completed Sprachpraxis IIIa. Non-modulized LA students may also take the course.

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, U-H3-416

Gruppe 2, Mo. 13.15-14.45, U-H3-416

This course principally aims to further the development of students' writing abilities and critical thinking skills. After a brief review of sentence and paragraph structure, the course will concentrate on the main features, style, and register of Anglo-American essays. In addition, students will learn to analyse a topic, develop a more coherent structure for their ideas, and be guided in proof-reading and editing essays to meet criteria appropriate to a level expected of at university.

Spohr: Translation English-German II

Übung, 70353, Di. 13.15-14.45, U-H3-416

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

Flaherty: Discussing Contemporary Culture and Issues

Übung, 70363

Gruppe 1, Do.15.15-16.45, AB7023

Gruppe 2, Do.17.15-18.45, AB 7023

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.

Bowen: Translation German-English I

Übung, 70355

Gruppe 1, Do.11.15-12.45, U-H3-222

Gruppe 2, Do.13.15-14.45, U-H3-222

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-H3-222

This course is only open to Lehramtstudents preparing to complete their exams.

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 and Transculturality

Übung, 70361, Do.15.15-16.45, U-H3-222

This course is only open to MA BATS students and non-modulized Lehramtstudents.

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.

8 Master British and American Transcultural Studies

Schmitt-Kilb: One Nation, One Culture? Class, Region and Gender in Early Victorian Literature

Hauptseminar, 70136, Do. 17.15-18.45, AB8023

"Two nations; between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts, and feelings, as if they were ... inhabitants of different planets." These are the words of working-class radical Walter Gerard, in Benjamin Disraeli's novel *Sybil, or The Two Nations* (1845), on the division of England into the rich and the poor. Early Victorian England was fundamentally divided along the lines of class, gender and region. Three novels which are concerned with aspects of these divisions form the core of the seminar. Apart from Disraeli's *Sybil*, we will read (in chronological order) Elizabeth Gaskell's *Mary Barton* (1848) and Charles Dickens's *Hard Times* (1854) focusing our discussions on the internal divisions within an England undergoing radical social transformations in the context of industrialisation. Questions of genre (social realism, industrial fiction) and general literary analysis and interpretation will not be neglected, though. I suggest you buy the Norton Critical Editions of *Mary Barton* and *Hard Times* and the Oxford World Classic's edition of *Mary Barton* (but any other editions will do as well).

Kornexl: English Historical Contact Linguistics

Hauptseminar, 70064, Di. 11.15-12.45, AB8023

"A history of the English language is something very different from a history of language in England" (Townend 2006: 61).

English as a contact language presents a veritable challenge for the burgeoning field of Contact Linguistics both from a theoretical and an empirical point of view. To provide an analytical framework for selected diachronic case studies (English in contact with Celtic, Latin, Scandinavian, and French), this course will investigate the general

mechanisms of borrowing and 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.

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

Hauptseminar, 70200, Mo. 9.15-10.45, AB8023

In this class, we will discuss two different cases of colonial cultural contact and their representations on film. The focus will be on the British in India in the late 19th and early 20th-century. Films will be selected from various times of production, about various historical events and from both Indian and British perspectives. These films will cover early colonial history (*The Chess Players*, India 1977), the 1854 rebellion (*The Rising*, India 2005), the late 19th-century North-West frontier wars (*The Lives of a Bengal Lancer*, UK, 1935), the growing unrest in the late 19th century (*Lagaan*, India, 2001) and 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, characteristic features of the representation of colonial contact situations and 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 all the respective films outside class.

Bowen: Translation and Transculturality

Übung, 70361, Do.15.15-16.45, U-H3-222

This course is only open to MA BATS students and non-modulized Lehramtstudents.

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.