

WINTERSEMESTER 2005/06

Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Juli 2005 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

Vorlesungen und lecture courses

Linke **From Colony to Confederacy: A Survey of the History of the USA to the Civil War** Vorlesung

Fr. 09.15-10.45, HS 218 (Hauptgebäude)

This lecture course is intended to provide a survey of major events and developments in North American history. After a very brief glance at the pre-colonial situation, the focus will be on the process of the settlement and colonization of the North American continent and, after 1776, on the USA. In the lecture, the description of selected historical events will be complemented by different historians' interpretations and assessments, and besides the history of events, the discussion of some relevant texts and documents will point to the discursive dimension of the historical narrative. Thematic bibliographies and brief lecture notes will be made accessible on the Department's website.

Klaus **The Short Story in Britain 1880-1930** Vorlesung

Mi. 09.15-10.00, HS 218 (Hauptgebäude)

The modern short story emerges in the British Isles in the 1880s and 1890s in the works of Rudyard Kipling (an Indian-born Englishman), Robert Louis Stevenson (a Scot who died in the South Seas), Henry James (an American expatriate), the Irish duo Somerville and Ross and Henry Lawson (an Australian and sometime resident of England). These lectures explore their short fiction and trace the development of the genre in the next half century. Other major figures to be discussed include Joseph Conrad, D. H. Lawrence, James Joyce, Katherine Mansfield as well as the writer who laid the foundation for the Welsh short story, Caradoc Evans.

Wallat **A Survey of 20th Century American Drama** Lecture Course

Di. 13.15-14.00, HS 218 (Hauptgebäude)

This lecture course will attempt to provide an understanding of American drama, its writers and its issues during the 20th century. The course will examine both style (realism versus expressionism, for example) and subject matter, focusing on the constructions of gender and race, issues of presence and voice, and the ways in which American drama confronts and/or reconfigures larger social concerns.

Ungerer **Psycholinguistics and Cognitive Linguistics** Vorlesung

Mi. 10.15-11.00, HS 218 (Hauptgebäude)

Psycholinguistics and cognitive linguistics have in common that they consider language as something that goes on in our minds, but they reflect different perspectives: psycholinguistics describes how utterances are produced and understood and how the command of the language is acquired by

children. Cognitive linguistics focuses on how the language system reflects mental processes. Among other things cognitive linguistics shows that the meaning of words has room for prototypical and more marginal examples (good and less good examples of birds, etc.), that basic level terms like *car* are more important than superordinates like *vehicle* and subordinates like *estate car*, that abstract terms like *love* or *idea* are metaphorically related to more concrete concepts etc. In addition, the lecture will sketch current research on conceptual blending and relevance. For a more detailed preview visit my website from 15 September onwards: www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss.

Garbe

Fundamentals of Grammar

Lecture Course

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

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

Alexander, L.G. (1988) *English Grammar*, Longman.

Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, Longman.

Greenbaum, S. (1991) *An Introduction to English Grammar*, Longman.

Huddleston, R. (1990) *English Grammar. An Outline*, CUP.

Siebold

Zweitspracherwerb und Englischunterricht

Lecture Course

Do. 09.15-10.45, HS 315 (Hauptgebäude)

Auch für Lehramt Grundschule und BA/MA

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

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

In diesem lecture course kann auch ein PS-Schein erworben werden.

Grundstudium

Literaturwissenschaft

Wallat

**Einführung in die englische und
amerikanische Literaturwissenschaft**

Übung

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

(nur für BA)

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte

einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

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

Mackenthun

**Einführung in die englische und
amerikanische Literaturwissenschaft**

Übung

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

(nur für BA)

Der Grundkurs dient der Vermittlung von grundlegenden Kenntnissen und Fähigkeiten, die Sie für das weitere Studium der englischen und amerikanischen Literatur benötigen. Anhand der Lektüre von short stories, Gedichten, kurzen theoretischen Texten und eines Romans werden Sie mit der Arbeit am Text, mit Methoden der Interpretation und theoretischen Fragestellungen vertraut gemacht. Die zu behandelnden Texte werden in Form eines *Readers* verfügbar gemacht. Zusätzlich werden wir Mary Shelleys Roman *Frankenstein* besprechen, mit dessen Erwerb und Lektüre Sie möglichst bald beginnen sollten (Ausgabe: Penguin Classics oder Oxford; erhältlich bei Weiland). Zur studiums begleitenden Einführung in das Anglistikstudium empfehle ich Barbara Korte, Klaus Peter Müller und Josef Schmied (1997) *Einführung in die Anglistik*, Stuttgart: Metzler.

Klaus

The Devil and the Giro: Scottish Short Stories

Proseminar

Mi. 11.15-12.45, R. 8023

The title of this course points to the opposite poles, the supernatural and the ordinary, around which the Scottish short story has turned since its inception in the early nineteenth century. The course will trace the constants in this tradition as well as highlight the changes in content, technique and attitude. We shall start with some of the great masters of the past such as Walter Scott and Robert Louis Stevenson, but the main emphasis is on the second half of the twentieth century when the urban experience decisively entered Scottish writing.

The course can also serve as a general introduction to the methodology of short-story reading.

McDougall, C., ed.: *The Devil and the Giro: Two Centuries of Scottish Stories*. Edinburgh: Canongate Classics, 1991.

Wallat

The Local Color Movement

Proseminar

Do. 09.15-10.45, R. 232 (Hauptgebäude)

From 1870 to 1890, post-Civil War sectionalism gave rise in American literature to a local color movement, involving such writers as Sara Orne Jewett (New England), Bret Harte (California), Joel Chandler Harris (the Old South), Mary E. Wilkins Freeman (Massachusetts and Vermont) or Hamlin Garland (the Middle Border). Being concerned with the character of a district or of an era, local color writing emphasizes landscape, customs, dialect, or other peculiarities that have escaped standardizing cultural influences. The term *regional writer* is often applied to local color writers. Strong elements of regionalism are found in twentieth-century works by Willa Cather, Edith Wharton, William Faulkner, John Steinbeck and Eudora Welty.

This course is intended to contribute to an understanding of forms and strategies of local color writing. Reading and discussion will focus on short stories and poems of various writers of the local color movement and regionalism.

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

Mackenthun

**Herman Melville, *Typee*: A Case Study in Literary
Criticism**

Proseminar

Do. 15.15-16.45, R. 229 (Hauptgebäude)

Typee (1846) is Herman Melville's first, and probably easiest book. This fictionalized travel account wonderfully illustrates romantic ideals of a life close to nature, of 'primitive' people unaffected by the ills of civilization, and of the adventures offered to European men by the newly discovered regions in the Pacific Ocean. On a more subtle level, the book is also critical of the cultural assumptions of Western civilization, which it parodies through contrasting them with the seemingly simple lifestyle of the natives. The seminar will look at *Typee* from various critical angles and also discuss the differences between these various approaches.

Books to be purchased (internet bookstores, some copies on order at Weiland) and read in the term break: Melville, Herman (2003) *Typee; A Peep at Polynesian Life*. Houghton Mifflin. ISBN 0618300074. Additional material will be found in a *Reader*, to be purchased from the *Copy-Team* (Brunnenhof). Students in possession of the book will in any case be admitted to the seminar!!

Schmitt-Kilb

Literary London

Proseminar

Mo. 15.15-16.45, R. 8023

The "wonderful immensity" (Samuel Johnson) of London has been an inspiration for all kinds of writings and writers ever since the beginnings of literature in English. In this course, we will examine how various twentieth-century writers characterized and documented life within the cosmopolitan city. We will read poems, short-stories and excerpts from novels in their historical and social context in order to find out how the tensions and complexities, the pluralism and the multiculturalism of London society are reflected in them.

A *Reader* will be provided at the beginning of the term. (Students are invited to suggest course-related topics and material of their own, which may include film, music, painting etc. Please contact me in advance if you have suggestions to make.)

Sprachwissenschaft

Ungerer

Grundkurs Sprachwissenschaft, A + B + C

Übung

Gruppe A (Schmidt): Mi. 13.15-14.45, R. 8023

Gruppe B (Schmidt): Mo. 13.15-14.45, R. 229 (Hauptgebäude)

Gruppe C (Ungerer): Fr. 11.15-12.45, HS 12 (Barocksaal)

Ziel des Grundkurses ist es, einen ersten Überblick über die wesentlichen Begriffe und Teilgebiete der Sprachwissenschaft zu geben. Es werden zunächst die kleinsten Einheiten im Sprachsystem, die Laute, beschrieben (Phonetik und Phonologie). Anschließend stehen Form und Bedeutung von Wörtern (Morphologie, Semantik) und die Analyse von Sätzen (Syntax) im Mittelpunkt, ergänzt durch die Beschäftigung mit der Satzverknüpfung in Texten (Kohäsion). In die linguistische Analyse des Sprachgebrauchs führt die Diskussion der Sprechakttheorie und der Konversationsmaximen ein, die die Wirkung von Äußerungen untersuchen (Pragmatik). Ein weiterer interessanter Teilbereich ist die Soziolinguistik, die sich mit regional und sozial beeinflussten Sprachvarianten (Britisches und Amerikanisches Englisch, Frauen-, Männer- und Jugendsprache) befasst. Abgerundet wird das Kursprogramm durch eine Zusammenfassung der wichtigsten Epochen und Strömungen der Sprachwissenschaft.

Buchholz

Semantic Structure, Word-Formation and Phraseology

Proseminar

Do. 07.30-09.00, R. 8023

In this course, we will look at the processes that have created and are still shaping the English lexicon. We analyse words and phraseologisms (phrasal verbs, idioms, etc.) in order to describe and classify their structural components and discuss basic word-formation processes (e.g. compounding, derivation, conversion). To explore semantic structure we will investigate sense relations (synonyms,

antonyms, hypernyms) as well as lexical fields and will examine the claim that words and phraseologisms are stored as cognitive models or frames in our mental lexicon.

Participation in this course requires a basic knowledge concerning English morphology and word semantics which can be acquired in the 'Grundkurs Sprachwissenschaft'.

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

Luu **Advertising and Media Texts** Proseminar

Mo. 11.15-12.45, R. 8028

This course is intended to familiarise students mainly with North American print media and advertisements. Sessions will concentrate on the purpose of ads, their structure and the role played by slogans, special vocabulary and syntax. Editorial texts will be represented by news stories and other print materials such as commentaries and featured articles. The discussion will focus on text structure, especially the function of headings and leads, the role of layout, colour and visual elements. In addition, attention will be paid to other issues like reader manipulation by the press and the competition between print media and television.

A list of topics and a bibliography will be available in the first session.

Schmidt **Geographical Varieties of English around the World** Proseminar

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

English can no longer be regarded as a single unified language today. There are various geographical varieties and even different standards of English. This seminar will deal with theory and research on the spread of English around the world.

First, we will look at the major types of variation (region, social group, field of discourse, etc.). Then, we will consider topics such as the notion of standard, the process of standardization and the historical background of the development of the 'World Englishes'.

In the second part of this course, the focus will be on the different geographical varieties of English around the world, including British, US and Canadian, Australian and New Zealand, South African, and Indian English. We will discuss the differences between these regional varieties, mainly looking at the sphere of pronunciation, vocabulary and grammar.

Adler **Middle English – An Introduction** Proseminar

Do. 11.15-12.45, R. 8028

This course continues the journey through the linguistic history of the English language by introducing the Middle English period (1100-1500). Participants will be introduced to the cultural background and important historical events that triggered major changes in the development of English. Apart from Middle English grammar and phonology, various types of language change will be examined that turned English into a language which is now quite different from German.

A knowledge of Old English will be helpful, but is by no means necessary since all characteristics relevant for investigating the changes will be taken up again. The presentation of the language system will be supported by close reading of Middle English texts, including, of course, Chaucer's *Canterbury Tales*.

Hoppe **English Phonetics and Phonology** Übung

Di. 09.15-10.45, R. 7023

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

phonetic terms, texts for transcriptions, tests and the texts of the recorded materials, which can be found on the MP3-CD accompanying the book.

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

A Pronouncing Dictionary. Recommendations in the course.

Kultur Großbritanniens und Nordamerikas

Rosow

Grundkurs: Introduction to Cultural Studies I, A + B

Übung

Gruppe A: Mo. 09.15-10.45, HS Radiologie (Gertrudenplatz)

Gruppe B: Mi. 09.15-10.45, HS Radiologie (Gertrudenplatz)

This course serves as an introduction to the study of culture and provides some of the theoretical foundations for successive courses in cultural studies. The course is divided into two main sections.

It starts with a brief outline of the origins of the field and its history. Students will then be given accessible (easier said than done!) introductions to some of the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order. Each of the presentations of concepts is accompanied and supplemented by exemplary applications of the theory to concrete issues. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies.

A *Reader* will be available from the *Copy-Team* (Brunnenhof). Participants also have to buy

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

Zittlau

America and the Holocaust – History in Public Discourse

Proseminar

Fr. 11.15-12.45, R. 8023

"Americans have a distinct responsibility to remember the Holocaust" (Elie Wiesel, 1979). This statement, which gave way to the creation of the United States Holocaust Memorial Museum, characterizes how the Holocaust is dealt with in public discourse in America. Though the events of Nazi Germany seem far away in time as well as in place, the Holocaust is nevertheless vividly discussed in present-day America.

In the seminar we will look at possible explanations for this phenomenon and discuss them. We will deal with texts, movies, the TV series *Holocaust* as well as memorials, museums and survivor's testimonies.

Participants should have an English edition of *Anne Frank: The Diary of a Young Girl*, for example: Frank, O. and Pressler, M. (1997) *Anne Frank: The Diary of a Young Girl*, Random House Inc. ISBN 0-553-57712-3 or ISBN 0-14-131518-0 (Penguin Edition).

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

Mackenthun

The Fugitive Slave Narrative

Proseminar

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

This class will introduce you to the major slave narratives of America, a popular genre during the period of the slave-based Atlantic colonialism which became a strong weapon in the struggle for abolition. While the narratives – e.g. by Olaudah Equiano and Frederick Douglass – can be used as historical sources, they also tap certain literary models – biblical narratives, the genres of travel writing and autobiography, romantic plot conventions – which mark them as 'hybrid' documents not easy to unravel according to traditional notions of 'fiction' and 'truth'. We will read both the narratives themselves (or sections thereof) and a few critical essays as well as historical materials.

Please purchase (internet bookstores, some copies on order at Weiland): Gates, Henry Louis, ed. (2002) *The Classic Slave Narratives*. Signet Classics. ISBN: 0451528247. In addition, a *Reader* can be purchased from the *Copy-Team* (Brunnenhof).

Students in possession of the book will in any case be admitted to the seminar!!

Linke **Education in 20th Century Britain. Institutions, Social Change and Cultural Representations** Proseminar

Di. 15.15-16.45, R. 8028

In this class, students will deal with British education in two ways. They will, with the help of sociological and historical readings, learn about the history and character of this essential cultural institution, and they will practise their critical and analytical skills, analysing British films on education that highlight the critical issues in British society at different points in time. Such critical issues reflected in schools are, for example, questions of class, gender and race and of power in general. The list of films includes titles such as *The Guinea Pig; To Sir, with Love; If...; Gregory's Girl*.

Participants are required to watch the films outside the regular sessions at a time that will be agreed at the beginning of the term. A *Reader* with the basic texts will be available from the *Copy-Team* (Brunnenhof).

Fachdidaktik und Vermittlungskompetenz

Siebold **Grundkurs: Grundfragen der Fachdidaktik Englisch** Übung

Mo. 11.15-12.45, R. 8023

ab 3. Sem.

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernerorientierung im Englischunterricht.

Study Tasks and Study Skills, A + B

Übung

Gruppe A (Weinreben): Fr. 13.15-14.45, R. 8023

Gruppe B (Linke): Mo. 13.15-14.45, R. 8028

In this class, students will be given ample opportunities to practise basic skills of academic work, of communication and the presentation of information. A unit usually starts with awareness-raising exercises and the analysis of examples and models. This will be followed by productive student activities that require the application of the insights from analytical tasks and/or the use of information technology. In the course of the term, the following areas will be covered: using the library, compiling bibliographic data, techniques of citation, evaluating web pages, preparing PowerPoint presentations, oral presentations and handouts, and strategies for academic writing. Further topics will be included on request.

Hoppe **Phonetics and Oral Presentation, A + B** Übung

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

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

This course is a double period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory of speech sounds (phonetics) and how they function in

the language (phonology). The main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of short texts. Students will have to do oral presentations on phonetic topics.

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

computer lab (S:\ZBEMediaFiles\Phonetics_Hoppe\MostImportantEnglishSounds.mp3).

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

A Pronouncing Dictionary. Recommendations in the course.

Sprachpraxis

Towards Proficiency (Top), A + B + C + D + E + F

Übung

Gruppe A (Schneider): Di. 09.15-10.45, R. 8028

Gruppe B (Schneider): Di. 13.15-14.45, R. 8028

Gruppe C (Hoppe): Do. 13.15-14.45, R. 8028

Gruppe D (Hoppe): Mi. 11.15-12.45, R. 232 (Hauptgebäude)

Gruppe E (Adam): Mi. 13.15-14.45, R. 8028

Gruppe F (Adam): Do. 15.15-16.45, R. 8028

This course, together with a number of skill-orientated courses offered, helps the 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. The 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

Hoppe

Tense, Aspect, Correlation and Other Grammar Problems

Übung

Mi. 13.15-14.45, R. 232 (Hauptgebäude)

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

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

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

Bowen

**Reading to Write: Analyzing Texts to
Improve Writing Skills, A + B**

Übung

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

Gruppe B: Mo. 17.00-18.30, R. 8028

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

Vaughan

Oral Skills I, A + B

Übung

Gruppe A: Fr. 13.15-14.45, HS 14 (Barocksaal)

Gruppe B: Fr. 15.15-16.45, HS 14 (Barocksaal)

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

Hauptstudium

Literaturwissenschaft

Klaus

Das englische Sonett im 16. und 17. Jahrhundert

Hauptseminar

Di. 13.15-14.45, R. 8023

Das Sonett erscheint auf den ersten Blick als eine starre Gedichtform, aber gerade der vorgegebene proportionierte Raum hat Dichter der englischen Sprache immer wieder zu Variationen und Innovationen thematischer wie verstechnischer Natur gereizt. Das Seminar beschäftigt sich mit den ersten zweihundert Jahren englischer Sonettkunst, von der Ankunft der petrarkistischen Liebeslyrik über ihre Umdeutung bei Sidney und Shakespeare bis zur geistlichen und politischen Inanspruchnahme der Form bei Donne bzw. Milton. Zu den verschiedentlich herzustellenden Kontexten gehört auch die besondere Kommunikationssituation im 16. und 17. Jahrhundert. Nach dem Prinzip "Verstehen durch Vergleichen" werden die abschließenden Sitzungen sich mit Nachhall und Wiederbelebung des Sonetts in der Romantik beschäftigen.

Für das Seminar habe ich einen *Reader* zusammengestellt, der alle Gedichte enthält und bereits ab September verfügbar ist. Dies gilt auch für die Themenwahl.

Klaus

The Literature of the First World War

Hauptseminar

Do. 09.15-10.45, R. 8023

The course will cast the net over a variety of genres and writers: poetry and autobiography, stories and novels, historiography and iconography; works by combatants and works written at the home front. While the emphasis is on writing from Britain, there will also be room for a discussion of two of the most famous novels to emerge (later) from the War: Ernest Hemingway's *A Farewell to Arms* and Erich Maria Remarque's *Im Westen nichts Neues*.

The course is also a preparation for a major Cultural Studies Conference on 'Britain at War' to be hosted by the English Department in November. Some material will be made available in a *Reader*, but the following book will be ordered at Weiland's:

Hemingway, E.: *A Farewell to Arms*. New York: Arrow Classics, 1994.

Mackenthun

**Imaginary Homelands: Place, Migration, and Exile
in Contemporary New World Fiction**

Hauptseminar

Mi. 11.15-12.45, R. 8028

The literature by writers of different ethnic backgrounds has recently shifted to an increased concern with the themes of movement in space, of exile, displacement, and the formation of diasporic identities. This class takes a glimpse at exemplary novels by postcolonial writers in America (USA, Caribbean, Canada), as well as at the current theoretical discussion about displacement and migration in a globalizing world.

In addition to a *Reader* (*Copy-Team*, Brunnenhof), books to be acquired (internet bookstores, some copies on order at Weiland) and read in the term break are:

Mukherjee, Bharati (1994) *The Holder of the World*. Ballantine Books. ISBN 0449909662

Cliff, Michelle (1996) *No Telephone to Heaven*. Plume Books. ISBN 0452275695

Brand, Dionne (2000) *In Another Place, Not Here*. Grove Press. ISBN 0802136338

Welch, James (2001) *The Heartsong of Charging Elk*. Anchor Books. ISBN 0385496753

Many more titles wait to be adopted for a 20-minute class presentation

Students in possession of the books will in any case be admitted to the seminar!!

Wallat

**American Authors of the 1950s and '60s:
J.D. Salinger, R. Bradbury, J. Heller and K. Vonnegut**

Hauptseminar

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

Various terms have been applied to the novels that began to appear in the 1950s and 1960s. They make use of absurd and surrealist as well as of self-reflective techniques while questioning the values of modern America and the meaning of history and literary forms. American writers of these decades have given literary expression to an American counter-culture fed by the experience of social unrest in the 1950s and 1960s, by the civil rights movement, the Vietnam war, and an awareness of social and political disturbance in these decades. J. D. Salinger, Ray Bradbury, Kurt Vonnegut and Joseph Heller are four of the most prominent writers of the 1950s and 1960s.

The seminar will introduce these authors as part of 20th century American literature. Special emphasis will be put on a comparative analysis of the novels in their capacity to reflect "pressing" issues of social and cultural life in America in the 1950s and 1960s.

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

On order at Thalia bookstore:

Jerome David Salinger, *The Catcher in the Rye* (1951)

Ray Bradbury, *Fahrenheit 451* (1953)

Joseph Heller, *Catch-22* (1961)

Kurt Vonnegut, *Slaughterhouse-Five* (1968)

Schmitt-Kilb

What Is Postmodernism?

Hauptseminar

Fr. 13.15-14.45, R. 8028

Postmodernism is one of the most problematic concepts in contemporary cultural theory. Having pervaded a large number of academic disciplines, the term means different things to different people in different situations. Thus it is a standard feature of introductions to postmodernism to claim that such an introduction is ultimately impossible. Nevertheless, the frequency with which the term is used in the humanities underlines the urgency of a close examination of the concept. In the course, **which has a strong theoretical bias**, we will read several key texts of the postmodernism debate, ranging from founding fathers such as Roland Barthes and Jean-François Lyotard to the sceptic Christopher Butler and the rather hostile critic Fredric Jameson. We will then concentrate on postmodernism as a concept in literature and literary theory.

Participants are required to buy Christopher Butler, *Postmodernism: A Very Short Introduction*, Oxford 2002 (ISBN: 0192802399) and a *Reader (Copy-Team, Brunnenhof)*.

Wallat

Examenskolloquium

Übung

Do. 13.15-14.45, 14tägl., gerade Wochen, R. 7023

Das Kolloquium dient der Vorbereitung auf das mündliche und schriftliche Examen. Angesprochen werden literaturtheoretische Fragestellungen bei der Bearbeitung der schriftlichen Themen, inhaltliche Problemstellungen bei der Vorbereitung auf das mündliche Examen sowie ggf. Schwerpunkte für die Erarbeitung von Staatsexamens- und Magisterarbeiten.

Sprachwissenschaft

Stefanowitsch

Broken Englishes. English as a Global(ized) Language

Hauptseminar

Do. 13.15-14.45, R. 8023

Als Blockseminar (4 Blöcke) mit Online-Unterstützung.

English is the first truly global *lingua franca*, used as a first, second, or foreign language by as many as one billion speakers. This has led to the emergence of a vast wealth of varieties, defined by

geography and social status, but also by ethnicity, culture, occupation, etc. We will deal with four related issues:

1. Will these varieties diverge into entirely separate, mutually non-intelligible languages?
2. Is English a threat to indigenous languages, a 'killer language'?
3. How are debates about linguistic norms of correctness and adequacy used to discriminate against speakers of more recent native or foreign varieties?
4. What consequences does the unique status of English have for the teacher of English as a Foreign Language?

Eine Kopiervorlage wird zu Beginn des Semesters zur Verfügung gestellt. Genauere Informationen finden sich ab dem 15.9. unter

<http://www.uni-bremen.de/~anatol/crs/brokenenglish.html>

Ungerer

**Syntax, Theme/Rheme, Tense and Mood:
Comparing Functional Approaches**

Hauptseminar

Do. 11.15-12.45, R. 8023

Taking traditional grammar as a yardstick and adding the findings of Functional Sentence Perspective, we will first look at Halliday's popular and comprehensive approach to see how clause patterns, tense, mood, theme/rheme structure and cohesion are integrated into his system. This will lead to a detailed discussion of selected functional aspects of grammar (verb types and aspect, use of past and future tenses, expression of mood through tense forms, modals and adverbs, ways of information packaging etc.), which will be supported by suitable text samples. Time permitting we will also look at other functional approaches, which range from case and valency grammars to Cognitive Grammar and Construction Grammar. For introductory literature and additional information visit my website from 15 September onwards.

Ungerer

Emotion and Rhetoric

Hauptseminar

Di. 11.15-12.45, R. 8023

What are the means of creating emotion through language? The areas investigated will include vocabulary items expressing and describing emotion (verbs and adjectives of emotion, intensifying adverbs); emotion and figurative language (metaphor, phraseologisms), emotion and sentence types (exclamations); emotion and intonation. Turning to the more general issue of 'emotional' vs. 'non-emotional' text types, the potential of classical rhetoric as an emotional strategy will be explored. To round off the topic, the seminar will deal with the relationship between emotion, rudeness and politeness and touch upon the aspect of language acquisition (is children's language more emotional than the language of adults?). A course programme including proposals for papers and a bibliography will be provided in the first class, some introductory material will be available on my website from 15 September onwards.

Ungerer

**English and German Newspapers: a Corpus-based
Diachronic Analysis**

Oberseminar

Do. 15.15-16.45, 14tägl., gerade Wochen, R. 8023

Diese Lehrveranstaltung, die wegen des kontrastiven Themas zumindest teilweise in deutscher Sprache abgehalten werden soll, ist als Angebot für Teilnehmer des Master-Studiums und interessierte Studierende gedacht, die bereits Hauptseminarerfahrung haben. Sie knüpft an frühere diachronische Analysen des *Rostock Newspaper Corpus* (RNC) an und wird neben den englischen auch die deutschen Texte des Korpus sowie zusätzliches Material, vor allem Online-Versionen von Zeitungen, zugrunde legen. Die Themenwahl soll individuelle Wünsche der Teilnehmer berücksichtigen, die sich mit dem stilistischen, strukturellen und ideologiekritischen methodischen Repertoire der Medienlinguistik verwirklichen lassen. Durch Kombination von Recherche, Referat und schriftlicher Dokumentation kann ein Hauptseminarschein erworben werden. Die Anmeldung ist auch schon vor Beginn des WS möglich und erwünscht.

Kultur Großbritanniens und Nordamerikas

Linke **Kulturkontakt und Film/musik: Orientalismen** Hauptseminar

Mo. 09.15-10.45, R. 8028

This class is devoted to an interdisciplinary approach to film, looking at films as representations of culture contact. It will start with extensive discussions of selected theoretical readings. These readings will cover aspects of postcolonial theory and Orientalism, dealing especially with narrative, visual and musical representations of Orientalism. The theoretical part will be followed by a general introduction to film analysis, with special attention being paid to the analysis of film music (worksheets for downloading available on the web site of the English Department/Prof. Linke). The second part of the class will deal with the analysis and critique of Orientalism in selected British and American films. The class will be divided into groups which are to suggest interpretations for discussion. Although the films and most of the readings will be in English, classroom discussions will be in German.

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

Students are required to watch the films in separate shows outside the regular class sessions. The time for these shows will be negotiated at the beginning of the term.

Rossov **Global Culture: Nationalism, Globalization and Modernity** Hauptseminar

Mi. 17.15-18.45, R. 8023

More than ever before, people, ideas, commodities, money and information are moving freely across national frontiers. And as this occurs, it gives rise to several significant questions: is a unified world culture emerging? If so, how will this affect the autonomy of existing cultures? Will they be supplanted by a unified culture, or can they maintain distinct identities? The course explores these and other questions and assesses the impact – both positive and negative – of an emerging global culture. The objective of the course is to contribute to a further understanding of the situations in which one lives and works. The selected texts are to facilitate a better comprehension of the massive cultural, social, political and economic changes happening around us and to us on a daily basis. The selection is guided by the idea of providing a variety of themes, perspectives and reflections on the theme of ‘the global.’ It is a series of ‘windows’ on the world informed by thematic and theoretical sensibilities rather than a paradigm that unites the texts.

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

Fachdidaktik und Vermittlungskompetenz

Garbe **Englischunterricht zwischen Vermittlung und Aneignung** Proseminar

Di. 09.15-10.45, R. 8023
(5./6. Semester)

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

Garbe **Frühbeginnender Englischunterricht** Proseminar

Do. 09.15-10.45, R. 8028

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/Siebold

Literarische Texte im Englischunterricht

Hauptseminar

Mi. 09.15-10.45, R. 8023

LA für Gymnasien, 7./8. Semester

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, den Schülern bewusst zu machen, 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.

Siebold

Sprechen und darüber sprechen

Übung

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

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

Garbe/Siebold

Planung und Analyse von Unterricht

SPÜ

Zeit und Raum nach Vereinbarung

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

Mindt, Dieter (1995) *Unterrichtsplanung Englisch für die Sekundarstufe I*, Stuttgart/Dresden: Klett Verlag.

Ur, Penny (1996) *A Course in Language Teaching*, Cambridge: Cambridge University Press.

Sprachpraxis

Jahnke

Translation English-German II, A + B,

Übung

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

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

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

language and structure and to expand the students' vocabulary. The translations are compared, analysed and criticised in class.

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

Bowen

Translation German-English I, A + B

Übung

Gruppe A: Di. 11.15-12.45, R. 8028

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

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. In addition, as translating into English – perhaps more than any other activity – demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Bowen

Translation German-English II: Genre and Context

Übung

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

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

Bowen

Academic Writing, A + B

Übung

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

Gruppe B: Mi. 17.00-18.30, R. 8028

This course compliments the "Essay Writing" course offered in the Hauptstudium in that it focuses on the academic essay as a distinct genre, with its own structure, style, and register. To gain a greater sensitivity to these elements of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these weekly readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing process, examining how one researches, uses references, and puts together an effective outline.

Schneider

Essay Writing

Übung

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

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

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

Adam

Business English

Übung

Mi. 09.15-10.45, R. 8028

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

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

Schneider

Grammar, Idiom and Style

Übung

Do. 17.00-18.30, R. 8023

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

Vaughan

Oral Skills II, A + B

Übung

Gruppe A: Fr. 09.15-10.45, HS 14 (Barocksaal)

Gruppe B: Fr. 11.15-12.45, HS 14 (Barocksaal)

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