

**Lehrangebot WS 2013-14**

(Stand: 14. August 2013)

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LISTE DER RAUMKÜRZEL  
VORLESUNGEN  
LITERATURWISSENSCHAFT  
SPRACHWISSENSCHAFT  
KULTUR  
FACHDIDAKTIK UND VERMITTLUNGSKOMPETENZ  
SPRACHPRAXIS  
Grundstudium  
Sprachpraxis (Hauptstudium)  
MASTER BRITISH AND AMERICAN TRANSCULTURAL STUDIES

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
DUK (Hautklinik)	HS, DUK, Augustenstr. 80-84
HSR	HS, Radiologie, Gertrudenplatz 1
HSS3	HS, Schwaansche Str. 3
P6-SR40	SR 40, Raum 222, Parkstr. 6
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

**Die folgende Übersicht gibt den Stand der Planung vom August 2013 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters sowie die Aktualisierungen auf der Homepage des IAA.**

Vorlesungen

**Linke: British Society in the 19th Century: Of Darwinists and Suffragists**

Vorlesung, 70394, Mi. 11.15-12.45, HSS3

This lecture provides a survey of the changes in 19th century Britain, from technological and economic advancement to artistic movements. To give the survey a clear structure, 19th century British history will not only be divided into periods but also into several histories such as, for example, the history of class relations and the franchise, major legal changes, women's history, history of the Empire, intellectual and art history (including their interconnectedness and effects), and the history of Ireland and Scotland. Though by no means comprehensive, the lecture will serve to illustrate the complexity of change in many areas of British society. It will draw on 19th century sources as well as recent historiography and highlight the process of constructing and revising history.

### **Schmitt-Kilb: English/British Literary History I**

Vorlesung, 70393, Di. 17.15-18.45, AE HS I

A sound understanding of literary history in context is indispensable for your studies of EngLit/BritLit. The lecture provides an overview of literary texts and developments in English literature in the context of cultural and social history as well as the history of events and ideas. Critical reflections on the nature and the function of literary history, of the canon, genre and (literary) theory as well as in-depth discussion of selected individual texts will support the "grand narrative" of the story of English Literature. In this first of a two-part survey lecture, you will be introduced to important English, Scottish, Welsh and Irish writers and their texts from the 16th to the 19th century. A *Reader* will be provided at the beginning of the term.

### **Kornxl: Essentials of English Linguistics**

Vorlesung, 70406, Di. 9.15-10.45, AE HSI

**LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu dieser Vorlesung auch den Kurs "Grundkurs: English Linguistics – An Introduction" besuchen, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Veranstaltungen beinhaltet.**

This lecture complements the Grundkurs "English Linguistics". It introduces students to the study of language and familiarizes them with the core areas and key concepts of Linguistics with major approaches to the field and specific methods and research tools that enable us to analyze both human language in general and English in particular from a system and speaker-oriented point of view. The material will be presented in a way that helps participants to develop their analytical skills and engage in active learning.

### **Literaturwissenschaft**

#### **Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft A**

Grundkurs, 70100, Di. 17.15-18.45, AB8023

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

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

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

Klarer, Mario (2007) *Einführung in die Anglistisch-Amerikanistische Literaturwissenschaft*, WBG. ISBN - 10: 3534204832

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

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

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

### **Mackenthun: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft B**

Grundkurs, 70101, Mi 9.15-10.45, U-H3-322

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, ISBN 9780141439471; erhältlich bei Weiland oder Internet-Buchversand). Zur studiums begleitenden Einführung in das Anglistikstudium empfehle ich Barbara Korte, Klaus Peter Müller und Josef Schmied (1997) *Einführung in die Anglistik*, Stuttgart: Metzler.

### **Hasenkamp: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft C**

Grundkurs, 70102, Mo. 17.15-18.45, U-H1-124

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

Die zu lesenden Texte sind in einem *Reader* im Copyshop erhältlich.

Bitte besorgen Sie sich zusätzlich *The Day of the Triffids* von John Wyndham (ISBN 978-0141185415, vorbestellt in der anderen Buchhandlung am Doberaner Platz).

### **Schmitt-Kilb: English Novels of the 1980s: Graham Swift (*Waterland*), Kazuo Ishiguro (*The Remains of the Day*), Julian Barnes (*History of the World in 10 ½ Chapters*)**

Proseminar, 70103, Di. 9.15-10.45, AB8023

The novels we are going to read in this course have become classics of postmodern British fiction and, as such, well-suited as an introduction to contemporary literary concerns. They are all concerned with the unstable relationship of history and fiction (key word "historiographic metafiction"); they all make use of postmodern narrative techniques (key words "unreliable narration", "multiperspectivity", "fragmentation"), and they are all fun to read. The course is designed to extend your "Grundkurs"-knowledge about narrative texts. Discussions on theoretical positions and concrete textual analysis will thus form an integral part of the sessions. You are expected to have read *Waterland* by the first session and will have to pass a quiz on the book in the first session in order to be able to further participate. Purchase the books and start reading as soon as possible.

**Mackenthun: Michael Chabon, *The Amazing Adventures of Kavalier & Clay*. A Case Study in Literary Criticism**

Proseminar, 70098, Do. 13.15-14.45, U-H2-210

Michael Chabon is one of the most inventive and celebrated American writers of the present day. In his novel *The Amazing Adventures of Kavalier & Clay*, set in the 1930s, he introduces us to a couple of picaresque immigrant characters who are manoeuvring themselves through some of the most challenging situations of the twentieth century. In escaping from alienated labor in the "Empire Novelties Incorporated Company" in New York, they seek to fulfill their own notion of the American Dream by becoming independent cartoonists only to find themselves in deep moral conflict due to the sufferings of their family members in fascist Europe, an episode which triggers an elaborate quest around the world. The novel won the Pulitzer Prize for Fiction in 2001, reason enough to look at it in depth and to chart the critical discussions that have since centered on it.

In addition to a *Reader* with critical essays, students are required to purchase:

Chabon, Michael. 2001. *The Amazing Adventures of Kavalier & Clay*. HarperCollins. ISBN-10: 1841154938.

**Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session regardless. Admission to this class depends on passing a QUIZ on the first 100 pages of Michael Chabon, *The Amazing Adventures of Kavalier & Clay*, in the first session. Bring the novel for the quiz.**

**Wallat: American Local Color Writing (1880-1920)**

Proseminar, 70080, Do. 09.15-10.45, AB8023

The time between the Civil War and the end of World War I – marked by increased nation-building, immigration, internal migration and racial tension – saw the rise of local color literature, which described the peculiarities of regional life through "lived experiences". From 1886, when Bret Harte published his local color stories "The Luck of Roaring Camp" and "The Outcasts of Poker Flat," until the First World War, literary regionalism enjoyed enormous popularity in America. Supported by magazines such as the *Atlantic Monthly*, *Century*, the *Colored American Magazine*, and *Land of Sunshine*, it was championed by many influential writers. However, there was never a single local color or regionalist tradition. Instead, the genre includes a wide range of writers and texts, spanning not only different parts of the United States but also many cultures and ethnicities, genres and forms, goals and ideologies. This seminar will introduce students to American local color writing. Based on the introductory seminar to British and American literature, this course will deal with the American short story and examine the achievements of such familiar writers as Joel Chandler Harris, Kate Chopin, Hamlin Garland and Sarah Orne Jewett and introduce less well-known voices like Sui Sin Far, Abraham Cahan and Zitkala-Sa.

Though classes will be accompanied by handouts, participants are asked to buy:

Ammons, Elizabeth and Valerie Rohy (eds.): *American Local Color Writing, 1880-1920*. New York: Penguin Books, 1998. (ISBN-10: 014043688X)

### **Schmitt-Kilb: Rejection and Romance: The "Gypsy" in British Literature**

Hauptseminar, 70144, Fr. 13.15-14.45, AB8028

Amongst the many groups accounting for the 'multi' in 'multicultural Britain', there is one which finds itself both subjected to a unique amount of hostility and confronted with an equally unique amount of cliché-ridden attitudes, one whose possibility of being heard was and is smaller even than that of most others: "gypsies". Various clichés – a hodgepodge of images ranging from the uncivilized kleptomaniac to the passionate freedom lover (re)produced in and through literature – present them as a social group of nomads without a genuine cultural identity. In the course we will trace the history of this issue and discuss the influential romanticizing as well as pejorative representation of "gypsies" in a number of English literary texts from the early 19<sup>th</sup> to the 21<sup>st</sup> century, from Sir Walter Scott to Louise Doughty. We will investigate the function of the literary "gypsy" and analyse the persisting construction of images of "gypsies" still prevalent in European and specifically British imagination. For further information, please check my notice board (from September 15<sup>th</sup>).

### **Schmitt-Kilb: Gothic, Horror and Romance in 19<sup>th</sup> Century British Fiction**

Hauptseminar, 70145, Mi. 11.15-12.45, AB8023

This course will consider works that fall under the genre known as "Gothic", a genre which has experienced a surprising revival in recent decades. As this genre is one of highly contested boundaries, we will consider how to define the Gothic, and what exactly constitutes this form. Is "the Gothic" a literary time period, a set of thematic concerns, or rather a literary mode? Our reading of gothic novels will be supported by critical literature on the Gothic genre. Topics such as "Gothic Spaces", the "Monstrous Other", and "Gender and Sexuality" will be our concern. Moreover, we will attempt to explain the themes of Gothic novels as reflections of prominent social, political, philosophical and economic concerns of their times. For further information, please check my notice board (from September 15<sup>th</sup>). Please buy and read Horace Walpole's *The Castle of Otranto* (1764; I suggest you all buy the Oxford World's Classics-edition) – knowledge of this text may be tested (you have to pass in order to get in) in the first session.

### **Wallat: Writers of the *Lost Generation*: Ernest Hemingway and Francis Scott Fitzgerald**

Hauptseminar, 70129, Fr. 11.15-12.45, AB8023

Gertrude Stein's remark, "You are all a lost generation", addressed to Hemingway, was used as a preface to the latter's novel *The Sun Also Rises*, which brilliantly describes an expatriate group typical of the "lost generation" – disillusioned intellectuals and aesthetes of the years following World War I, who rebelled against former ideals and values.

This course provides an introduction to two of the main representatives of the so-called "lost generation": Ernest Hemingway and Francis Scott Fitzgerald in addition to a survey of the forms and strategies of the "lost generation" and an insight into some of the masterpieces of its most prominent novelists.

Participants are asked to buy and read:

Ernest Hemingway (1926), *The Sun Also Rises*, London: Arrow Books. (0 09 990850 6)

Ernest Hemingway (1929), *A Farewell to Arms*, London: Arrow Books. (0 09 991010 1)

Ernest Hemingway (1944), *The First Forty-Nine Stories*, London: Arrow Books. (0 09 933931 5)

F. Scott Fitzgerald (1925), *The Great Gatsby*, London: Penguin Books. (0 14 062018 4)

F. Scott Fitzgerald (1934), *Tender is the Night*, London: Penguin Books. (0 14 118359 4)

F. Scott Fitzgerald, *Babylon Revisited: And other Stories* (ed. 1996), New York: Scribner. (0 14 062018 4)

### **Mackenthun: Native American Literature**

Hauptseminar, 70141, Fr. 11.15-12.45, AB 8028

The literature of authors with a Native American tribal background is presently one of the most fascinating and vibrant fields in US literature. In addition to a general historical survey and various theoretical assessments of the transcultural aspects of Native American literature, this class will offer in-depth analyses of the development of the Native American novel, beginning with its initial concern with the traumata of war, dispossession, racial hybridity, and disfranchisement on the reservation (Silko), moving to humorous investigations into the absurdities of US practices of racial differentiation and stereotyping (King), to representations of environmental and land rights issues (Hogan), and finally to reflecting an increasing concern with processes of transculturation beyond the territorial limits of the United States (Welch). Knowledge of additional novels by these and other writers (e.g. by Louise Erdrich, Sherman Alexie, Gerald Vizenor, and Louis Owens) can be fed into the class discussion by way of reports (Leistungsreferate).

In addition to a *Reader*, the following books have to be purchased:

Silko, Leslie Marmon. 1977. *Ceremony*. Reprint: Penguin, 1986. ISBN-10: 0140086838.

King, Thomas. 1993. *Green Grass Running Water*. Bantam. ISBN-10: 0553373684.

Hogan, Linda. 1995. *Solar Storms*. Scribner. ISBN-10: 0684825392.

Welch, James. 2000. *The Heartsong of Charging Elk*. Anchor. ISBN-10: 0385496753.

**Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session regardless. Admission to this class depends on passing a QUIZ on Leslie Marmon Silko, *Ceremony*, in the first session. Bring along the novel for the quiz.**

### **Mackenthun: Betwixt and Between. Liminality in American Literature and Culture**

Hauptseminar, 70142, Do. 15.15-16.45, U-H2-210

The term liminality designates a status in between two 'stable' conditions: a process of passing over from one state to another in temporal or spatial terms, or in terms of personal development such as identity transformation during adolescence. After a few theoretical preliminaries, we will look at liminality: first, in terms of ambivalent territoriality, taking as examples the historical and theoretical discourses about the western Frontier and the borderzone/*frontera* between the US and Mexico. We will look at how these borders so central to US collective identity – one 'moving', one fixed and heavily defended with electrical fences – are rhetorically produced and critiqued in nonfictional and

literary texts; secondly, we will discuss the liminal status of racial identities in the light of scientific discourses about racial hybridity and the literary response to this. The class will begin with the Choctaw-Cherokee-Irish writer Louis Owens' novel *The Sharpest Sight*, which negotiates both meanings of liminality, and it will end with Stephen King's classic *Pet Sematary* – with which the imperial power's fear of colonial revenge culminated in the Reagan era. In addition, we will discuss texts by Irving, Hawthorne, Poe, Lovecraft, Nella Larsen, and Gloria Anzaldua, and look at how the theme has been dealt with in film (e.g. Michael Wadleigh's *Wolfen*). **In addition to a Reader, the following texts have to be purchased:**

Owens, Louis (1995) *The Sharpest Sight*. Oklahoma UP. ISBN-10: 0806125748

King, Stephen (1983) *Pet Sematary*. Reprint Pocket Books, 2001. ISBN-10: 0743412273

**Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session regardless. Admission to this class depends on passing a QUIZ on Louis Owens, *The Sharpest Sight*, in the first session. Bring along the text for that purpose.**

## Sprachwissenschaft

### **Grundkurs: English Linguistics – An Introduction**

Grundkurs, 70006

N.N., Gr. 1, Di. 11.15-12.45, U-H3-322

Spohr, Gr. 2, Do. 11.15-12.45, AB8023

Spohr, Gr. 3, Mi. 13.15-14.45, AB8023

Spohr, Gr. 4, Do. 13.15-14.45, AB 8028

Wannisch, Gr. 5, Do. 15.15-16.45, AB8023

**LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu diesem Kurs auch die Vorlesung "Essentials of English Linguistics" besuchen, da das Modul "Grundlagen der Sprachwissenschaft I" beide Veranstaltungen beinhaltet.**

**BA-Studierende müssen parallel zu diesem Kurs auch die Übung "Fundamentals of Grammar" besuchen, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Kurse beinhaltet.**

This class introduces students to the different fields of linguistics, their pertinent methods and terminology. The course thus offers a survey of the study of English on different linguistic levels, beginning with its sounds (phonetics/phonology), moving on to an analysis of the form, structure and meaning of words (morphology, lexicology, semantics) and of sentences (syntax) towards an analysis of discourse and language use (pragmatics). An introduction to the analysis of regional or social varieties of language (sociolinguistics) and to the principles of historical linguistics will round off this survey.

### **Kornexl: Language and Culture in Anglo-Saxon England**

Proseminar, 70036, Di. 13.15-14.45, AB8023

**Die TeilnehmerInnen müssen das Modul "Grundlagen der Englischen Sprachwissenschaft I" erfolgreich absolviert haben.**

In lexical as well as in structural terms, the language used in England during the six centuries before the Norman Conquest is far more similar to Modern High German (and even more so to *Plattdeutsch*) than to Modern English. This seminar will deal with major characteristics of Old English on different linguistic levels, investigate important processes of linguistic change during this period, and try to evaluate their impact on the further development of the language. On a more general level, the course aims at demonstrating the richness of Anglo-Saxon life and culture. Thus special attention will be given to practical work with Old English texts from different genres in order to develop reading and translation skills and to increase the capacity for linguistic analysis and historico-cultural interpretation.

### **Wannisch: 'Bad language'? Prescriptivism in English**

Proseminar, 70045, Do. 13.15-14.45, AB8023

**Die TeilnehmerInnen müssen das Modul "Grundlagen der Englischen Sprachwissenschaft I" erfolgreich absolviert haben.**

Double negation, *who(m)*, or stranded prepositions are linguistic expressions and their usage has resulted in regulation and heated debate. In this seminar, we will take a closer look at those who have laid down the rules for 'proper' English from the 18th century to the present, at the linguistic phenomena that have received criticism and recommendation, and at the reasons for language regulation. This will serve as a basis for discussing the notions of descriptivism and prescriptivism, and for the examination of some linguistic poppy-cock ("passives should be avoided") and preconceived notions of prescriptivism.

### **Fundamentals of Grammar**

Übung, 70067

N.N., Gr. 1, Mo. 13.15-14.45, U69-H2-210

N.N., Gr. 2, Mo. 15.15-16.45, U69-H2-210

N.N., Gr. 3, Di. 13.15-14.45, U-H3-322

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

**BA-Studierende müssen parallel zu diesem Kurs auch die Übung "English Linguistics – An Introduction" besuchen, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Kurse beinhaltet.**

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.



**Dieser Kurs kann nur von LA-Studierenden (modularisiert ab WS 2012/13) im 3. Semester besucht werden.**

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

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 it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

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

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

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

The following book is recommended as a reference:

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

### **Haselow: Conversation Analysis**

Hauptseminar, 70055, Mo. 13.15-14.45, AB8023

**Die TeilnehmerInnen müssen ein Proseminar in der Englischen Sprachwissenschaft oder das Modul "Grundlagen der Englischen Sprachwissenschaft II" in der Englischen Sprachwissenschaft erfolgreich absolviert haben.**

Conversation Analysis (CA) is a research tradition that grew out of ethnomethodology and studies the social organization of 'conversation', or 'talk-in-interaction', by means of a detailed inspection of tape recordings and transcriptions made from such recordings. The orderliness of conversation as a social event is seen as the product of the systematic deployment of specifiable interactional methods or 'devices', which can be identified through the analysis of conversational episodes in authentic speech data.

In this seminar, students will become familiar with the main methods, analytic techniques and findings of CA and will carry out some case studies in the most important domains of organization in conversation, including turn-taking, action-sequencing, repairs, openings and closings, and action formation (e.g. banter, telling a story). Additionally, we will focus on the linguistic devices employed for the management of organizational problems in interactions, above all problems with the construction of turns and with preference organization (preferred and dispreferred actions).

Suggested introductory reading:

Hutchby, Ian & Robin Wooffitt (2008), *Conversation Analysis*, 2nd ed., Cambridge: Polity Press.

## **Haselow: Cross-Cultural Pragmatics**

Hauptseminar, 70057, Mo. 11.15-12.45, AB8028

**Dieses Seminar kann nur von MA-Studierenden und von LA-Studierenden für Gymnasium ab dem 7. Fachsemester besucht werden.**

Pragmatics is the study of language as action and of the contexts in which linguistic action takes place. Cross-cultural pragmatics is a research domain that includes contrastive and comparative analyses of linguistic action carried out by language users from different ethnolinguistic backgrounds. The object of inquiry in this seminar is the realization of a limited set of speech acts (e.g. apologies, requests, complaints) and of politeness strategies in different cultural settings. Students will examine the strategies that native speakers use in the realization of particular speech acts in order to find out what linguistic differences may result from the culture-specificity of verbal behavior (e.g. redressive devices, routinized expressions, levels of directness). For this purpose, we will compare different regional varieties of English (e.g. British and American English) and particular varieties of English to another language, e.g. German.

## **Kornexl: Structural Change in English**

Hauptseminar, 70058, Mi. 9.15-10.45, AB8023

**Die TeilnehmerInnen müssen ein Proseminar in der Englischen Sprachwissenschaft oder das Modul "Grundlagen der Englischen Sprachwissenschaft II" in der Englischen Sprachwissenschaft erfolgreich absolviert haben.**

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

## **Kultur**

### **Rossow: Grundkurs: Introduction to Cultural Studies**

Grundkurs, 70160

Gr. 1, Mo. 9.15-10.45, HS Radiologie (Gertrudenplatz)

Gr. 2, Mi. 9.15-10.45, HS Radiologie (Gertrudenplatz)

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: The 1930s: Art and Politics in an Angry Decade**

Proseminar, 70179, Fr. 09.15-10.45, AB8023

The 1930s – the decade of the "Great Depression" – left a deep impact on the American nation. It brought an end to the "golden and roaring 1920s" and saw many Americans in deep despair and extreme poverty. Confronted with this social catastrophe, artists, intellectuals and politicians responded to it in various ways.

This seminar will focus on how the Great Depression led to an immense increase in social unrest, protest and reform, and how Roosevelt's programs of "New Deal" intended to ease the suffering of the needy, to lay the foundation for economic growth and to help prevent future economic crisis.

A *Reader* will be provided at the beginning of the classes; accompanying readings will be provided through Stud.IP. Additionally, I recommend T. H. Watkins's *The Great Depression: America in the 1930's* (Back Bay Books, 2009), Amity Shlaes's *The Forgotten Man: A New History of the Great Depression* (Harper Collins Publication, 2007) and John Steinbeck's novel *The Grapes of Wrath* as complementary reading.

### **Linke: Introduction to Australia and Australian Studies**

Proseminar, 70180, Mo. 9.15-10.45, AB8023

Seen from a European perspective, Australia has been one of the most remote parts of the British Empire and Commonwealth. Despite geographic distance, colonisation by the British has, among other factors, shaped Australian culture and institutions. For more than 200 years, Australia has been a contact zone where British and other settlers met Aborigines, struggled with them over territory and scarce resources and, in many cases, drove them from their land, displaced, exploited and marginalised them. In this introductory course, students will familiarise themselves with the geography of Australia and then study Australian history, especially the history of colonisation and cultural contact. The historical survey will be combined with in-depth discussions of selected issues. In an attempt to go beyond the white settlers' perspective, special emphasis will be placed on the variety of histories, e. g. regional, Aboriginal, and gendered perspectives. Besides reading selected texts about the history and key issues of Australian culture, students will discuss one or two cinematic representations of Australian history (e.g. *Mabo*; *The Piano*). A *Reader* with text excerpts will be made available in Copy & Paste, Ulmenstraße.

### **Zittlau: Concepts of Insanity in Nineteenth-century America**

Proseminar, 70178, Mo. 11.15-12.45, AB8023

Insanity is both a concept used to describe someone who violates the norms and views of society as well as a clinical concept concerning the pathology of the mind. Thus looking at insanity in nineteenth-century America helps to reveal and discuss norms and processes of normalization in the contexts of gender, race and sexuality. At the heart of these discussions is a haunting insecurity about a clear definition of a healthy mind. While we explore the cultural history of insanity, problems of definition and categorization, we will also look at the consequences of being diagnosed as

insane. One focus of the class will be the William Freeman murder trial (1840) as an example that bridges law, medicine and popular culture and connects issues of insanity and race, while another focus will be the idea of the lunatic asylum and institutionalization. We will study texts by Benjamin Rush (the father of American psychiatry), Roy Porter, Michele Foucault, Naomi Klein and others as well as historical material such as "lunatic asylum reports" and publications about the Freeman murder trial to look at dimensions of insanity as they shape the society of nineteenth-century America. Reading material will be provided on Stud.IP.

### **N.N.: Proseminar Kulturwissenschaft**

Proseminar, 70171, Di. 9.15-10.45, HSS3

The lecturer's name and a course description will be supplied as soon as possible.

### **Linke: Sexuality in 20th Century America: Aspects of Social and Cultural History**

Hauptseminar, 70181, Di. 11.15-12.45, AB8023

This class will start with general theoretical readings and reflections on gender and sexuality and then move on to critical discussions of more specific readings on some selected aspects of the history of sexuality in the United States. An overview of events and developments will be combined with critical readings of diverse sources. Students will, for example, discuss excerpts from the so-called *Kinsey Reports* of the 1940s, sources on sexuality at the time of the Cold War, the 1960s and '70s with sexual liberation and the women's and gay rights movements. Readings will, beside some theoretical texts, mainly consist of historical documents, sociological studies and media texts. Students who want to enrol should be interested in theory and prepared to discuss sexually explicit texts.

A *Reader* with text excerpts will be made available in Copy & Paste, Ulmenstraße.

### **Rosow: The Transcultural Dimension of Globalisation**

Hauptseminar, 70202, Mi. 17.15-18.45, AB8023

From its inception, British cultural studies have responded to social changes and attempted not only to provide the theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, cultural studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race, ethnicity and immigration, later becoming increasingly concerned with gender issues. The most recent issues to which cultural studies have responded are processes which are commonly subsumed under the umbrella term globalisation. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political and economic context, and the respective analytical and theoretical responses of cultural studies with a special emphasis on transcultural aspects and the accompanying discourses.

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course.

### **Mackenthun: Betwixt and Between. Liminality in American Literature and Culture**

The term liminality designates a status in between two 'stable' conditions: a process of passing over from one state to another in temporal or spatial terms, or in terms of personal development such as identity transformation during adolescence. After a few theoretical preliminaries, we will look at liminality: first, in terms of ambivalent territoriality, taking as examples the historical and theoretical discourses about the western Frontier and the borderzone/*frontera* between the US and Mexico. We will look at how these borders so central to US collective identity – one 'moving', one fixed and heavily defended with electrical fences – are rhetorically produced and critiqued in nonfictional and literary texts; secondly, we will discuss the liminal status of racial identities in the light of scientific discourses about racial hybridity and the literary response to this. The class will begin with the Choctaw-Cherokee-Irish writer Louis Owens' novel *The Sharpest Sight*, which negotiates both meanings of liminality, and it will end with Stephen King's classic *Pet Sematary* – with which the imperial power's fear of colonial revenge culminated in the Reagan era. In addition, we will discuss texts by Irving, Hawthorne, Poe, Lovecraft, Nella Larsen, and Gloria Anzaldua, and look at how the theme has been dealt with in film (e.g. Michael Wadleigh's *Wolfen*). **In addition to a Reader, the following texts have to be purchased:**

Owens, Louis (1995) *The Sharpest Sight*. Oklahoma UP. ISBN-10: 0806125748

King, Stephen (1983) *Pet Sematary*. Reprint Pocket Books, 2001. ISBN-10: 0743412273

**Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session regardless. Admission to this class depends on passing a QUIZ on Louis Owens, *The Sharpest Sight*, in the first session. Bring along the text for that purpose.**

### Fachdidaktik und Vermittlungskompetenz

#### **Brunk: Grundkurs: Basic Study and Research Skills A + B**

Grundkurs

Brunk, Gr. A, 70223, Mo. 17.15-18.45, AB7023

Linke, Gr. B, 70224, Mo. 15.15-16.45, AB8023

**Nur für BA-Erstfach.**

**It is strongly recommended that students take part in this course along with "Oral Skills: Phonetics and Phonology" as there will be one joint exam covering both parts of Modul VK 12.**

This course has been designed to develop and extend the skills you need to undertake your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: gathering and using information (libraries and Internet), essay and report writing, oral presentation, practising the critical assessment of texts, and giving feed-back. An interactive approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

#### **Schulz: Oral Skills: Phonetics and Phonology**

Übung, 70235

Gr. 1, Do. 11.15-12.45, U-H3-322

Gr. 2, Do. 13.15-14.45, U-H3-322

**Nur für BA-Erstfach.**

**It is strongly recommended that students take part in this course along with "Grundkurs: Basic Study and Research Skills" as there will be one joint exam covering both parts of Modul VK 12.**

This course aims at providing B.A. students with a basic knowledge of the principles regulating the use of sounds in spoken English. Participants will examine how speech sounds are produced and how English pronunciation differs from German. As a result, they will develop a better understanding of the varieties of English speech and of the major differences between RP and General American. Students can be expected to improve their pronunciation, their ability to transcribe English, their understanding of rapid speech, and their reading skills. Course requirements include active participation and presentations on phonetic/phonological topics in class. To allow students to practice their skills on their own, they will be given a list of Internet sites that offer helpful information on the course's main areas of focus (speech sounds, stress, connected speech and intonation).

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

Grundkurs, 70233, Mo. 11.15-12.45, HSS3

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch;

Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernerorientierung im Englischunterricht.

**Schütt: Grundkurs: Frühbeginnender Englischunterricht**

Grundkurs, 70221, Mo. 15.15-16.45, gerade Wochen, AB8028

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

**Garbe: Englischunterricht zwischen Vermittlung und Aneignung**

Proseminar, 70240

Gr. 1, Mo. 9.15-10.45, AB8028

Gr. 2, Di. 9.15-10.45, AB 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: Literarische Texte im Englischunterricht**

Hauptseminar, 70244, Do. 9.15-10.45, AB8028

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

## **Garbe: Spiele im Englischunterricht**

Übung, 70249, Mi. 9.15-10.45, AB8028, gerade Wochen

Der spielerische Zugang ist von besonderer Bedeutung beim Erlernen einer Fremdsprache. Im Rahmen der Lehrveranstaltung erhalten die Studierenden einen Eindruck von der positiven Einwirkung der Spiele auf die Motivation und somit auf die effektive Gestaltung des Lernprozesses. Sie lernen die verschiedenen Arten der Spiele und ihre Einsatzmöglichkeiten in den einzelnen Phasen des Englischunterrichts kennen.

## **Schütt: Computer und Internet im Englischunterricht**

Übung, 70271, Mo. 15.15-16.45, AB8028, ungerade Wochen

Computer und Internet sind heutzutage aus dem Alltag von Kindern und Jugendlichen nicht mehr wegzudenken. So liegt es nahe, die Möglichkeiten moderner Medien für den Englischunterricht zu nutzen. In dieser Übung wird an zahlreichen unterrichtspraktischen Beispielen gezeigt, wie durch den Einsatz neuer Technologien das Sprachenlernen unterstützt und gefördert, und darüber hinaus ein kritischer Umgang mit Computer und Internet entwickelt werden kann. Im *peer teaching* werden konkrete Unterrichtsideen vorgestellt und diskutiert.

## **Schütt: Projektarbeit im Englischunterricht**

Übung, 70270, Mo. 13.15-14.45 AB8028, ungerade Wochen

In dieser Übung werden theoretische Grundlagen der Projektarbeit in einem kommunikativen, handlungsorientierten Fremdsprachenunterricht vermittelt. An praktischen Unterrichtsbeispielen werden Chancen und Grenzen der Projektmethode beleuchtet. Die TeilnehmerInnen entwickeln eigene Projektideen für den Englischunterricht und nehmen schrittweise die methodische Planung und Umsetzung dieser Ideen vor.

Die Übung richtet sich auch an die TeilnehmerInnen der Schulpraktischen Übungen, die im WS 2013/14 in Projekten tätig sein werden. Für sie ist das Ziel eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung der Projektplanung sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

### **Schütt: Methodentraining für SPÜ-TeilnehmerInnen (Kl. 5-12)**

Übung, 70261, Mo. 13.15-14.45, AB8028, gerade Wochen

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2013/14.

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.

### **Sprachpraxis**

#### **Grundstudium**

### **Adam: Towards Proficiency (Modul Sprachpraxis I)**

Übung, 70300,

Gr. 1, Di., 13.15-14.45, U-H3-421

Gr. 2, Di. 15.15-16.45, U-H3-421

Gr. 3, Mi. 9.15-10.45, U-H3-421

Gr. 4, Mi. 11.15-12.45, U-H3-421

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

Zur Anschaffung empfohlene Wörterbücher:



einsprachige Wörterbücher:

*Oxford Advanced Learner's Dictionary of Current English* oder

*Longman Dictionary of Contemporary English*

zweisprachige Wörterbücher:

*Collins* oder *Langenscheidt* oder

*Pons Deutsch-Englisch/Englisch-Deutsch*

### **Bowen: Text Production I**

Übung, 70325, Di. 11.15-12.45, U-H3-222

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

### **Flaherty: English Conversation**

Übung, 70318

Gr. 1, Mi. 15.15-16.45, AB8028

Gr. 2, Mi. 17.15-18.45, AB7023

**Only BA students and third semester Lehramt students will be admitted into this course. Students may not receive a Leistungsschein for this course.**

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

In particular, you will:

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

### **Vaughan: Discussing Ideas and Rhetorical Strategies**

Übung, 70322, Fr. 9.15-10.45, U-H3-222

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

### **Vaughan: Presentation Skills**

Übung, 70310, Fr. 11.15-12.45, U-H3-222

This course will focus on giving effective presentations in English, concentrating on the four central elements of presentations (situation analysis, structure, visual aids, and (body) language effects). After each session, participants will have developed their presentation skills through self-reflection and feedback from their peers and the instructor in addition to understanding how they could further improve their individual English language and media usage skills. During the course sessions, brief theoretical input provided by the instructor will alternate with practical work by participants. Equipment will be incorporated into the course in order to enhance the feedback process.

### **Spohr: Exploring English Vocabulary**

Übung, 70323, Di. 11.15-12.45, AB8028

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.

Students who successfully complete the respective requirements can receive a Teilnahmeschein or Leistungsschein.

### **Spohr: The Joys of English (Sprachpraxis IIa)**

Übung, 70365

Gr. 1, Di. 13.15-14.45, AB8028

Gr. 2, Mi. 17.15-18.45, AB8028

**Only third semester *Lehramt* students will be admitted into the course. It is a prerequisite for the second half of the "Modul Sprachpraxis II" (IIb) in the winter semester.**

At some point in your life, you decided to study English. Hopefully, you did so because you think English is a fascinating language. In this course, we will explore why. We will look at the little quirks and oddities that make English fun, examine unusual etymologies and idioms, practice playing with words, and explore traps and taboos. You will develop a better sense for details and nuances of usage, make your own English sound more natural, and learn more about the language you decided to study.

### **Bowen: Grammar in Use (Sprachpraxis IIa)**

Übung, 70364

Gr. 1, Mo. 11.15-12.45, U-H3-223

Gr. 2, Mo. 13.15-14.45, U-H3-223

**Only third semester *Lehramt* students will be admitted into the course. It is a prerequisite for the second half of the "Modul Sprachpraxis II" (IIb) in the winter semester.**

This course seeks to develop skills in grammar usage. Grammar can be seen as a more or less coherent and unified set of rules determining the composition and order of speech elements. However, a simple knowledge of the rules of grammar is insufficient for effective language use. Language competence relies to a great extent on a practical understanding of the relation between grammatical structures and communicative situations since it is the context and purpose of communication that determine which structures can be used in any concrete utterance and how they are used and interpreted.

In this course, students will thus examine a set of grammatical structures (especially those which pose the most usage problems for non-native speakers) with the aim of comprehending not only their internal structure but their typical application within a range of communicative situations.

### **Sprachpraxis (Hauptstudium)**

#### **Flaherty: Discussing Contemporary Culture and Issues**

Übung, 70363

Gr. 1, Do. 15.15-16.45, AB8028

Gr. 2, Do. 17.15-18.45, AB8028

This conversation course is designed to help you reinforce and expand your conversational skills in English. Students enrolled ought to have completed their *Grundstudium*. To broaden and improve your aptitude to converse in English, this course focuses on the particular division of language skills that are elementary to conversation through focusing on modern issues and different aspects of English language culture.

In particular, you will:

- develop your listening comprehension skills and extend your ability to understand spoken native-speaker language,
- develop your ability to engage in spontaneous and oral discussion on advanced themes and to respond appropriately in context-specific conversational settings,

- expand and personalize your active vocabulary knowledge in general areas of conversation.

### **Bowen: Translation German-English I**

Übung, 70355

Gr. 1, Di. 13.45-14.45, U-H3-222

Gr. 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.

### **Vaughan: Essay Writing**

Übung, 70350

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

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

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

### **Spohr: Translation English-German II**

Übung, 70353, Do. 17.15-18.45, AB8023

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

### **Bowen: Translation Workshop for Teacher Students**

Übung, 70357, Di. 15.15-16.45, U-H3-222

**Nur für Lehramtsstudierende.**

This course has a single goal: to help teacher students prepare for the translation section of their state exams. Since the language skills of most LA students are tested solely on the basis of a translation, those getting ready to take their exams are advised to brush up their translation skills. While the language skills section of the exam demands that students have good general English language skills, the translation section poses its own particular difficulties. This course will take a look at these difficulties and help students overcome them. As the course title suggests, the course is a workshop.

This means that the bulk of the time in the course will be taken up with exercises directed at improving students' chances of doing well in their exam. Each week students will be asked to translate past exams (or similar texts). In class we will go over the translations and suggest improvements. We will also look at techniques whereby one can translate quickly and effectively. In addition, typical German-English translation problems will be addressed.

### **Bowen: Debating and Communication**

Übung, 70358, Mi. 11.15-12.45, U-H3-222

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

### **Bowen: Academic Writing**

Übung, 70360, Do. 11.15-12.45, AB8028

#### **Nur für BATS- und Lehramtsstudierende.**

This course complements 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.

Master British and American Transcultural Studies

**Kornxl, Linke, Mackenthun, Rossow, Schmitt-Kilb, Haselow:**

**Grundmodul BATS: Theories and Methods of British and American Transcultural Studies**

**Diese Lehrveranstaltung wird ausschließlich für Studierende des Masterstudiengangs British and American Transcultural Studies angeboten.**

In diesem Modul werden ausgewählte Theorien und Methoden aus der Anglistik/Amerikanistik eingeführt, die für das Thema Kulturkontakt relevant sind. An der Lehrveranstaltung beteiligen sich die Lehrenden des Studienganges mit kleineren Unterrichtseinheiten zu ihren Gebieten und stellen in thematischen Einheiten (Anglophone Literatures in Transcultural Contexts, English in Transcultural Contexts und Anglophone Cultures in Transcultural Contexts) verschiedene theoretische und methodische Ansätze der beteiligten Bereiche vor.

**Rosow: The Transcultural Dimension of Globalisation**

Hauptseminar BATS – Kultur, 70202, Mi. 17.15-18.45, AB8023

From its inception, British cultural studies have responded to social changes and attempted not only to provide the theoretical means to analyse those changes critically but also to offer alternatives to the status quo. In the British context, cultural studies started from an interest in working-class and popular culture, and, in response to an increasingly multicultural Britain, shifted its focus to issues of race, ethnicity and immigration, later becoming increasingly concerned with gender issues. The most recent issues to which cultural studies have responded are processes which are commonly subsumed under the umbrella term globalisation. This course attempts to investigate selectively some of the diverse processes of globalisation, their historical, political and economic context, and the respective analytical and theoretical responses of cultural studies with a special emphasis on transcultural aspects and the accompanying discourses.

A *Reader* with a selection of thematically organised texts and the list of topics for term papers will be provided at the beginning of the course.

**Haselow: Cross-Cultural Pragmatics**

Hauptseminar BATS – Sprachwissenschaft, 70057, Mo. 11.15-12.45, AB8028

**Dieses Seminar kann nur von MA-Studierenden und von LA-Studierenden für Gymnasium ab dem 7. Fachsemester besucht werden.**

Pragmatics is the study of language as action and of the contexts in which linguistic action takes place. Cross-cultural pragmatics is a research domain that includes contrastive and comparative analyses of linguistic action carried out by language users from different ethnolinguistic backgrounds. The object of inquiry in this seminar is the realization of a limited set of speech acts (e.g. apologies, requests, complaints) and of politeness strategies in different cultural settings. Students will examine the strategies that native speakers use in the realization of particular speech acts in order to find out what linguistic differences may result from the culture-specificity of verbal behavior (e.g. redressive devices, routinized expressions, levels of directness). For this purpose, we will compare different regional varieties of English (e.g. British and American English) and particular varieties of English to another language, e.g. German.

**Schmitt-Kilb: Rejection and Romance: The "Gypsy" in British Literature**

Amongst the many groups accounting for the 'multi' in 'multicultural Britain', there is one which finds itself both subjected to a unique amount of hostility and confronted with an equally unique amount of cliché-ridden attitudes, one whose possibility of being heard was and is smaller even than that of most others: "gypsies". Various clichés – a hodgepodge of images ranging from the uncivilized kleptomaniac to the passionate freedom lover (re)produced in and through literature – present them as a social group of nomads without a genuine cultural identity. In the course we will trace the history of this issue and discuss the influential romanticizing as well as pejorative representation of "gypsies" in a number of English literary texts from the early 19<sup>th</sup> to the 21<sup>st</sup> century, from Sir Walter Scott to Louise Doughty. We will investigate the function of the literary "gypsy" and analyse the persisting construction of images of "gypsies" still prevalent in European and specifically British imagination. For further information, please check my notice board (from September 15<sup>th</sup>).

### **Mackenthun: Native American Literature**

The literature of authors with a Native American tribal background is presently one of the most fascinating and vibrant fields in US literature. In addition to a general historical survey and various theoretical assessments of the transcultural aspects of Native American literature, this class will offer in-depth analyses of the development of the Native American novel, beginning with its initial concern with the traumata of war, dispossession, racial hybridity, and disfranchisement on the reservation (Silko), moving to humorous investigations into the absurdities of US practices of racial differentiation and stereotyping (King), to representations of environmental and land rights issues (Hogan), and finally to reflecting an increasing concern with processes of transculturation beyond the territorial limits of the United States (Welch). Knowledge of additional novels by these and other writers (e.g. by Louise Erdrich, Sherman Alexie, Gerald Vizenor, and Louis Owens) can be fed into the class discussion by way of reports (Leistungsreferate).

In addition to a *Reader*, the following books have to be purchased:

Silko, Leslie Marmon. 1977. *Ceremony*. Reprint: Penguin, 1986. ISBN-10: 0140086838.

King, Thomas. 1993. *Green Grass Running Water*. Bantam. ISBN-10: 0553373684.

Hogan, Linda. 1995. *Solar Storms*. Scribner. ISBN-10: 0684825392.

Welch, James. 2000. *The Heartsong of Charging Elk*. Anchor. ISBN-10: 0385496753.

**Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session regardless. Admission to this class depends on passing a QUIZ on Leslie Marmon Silko, *Ceremony*, in the first session. Bring along the novel for the quiz.**

### **Mackenthun: Betwixt and Between. Liminality in American Literature and Culture**

The term liminality designates a status in between two 'stable' conditions: a process of passing over from one state to another in temporal or spatial terms, or in terms of personal development such as identity transformation during adolescence. After a few theoretical preliminaries, we will look at liminality: first, in terms of ambivalent territoriality,

taking as examples the historical and theoretical discourses about the western Frontier and the borderzone/*frontera* between the US and Mexico. We will look at how these borders so central to US collective identity – one 'moving', one fixed and heavily defended with electrical fences – are rhetorically produced and critiqued in nonfictional and literary texts; secondly, we will discuss the liminal status of racial identities in the light of scientific discourses about racial hybridity and the literary response to this. The class will begin with the Choctaw-Cherokee-Irish writer Louis Owens' novel *The Sharpest Sight*, which negotiates both meanings of liminality, and it will end with Stephen King's classic *Pet Sematary* – with which the imperial power's fear of colonial revenge culminated in the Reagan era. In addition, we will discuss texts by Irving, Hawthorne, Poe, Lovecraft, Nella Larsen, and Gloria Anzaldua, and look at how the theme has been dealt with in film (e.g. Michael Wadleigh's *Wolfen*). **In addition to a Reader, the following texts have to be purchased:**

Owens, Louis (1995) *The Sharpest Sight*. Oklahoma UP. ISBN-10: 0806125748

King, Stephen (1983) *Pet Sematary*. Reprint Pocket Books, 2001. ISBN-10: 0743412273

**Please sign up via Stud.IP; if the system rejects you or puts you on the waiting list, come to the first session regardless. Admission to this class depends on passing a QUIZ on Louis Owens, *The Sharpest Sight*, in the first session. Bring along the text for that purpose.**

### **Bowen: Academic Writing**

Übung BATS – Sprachpraxis, 70360, Do. 11.15-12.45, AB8028

#### **Nur für BATS- und Lehramtsstudierende.**

This course complements 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.

### **Linke, Mackenthun, Rossow, Schmitt-Kilb, Haselow, Kornelx: Praxismodul: Forschungsorientierte Vertiefung**

Kolloquium, 70504, Mo. 17.15-18.45, AB8023 und AB 8028

In der Lehrveranstaltung werden die in allen vorhergehenden Modulen vermittelten allgemeinen Theorien, Methoden sowie praktischen Fähigkeiten vertieft und produktiv auf forschungsorientierte Fragestellungen angewandt. Die Themen beziehen sich auf aktuelle Forschungsfragen aus allen Teilgebieten des Studiengangs und bereiten durch Betonung forschungspraktischer Aspekte auf die Masterarbeit vor. Insbesondere dient die Lehrveranstaltung der Vertiefung von Inhalten und Techniken forschungsorientierten Arbeitens und ihrer gezielten Anwendung auf ausgewählte wissenschaftliche Fragestellungen. Dies beinhaltet die Rezeption neuerer Forschungsinhalte, -theorien und -methoden auf dem Gebiet der British and American Transcultural Studies. Ferner trägt sie zur Ausbildung



forschungsorientierter methodisch-praktischer Fähigkeiten bei. Zu den konkreten Inhalten gehören die Analyse und Diskussion von strukturellen und stilistischen Aspekten wissenschaftlicher Arbeiten, die Literaturrecherche (kommentierte Bibliographie) und die Evaluation von Internetquellen sowie die Entwicklung von wissenschaftlichen Fragestellungen und Projektideen.