

Institut für Anglistik/Amerikanistik

Lehrangebot Wintersemester 2014-15

(Stand: 14. Oktober 2014)

Offizielle Informationsquelle für die Organisation des Studiums ist das
Online-Portal für Lehre, Studium und Forschung der Universität Rostock

<https://lsf.uni-rostock.de>

- 1 Liste der Raumkürzel
- 2 Vorlesungen
- 3 Literaturwissenschaft
- 4 Sprachwissenschaft
- 5 Kulturwissenschaft
- 6 Fachdidaktik und Vermittlungskompetenz
- 7 Sprachpraxis
- 8 Master British and American Transcultural Studies

1 Liste der Raumkürzel

AB10012	Labor 10012, A.-Bebel-Str. 28
AB8023	SR 8023, A.-Bebel-Str. 28
AB8028	SR 8028, A.-Bebel-Str. 28
AB9028	SR 9028, A.-Bebel-Str. 28
SCHW-HS	HS, Schwaansche Str. 3
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstr. 69, Haus 8
U69-H1-124	SR 124, Ulmenstr. 69, Haus 1
U69-H1-134	SR 134, Ulmenstr. 69, Haus 1
U69-H2-210	SR 210, Ulmenstr. 69, Haus 2
U69-H3-120	SR 120, Ulmenstr. 69, Haus 3
U69-H3-222	SR 222, Ulmenstr. 69, Haus 3
U69-H3-223	SR 223, Ulmenstr. 69, Haus 3
U69-H3-322	SR 322, Ulmenstr. 69, Haus 3
U69-H3-416	SR 416, Ulmenstr. 69, Haus 3
U69-H3-421	SR 421, Ulmenstr. 69, Haus 3
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Mackenthun: Survey Lecture American Literature, Part I

Vorlesung, 70399, Fr. 11.15-12.45, UP-HG-218

This survey lecture is indispensable for understanding the development of American literature within changing historical contexts. The first part will investigate the indigenous beginnings and colonial American literature through its development in the 18th and 19th centuries all the way to the Civil War. As a consequence of exploring the meanings of the terms "America" and "literature" and their relevance for the definition of an American literary 'canon,' special emphasis will be put on the impact of ethnicity, gender, and social relations on American writing. It is highly recommended that you attend this survey lecture as it will provide a strong backbone for your studies of American Literature. Most texts discussed in the lecture will be taken from the *Heath Anthology of American Literature*, ed. Paul Lauter (Fifth edition, vols. A and B, ISBN 0-618-54239-6; or a used earlier edition), which students who intend to specialize in American Studies should purchase. Some texts will be available as a *Reader*.

Linke/Möller (HMT): Jump into the Show Boat: U.S. Culture in the 20th Century and Its Representation in Musicals

Vorlesung, 70418, Mi. 11.15-12.45, UP-HG-218

The musical has been considered an "American cultural form" and a genre that, for about a century, suited both the mentality and the cultural economy of the United States. In this lecture, we will combine an overview of the cultural and social history of the U.S. with an interpretation of some landmark musicals (of which many became films). We will both locate selected musicals in American history with regard to the time of their production and the time they depicted and discuss how central cultural themes have been circulated throughout certain musicals. Selected scenes from various musicals will be embedded in the political and cultural discourses of the time. We will cover a wide range of musicals, from *Show Boat* (film 1936/musical 1927) and *Porgy and Bess* (1959/1935), *Cabin in the Sky* (1940), *South Pacific* (1949) through the musicals of the 1960s and '70s (*Westside Story* 1957/1961; *Jesus Christ Superstar* 1973; *Hair* 1979) to recent productions such as *Rent* (1996), *The Producers* (1968/2006) and *Assassins* (1990).

Students will be offered the opportunity to attend a performance of the musical *The Producers* at the Mecklenburgisches Staatstheater in Schwerin.

Kornexl: Essentials of English Linguistics

Vorlesung, 70406, Di. 13.15-14.45, U69-AEHS1

LA-Studierende (modularisiert ab WS 2012/13) müssen parallel zu dieser Vorlesung auch die Übung "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, major approaches to the field, and specific

methods and research tools that enable us to analyze human language in general and English in particular from a system- and a speaker-oriented point of view. A special focus will be placed on major contrasts between English and German. The material will be presented in a way that helps participants to develop their analytical skills and engage in active learning.

3 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 sind bei Thalia vorrätig.)

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

Grundkurs, 70101, Do. 13.15-14.45, AB8028

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 Hugendubel oder Internet-Buchversand). Zur studiums begleitenden Einführung in das Anglistikstudium empfehle ich Ansgar und Vera Nünning, *Introduction to the Study of English and American Literature* (Klett).

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

Grundkurs, 70102, Di. 13.15-14.45, U69-H1-124

This course serves as a basic introduction to English Literature in all its aspects. Literary theory, literary history, genre, textual analysis, critical vocabulary – all will be touched upon in a course which starts with an attempt to arrive

at an adequate definition of 'literature' (and particularly 'English literature'). Looking at text samples from different genres and periods, you will become acquainted with the terminology and concepts necessary to critically discuss literature and to analyse and interpret literary texts.

Please purchase the following editions:

- Maggie Gee, *The Ice People*, London: Telegram. ISBN 978-1846590382, and
- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed. Edinburgh: Edinburgh University Press.

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

Hasenkamp: Climate Change on Stage: Ecocriticism and Theatre

Proseminar, 70110, Mi. 17.00-18.30, U69-H1-124

Climate change is a topic so complex that fitting it into traditional forms of narrative is quite a struggle. It is perhaps better suited for theatre, a medium which can directly react to and comment on current concerns. Indeed, a number of recent plays have tackled the issue in various forms. This course is organised into two parts: in the first half, we will familiarise ourselves with the terminology and methodology of drama analysis. We will discuss two recent plays from a British and an Australian playwright, both as texts and as actual plays, with the help of media footage, reviews, and some acting and directing exercises. In the second half, you will work in groups focusing on different plays, which you will present in the course in extracts. Based on these presentations, we will discuss recurring characters, leitmotifs, and plot elements, critically reflecting on the different approaches to representing climate change on stage.

Please note: This course encourages active participation from every student and is thereby not suitable for those who would rather sit in the back row and keep their heads down.

Please purchase:

- Andrew Bovell, *When the Rain Stops Falling*. London: Nick Herrn Books.
- Mike Bartlett, *Earthquakes in London*. London: Methuen.

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

Hasenkamp: Jane Austen's Novels

Proseminar, 70117, Di. 11.15-12.45, U69-H3-416

She famously never wrote a scene featuring only men. The recent campaign to make her the face of the new £10 note prompted death threats, which in turn led to prison sentences. Her books have spawned wide-ranging publications of fan fiction which cover many things her own novels do not (including male narrators, sex, murder investigations, and vampires). *Clueless* and *Bridget Jones's Diary* borrow their plots from her novels. And, finally, a film version of *Pride and Prejudice* propelled the career of Colin Firth. Why read her novels? Because they are ironic, witty, and well-observed – and possibly better than anything and everything they have inspired – even Colin Firth's movie career.

In this course we will read three of Austen's novels. Please buy the Oxford World Classic editions (on order at the *Andere Buchhandlung*) of *Northanger Abbey* (978-0199535545) and *Mansfield Park* (978-0199535538), as well as the Norton Critical Edition of *Emma* (978-0393927641). Additional material will be made available on Stud.IP.

Kaiser: Once upon a Syllabus – Analysing Elementary School Text

Proseminar, 70085,

Gr. 1: Di. 13.15-14.45, AB7023

Gr. 2: Di. 15.15-16.45, AB7023

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

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

Briese: Postcolonial British Literature in the Literary Industry

Proseminar, 70086, Do. 17.15-18.45, U69-H3-421

Authors whose biographies are linked to former British colonies have made an essential contribution to the British literary canon and continue to enjoy an increasing popularity. This seminar offers an introduction to and critical reflection on the role of literary publishers in the production of contemporary literary fiction in Britain. It focuses in particular on how British postcolonial writings are introduced to large readerships and how authors position themselves in the literary field.

A *Reader* with critical texts will be provided at the beginning of the term.

Mackenthun: Literature and Psychology

Hauptseminar, 70143, Do. 15.15-16.45, AB8023

This class explores the manifold relations between literature and psychology – from Romanticism to the present. It will investigate this connection both on thematic and on theoretical levels – from Poe's neurotic narrators to Toni Morrison's complex representations of slavery trauma, and from the direct impact between psychoanalytical writings on literary texts (e.g. Freud/Breuer on Henry James' *The Turn of the Screw*) to the impact of psychoanalytical techniques of 'reading' on modern literary methods (e.g. Lacan's or Macherey's influence on poststructuralism, feminism, and critical discourse analysis). Rather than hunting down typical 'Freudian' or Jungian symbols – phallic cigars, uterine caves, and other fads of the "collective unconscious" – we will investigate the more complex question of whether and how literary texts can be seen to articulate a political 'unconscious' of modern culture (in Fredric Jameson's words) and provide therapeutic aid in trying to overcome historical trauma. The reading list may be seen as bulky but contains some of the best literature in print.

Besides a *Reader*, students are requested to purchase the following texts (Hugendubel, Online):

James, Henry (1898/2011) *The Turn of the Screw*. Penguin. **ISBN-10:** 0141439904

Morrison, Toni (1987/2010) *Beloved*. Vintage. **ISBN-10:** 0099540975

Atwood, Margaret (1996) *Alias Grace*. Little, Brown. **ISBN-10:** 1860492592

Foer, Jonathan Safran (2005) *Extremely Loud and Incredibly Close*. Penguin. **ISBN-10:** 9780141025186

Admission to class is gained by participating in a QUIZ (Lektürekontrolle) in the first session. Please read and bring the following text: Henry James, *The Turn of the Screw*.

Mackenthun: Transcultural and Transhistorical Representations of World War I

Hauptseminar (BATS), 70135, Mi. 11.15-12.45, AB8023

Literary memories of the First World War have, for a long time, been eclipsed by the overpowering presence of WWII literature. For some time, writers have begun to reassess the earlier war – the first global war covered by texts as well as visual media. In this class, which is largely (but not exclusively) limited to US and Canadian literature, we will examine two groups of fictional texts: first, texts written during or shortly after the war by American writers who were present at the scene or nearby (e.g. Ernest Hemingway, Edith Wharton, e.e.cummings), and second, writers who reimagined the catastrophic events at different times – and sometimes combine them with traumata of a different kind. We will concentrate on questions of the transcultural experience/representation of that European war as seen through the eyes of its transatlantic participants and poetic chroniclers. British and Irish WWI fiction (e.g. the war poets; the work of Pat Barker or Sebastian Barry) can (and should) be covered in presentations (Leistungsreferate).

Besides a *Reader*, students are requested to purchase the following texts (Hugendubel, Online):

Hemingway, Ernest (1929/2013) *A Farewell to Arms*. Vintage. **ISBN-10:** 0099582562

Findley, Timothy (1977/2001) *The Wars*. Faber & Faber. **ISBN-10:** 0571207995

Malouf, Peter (1982/1999) *Fly Away Peter*. Vintage. **ISBN-10:** 0099273829

Boyden, Joseph (2005) *Three Day Road*. Phoenix. **ISBN-10:** 0753820811

Admission to class is gained by participating in a QUIZ (Lektürekontrolle) in the first session. Please read and bring the following text: Timothy Findley, *The Wars*.

Wallat: Between the Lines: American War Novels

Hauptseminar, 70147, Fr. 11.15-12.45, AB 8023

American social and literary history is demarcated by wars. In chapters on periods of social and literary history from realism, generally taken to be a product of the Civil War, through modernism, usually assumed to be a prediction or result of the Great War, up to postmodernism, which followed World War II and spanned the conflicts in Vietnam, Iraq, and Afghanistan, we will read about the impact of war on human beings, and on the re-formation of national identity.

This seminar will focus on how the experience of war is presented in fiction. Steven Crane's novel *The Red Badge of Courage* (1895), Ernest Hemingway's *A Farewell to Arms* (1929), Joseph Heller's *Catch-22* (1961), Tim O'Brien's *Going After Cacciato* (1978) and Ben Fountain's *Billy Lynn's Long Halftime Walk* (2012) in addition to non-fiction (texts on Stud.IP) will provide an insight into the traumatic experience of war and the struggle to preserve human dignity.

Available at Thalia bookstore:

Steven Crane: *The Red Badge of Courage* (1895)

Ernest Hemingway: *A Farewell to Arms* (1929)

Joseph Heller: *Catch-22* (1961)

Tim O'Brien: *Going After Cacciato* (1978)

Ben Fountain: *Billy Lynn's Long Halftime Walk* (2012)

Additionally, I recommend John Keegan's *The Book of War* (Penguin Books, 2000) and Howard Zinn's *A People's History of the United States* (Perennial Books, 2003)

Christinidis: Literary Realism from the 19th to the 20th centuries

Hauptseminar, 70148

Vorbesprechung: Mi., 29.10.2014, 15.00-17.00

Blockseminare jeweils 10.00-18.00

11.11.2014 AB9023

12.11.2014 Schwaansche Str. 2-5 – SR Theologie, Schwaansche Str. 5 (Besprechungsraum)

2.12.12.2014 AB 9023

3.12.2014 Schwaansche Str. 2-5 – SR Theologie, Schwaansche Str. 5 (Besprechungsraum)

'Realism' is often understood in the sense of showing reality 'as it really is'. This approach has a long history in literary criticism and is in vogue with non-specialist readers, who have shown increasing signs of what David Shields has described as *Reality Hunger* in recent years: the popularity of 'authentic' fiction and autobiography has increased. On the other hand, since the late 1960s literary critics have increasingly described realism as purely a matter of style, of the way in which a story is told. This seminar will explore the strengths and weaknesses of both views of realism through the analysis of short critical texts. It will also give students a sense of the range and development of 'realist' writing by engaging with two (shortish) novels and four or five short stories considered 'realist'. Students will be expected to buy and read the following novels before the beginning of the seminar:

George Eliot, *Silas Marner* (Oxford World Classics edition)

Andrea Levy, *Every Light in the House Burnin'*

A reader containing short stories and critical texts will be provided at the preparatory meeting on 30 October. The Seminar will take place in two blocks, on 12/13 December and 16/17 January.

4 Sprachwissenschaft

Becker: Fundamentals of Grammar

Übung, 70068

Gr. 1: Mo 11.15-12.45, U69-H3-322

Gr. 2: Di 11.15-12.45, U69-H3-322

Gr. 3: Mi 9.15-10.45, U69-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.

Becker Grundkurs: English Linguistics: An Introduction

Grundkurs, 70006

Gr. 1 (Becker): Mo 13.15-14.45, U69-H3-322

Gr. 2 (Becker): Mo 17.15-18.45, U69-H3-322

Gr. 3 (Kornexl): Di. 15.15-16.45, AB8023

Gr. 4 (Becker): Di 17.15-18.45, U69-H3-322

Gr. 5 (Spohr): Mi 15.15-16.45, AB8028

Gr. 6 (Spohr): Do 11.15-12.45, AB8028

Gr. 7 (Spohr): Do 15.15-16.45, AB8028

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 and social varieties of language (sociolinguistics) and to the principles of historical linguistics will round off this survey.

Spohr: Phonetics and Phonology

Übung, 70078, Mi. 13.15-14.45, AB8028

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:

Collins, Beverly 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)

Becker: Semantics

Proseminar, 70003

Gr. 1: Di 13.15-14.45, U69-H3-322

Gr. 2: Mi 11.15-12.45, U69-H3-322

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

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

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

Kornexl: Historical Linguistics and the History of English

Hauptseminar, 70059, Mi. 9.15-10.45, AB 8023

Die TeilnehmerInnen müssen ein Proseminar in der Englischen Sprachwissenschaft (nicht-modularisierte LÄ) bzw. die Module "Grundlagen der Englischen Sprachwissenschaft I–III" erfolgreich absolviert haben.

Based on an outline of the fundamental concepts and mechanisms of language change, this seminar explores the essential stages in the evolution of English from its Germanic roots to the present day and studies the effects of major changes on all linguistic levels, including sociolinguistic and pragmatic processes. The participants will be familiarized with the key analytical tools and methods for the diachronic study of English to enable them to read, analyze and interpret historical texts in the light of current linguistic theories and approaches.

Course book: Albert C. Baugh & Thomas Cable (2013), *A History of the English Language*, 6th ed., London/NY: Routledge.

Kornexl: Exploring the Structure of English

Hauptseminar , 70060, Di. 9.15-10.45, AB8023

Die TeilnehmerInnen müssen ein Proseminar in der Englischen Sprachwissenschaft (nicht-modularisierte LÄ) bzw. die Module "Grundlagen der Englischen Sprachwissenschaft I–III" erfolgreich absolviert haben.

This seminar explores the 'architecture' of the English language from a typological and synchronic-diachronic perspective. The analytical and evaluative criteria gained from a study of theoretical approaches to linguistic structure will be applied to key issues in the fields of morphology, morphophonemics, and grammar, such as the status and function of the few surviving inflexional markers, their relationship to analytic patterns (e.g. *s-* vs *of*-'genitive'), and the peculiarities of English word structure and accentual patterns. To explore past as well as more recent and ongoing structural changes, textual examples will be provided both for illustration and practical analysis.

Kornexl: Standardization in Early Modern English

Hauptseminar, 70061, Mi. 11.15-12.45, AB8028

Die TeilnehmerInnen müssen ein Proseminar in der Englischen Sprachwissenschaft (nicht-modularisierte LÄ) bzw. die Module "Grundlagen der Englischen Sprachwissenschaft I–III" erfolgreich absolviert haben.

Linguistically, the time from c. 1500–1700 stands out as a period of increasing standardization and widespread critical reflection on language use suited to different purposes and types of discourse. The introduction of the printing press in 1476 opened up a forum for an intensive public debate among scholars, writers, and teachers about the status of English, mainly as compared to Latin, in its rediscovered classical form. The result of the widespread experimentation with the vernacular is neatly summarized in the title of Richard Foster Jones's classic monograph *The Triumph of the English Language* (1953). Based on a close reading of specimen texts, we shall explore regularizing tendencies on different linguistic levels and study the way these changes are reflected in linguistic comments by Early Modern English intellectuals and writers – among them such eminent figures as William Shakespeare.

The final part of the seminar in January 2015 will be held as a "Blockveranstaltung", in which the participants of this course and of parallel seminars at the institutes for *Germanistik* and *Romanistik* (conducted by Profs. Götz and Arnold) will discuss similarities and differences between the respective linguistic systems and traditions.

Haselow: English World-Wide

Hauptseminar (BATS), 70062, Mo. 11.15-12.45, AB8028

Dieses Seminar kann nur von MA-Studierenden und von Studierenden für LA Gymnasium ab dem 7. Fachsemester besucht werden. Letztere müssen ein Proseminar in der Englischen Sprachwissenschaft erfolgreich absolviert haben.

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, including so-called "indigenized" varieties such as Indian English or South African English in addition to such typologically distinct varieties as pidgins and creoles. Some of these varieties are continuations of the dialects originally spoken

within the British Isles; others arose as contact varieties and function in various capacities in communities around the globe. In this seminar we will outline the stages and characteristics of the processes underlying the spread and diversification of English and explore the different sociohistorical settings in which different types of Englishes arose. The findings will be applied in detail to the English spoken in different countries across all continents. Of key interest are pidgin and creole varieties, which vary in their genetic and typological relationship to English and which lend themselves as a testing ground for theories of language contact. The overall aim of this seminar is to test the hypothesis that, despite all surface differences, there is an underlying uniform process which has driven the individual instantiations of the diverse Englishes in different localities, as formulated in the "Dynamic model of the evolution of postcolonial English" by Edgar W. Schneider.

Haselow: Spontaneous Speech

Hauptseminar, 70063, Mo. 13.15-14.45, AB8023

Die TeilnehmerInnen müssen ein Proseminar in der Englischen Sprachwissenschaft (nicht-modularisierte LÄ) bzw. die Module "Grundlagen der Englischen Sprachwissenschaft I–III" erfolgreich absolviert haben.

Spontaneous spoken language has specific grammatical structures as well as interactional features; these require analysis in relation to the conditions of spoken language production. The typical features found in spoken language are therefore not considered deviations from "the (written) norm", but reflecting speech behavior under conditions of interactive, real-time speech production. These conditions include linearity and irreversibility (we cannot delete or change what we have already said), lack of planning time, working memory constraints, and interactivity (presence of another participant).

The first part of this seminar covers different cognitive aspects of spontaneous speech production and their relevance for linguistic descriptions of spoken language. In the second part, we will examine the consequences a cognitively-oriented approach to spoken language may or should have. In doing so, we will explore some typical features of spoken syntax and grammatical devices that play a central role in the organization of spontaneous spoken discourse.

5 Kulturwissenschaft

Rosow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160

Gr. 1: Mo. 9.15-10.45, UP-HG-218

Gr. 2: Mi. 9.15-10.45, UP-HG-218

This course introduces students to the study of culture, providing them with some 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 specific cases. The applications covered 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 American Dream: An Idea That Shaped a Nation

Proseminar, 70172, Do. 09.15-10.45, AB8023

The term was first used by James Truslow Adams in his book *The Epic of America* (1931). He states that the American Dream is "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position." At different times the American dream has meant different things. When the nation was founded, the Declaration of Independence embodied the American ideal that all men are created equal. Even in light of the evident contradiction of slavery, the spirit of this dream included the possibility of racial equality, class mobility, and home ownership – values that at particular points in time have been placed at the center of the collective American consciousness.

This course does not offer a comprehensive history of American life and institutions, but it will combine a concise presentation of American history with a close examination of the cultural and political contexts of the American Dream. Nationalized codes such as 'freedom', 'individualism', 'equality' and 'upward mobility' will be discussed on the basis of historical, critical and literary texts.

Participants are required to buy Jim Cullen's *The American Dream: A Short History of an Idea That Shaped a Nation*. Oxford and New York: Oxford University Press (ISBN-10: 0195173252 / ISBN-13: 978-0195173253). Additional material will be made available on Stud.IP.

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

Proseminar, 70161, Di. 11.15-12.45, AB8023

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

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

Linke: Class (Struggle) in Britain: The 1984 Miners' Strike and the Question of Representation, 30 Years after

Proseminar, 70186, Mo. 9.15-10.45, AB8023

In 2014, 30 years after the 1984 miners' strike, this landmark event in the history of the British working class received renewed attention from the media, scholars, and writers. Both the historical relevance of the event and the large body of media memorialising it make it a valuable object of study. In this class, you will first get an overview on post-war history, Thatcherism and the situation in Britain in the early 1980s, and revise theories and concepts of class. Since the central issue is the representation of the strike, you will reflect on the characteristics of various media and practice methods of analysis. Such media and text genres include, for example, video tapes ("The Miners' Campaign Tapes"; "The Miners' Hymns"), an exhibition, diaries, photography, and David Peace's novel *GB84* (2004). Analyses will focus on representation and memorialisation.

Please buy and read David Peace's novel before the term starts. Excerpts from the other texts will be made available in a *Reader* that can be bought at the copy shop "Copy and Paste", Ulmenstraße.

Zittlau: An Introduction to American Creative Non-fiction

Proseminar, 70184, Mo. 11.15-12.45, AB8023

Non-fiction is a category of prose based on facts and information. Moreover, when the poetics of language play a crucial role in these pieces of writing, the admittedly fuzzy sub-category of "creative nonfiction" applies. In this class, we will read texts by Mark Twain, Truman Capote, David Foster Wallace, Katherine Dunn, Hilton Als, Dave Eggers, Barbara Kingsolver, Susan Sontag, Joyce Carol Oates and Laurence Weschler. While we will think about the relationship between fact and fiction, we will also discuss the poetics of language in non-fiction texts. Additionally, the issues these writers address – ranging from identity politics, AIDS, 1960s television to hurricane Katrina and beyond – will be our concern when we cover a century of American history, politics and culture.

Rosow: The Transcultural Dimension of Globalisation

Hauptseminar (BATS), 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, in addition to 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.

Wallat: The Price of Freedom: War and American Society

Hauptseminar, 70198, Fr. 9.15-10.45, AB8023

Americans have gone to war to win their independence, expand their national boundaries, define their freedom, and defend their interests around the globe. Consequently, these wars have shaped the nation's history and transformed American society in various ways.

This course will offer an overview of American war history and examine how the experience of war is presented as fact and fiction in detail – in critical discourse and in public life & culture.

A *Reader* will be available at the beginning of the course, and accompanying texts will be provided throughout the semester on Stud.IP. Additionally, I recommend John Keegan's *The Book of War* (Penguin Books, 2000) and Howard Zinn's *A People's History of the United States* (Perennial Books, 2003).

6 Fachdidaktik und Vermittlungskompetenz

Brunk: Vermittlungskompetenz – Basic Study and Research Skills A

Gr. A (Brunk): Übung, 70223, Mo. 17.15-18.45, U69-H3-416

Gr. B (Linke): Übung, 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 begin and complete 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), oral presentations, essay writing, in addition to practising critical assessment of texts and giving feedback. You are encouraged to reflect on your own strengths and weaknesses, and 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.

Vermittlungskompetenz

Schulz: Vermittlungskompetenz – Oral Skills: Phonetics and Phonology

Übung, 70235

Gr. 1: Di. 13.15-14.45, AB8028

Gr. 2: Di. 15.15-16.45, AB8028

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).

Morkötter: Grundfragen der Fachdidaktik

Grundkurs, 70233, **Start: 3.11.2014**, Mo. 11.15-12.45, SCHW-HS

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 (LA Grundschulen, 2012)

Grundkurs, 70221, Mo. 13.15-14.45, AB8028, gerade Wochen

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, Mo. 9.15-10.45, AB8028

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

Garbe: Frühbeginnender Englischunterricht

Proseminar, 70248, Di. 9.15-10.45, AB8028

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

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.

Morkötter: Lese- und Schreibkompetenz im Englischunterricht

Hauptseminar, 70253, **Start: 4.11.2014** Di. 11.15-12.45, AB8028

Im Mittelpunkt des Seminars steht die Förderung von Textkompetenz, sowohl rezeptiv als auch produktiv, unter Berücksichtigung verschiedener Textsorten und Ansatzpunkte für textbezogene Wortschatzarbeit. Wir werden uns mit Lesestilen und Strategien zum Leseverstehen befassen sowie Aufgabenstellungen für unterschiedliche Phasen der rezeptiven Textarbeit erarbeiten. Im Bereich der Textproduktion werden theoretische Grundlagen und Verfahren der prozessorientierten Schreibdidaktik vorgestellt. Auch hier soll das Augenmerk insbesondere auf die Aktivitäten in den einzelnen Phasen des fremdsprachlichen Schreibens gelegt werden. Den Studierenden soll die Möglichkeit zur selbständigen Durchführung von Unterrichtssequenzen und deren Reflexion gegeben werden.

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.

Garbe: Darstellendes Spiel im Englischunterricht

Übung, 70250, Mi. 9.15-10.45, AB8028 ungerade Wochen

Theoretische Grundlagen des darstellenden Spiels und Möglichkeiten ihrer praktischen Umsetzung stehen im Mittelpunkt dieser Lehrveranstaltung. Die Studenten lernen die motivierende Rolle des darstellenden Spiels kennen und erwerben Kenntnisse über die Möglichkeiten des Einsatzes von zur Dramatisierung geeigneten Texten und Kriterien zu deren Auswahl. Eine optimale Prozessgestaltung wird anhand typischer Fallbeispiele geplant und diskutiert.

Schütt: Methodentraining für SPÜ-TeilnehmerInnen im Projekt

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

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im WS 2014/15 in Projekten tätig sein werden. Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung der Projektplanungen sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

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

Schütt: Methodentraining für SPÜ-TeilnehmerInnen semesterbegleitend

Übung, 70261, Mo. 15.15-16.45, gerade Wochen, AB8028,

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2014/15.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Fremdsprachenunterrichts beleuchtet, Lernstoffanalysen durchgeführt und methodisch sinnvolles Phasieren geübt.

Die Teilnehmer haben Gelegenheit, konkrete Unterrichtsprozesse für die schulpraktischen Übungen gemeinsam zu planen, planerische Alternativen zu entwerfen und Material für den Unterricht auszuwählen und zu gestalten. Durch

das Schreiben von Unterrichtsskizzen und Langentwürfen wird der Blick für das sinnvolle methodische Handeln im Rahmen des kompetenzorientierten kommunikativen Fremdsprachenunterrichts geschärft.

Schütt: Lernaufgaben für den Englischunterricht gestalten

Übung, 70262, Mo. 13.15-14.45, ungerade Wochen, AB8028

In dieser Übung wird untersucht, wie mit konkreten Lernaufgaben im Englischunterricht Kompetenzentwicklung gewährleistet werden kann. Dazu werden zunächst Lernaufgaben für den Englischunterricht vorgestellt und analysiert, passendes Unterrichtsmaterial gezeigt und in Videomitschnitten von Unterrichtssequenzen untersucht, wie Lehrkräfte diese Lernaufgaben im Unterricht umsetzen. Hier haben Studierende auch Gelegenheit, bereits vor den schulpraktischen Übungen die Beobachtung und Auswertung von Fremdsprachenunterricht zu erproben und gleichzeitig Einblick zu erhalten in den Zusammenhang zwischen Planung und Umsetzung von kompetenzorientiertem Englischunterricht.

Adam: Towards Proficiency (Sprachpraxis I)

Übung, 70300

Gr. 1: Di.13.15-14.45, U69-H3-421

Gr. 2: Di.15.15-16.45, U69-H3-421

Gr. 3: Mi. 9.15-10.45, U69-H3-421

Gr. 4: Mi. 11.15-12.45, U69-H3-421

This course helps students to develop and improve their English language skills. 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*

Kaiser: Towards Proficiency (for Primary Schools) (Sprachpraxis I)

Übung, 70301

Gr. 1: Mo. 9.15-10.45, U69-H3-223

Gr. 2: Mo. 11.15-12.45, U69-H3-223

Gr.3: Mo. 13.15-14.45, U69-H3-223

This course is only open to students taking Lehramt Grundschule.

This course helps students to develop and improve their English language skills. 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.

Kaiser: 'Much to learn you have young Padawan': Getting Grammar Right (Sprachpraxis IIa)

Übung, 70302

Gr. 1: Mi. 13.15-14.45, U69-H3-223

Gr. 2: Mi. 15.15-16.45, U69-H3-223

This course teaches the basic rules and patterns of grammar with the goal of helping students feel more secure about functioning in different communicative situations, whether they be spoken or written.

Children in elementary school learn grammar by immersing themselves in the foreign language and repeating the presented speech patterns. Because grammatical structures are not explicitly taught, it is of great importance that primary school teachers have sufficient language skills to be adequate role models. Therefore we will be examining e.g. syntactical structures in order to avoid sounding like Star Wars' Yoda.

Steady homework is necessary to reinforce the lessons of the course, and short assignments allow students to put their grammar skills to work.

Spohr: The Joys of English (Sprachpraxis IIa)

Übung, 70365

Gr. 1: Di. 11.15-12.45, U69-H3-223

Gr. 2: Mi. 17.15-18.45, U69-H3-223

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'll explore why. We'll 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.

Reading assignments will be announced in class.

Bowen: Grammar in Use (Sprachpraxis IIa)

Übung, 70364, Do. 11.15-12.45, AB8023

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.

Flaherty: English Conversation (Sprachpraxis IIIa)

70318, Mi. 15.15-16.45, U69-H3-416

English Conversation is designed to help you reinforce and expand your conversational skills in English. Students enrolled ought to possess basic language abilities. 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.

Vaughan: Rhetorical Strategies in Spoken English (Sprachpraxis IIIa)

Übung, 70322,

Gr. 1: Fr. 11.15-12.45, AB8028

Gr. 2: Fr. 13.15-14.45, AB8028

Politician or paramedic, teacher or technician, reporter or retailer – everyone has "ideas worth spreading". This simple concept is also the mission statement of the organization 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.

Bowen: Debating and Communication (Sprachpraxis IIIa)

Übung, 70358

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

Gr. 2: Mi. 11.15-12.45, U69-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.

Spohr: News and Current Events (Sprachpraxis IIIa)

Übung, 70366, Do.17.15-18.45, 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.

Flaherty: Discussing Contemporary Culture and Issues

Übung, 70363

Gr. 1: Mi. 17.15-18.45, U69-H3-416

Gr. 2: Do. 15.15-16.45, AB7023

Gr. 3: Do. 17.15-18.45, AB7023

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.

Vaughan: Essay Writing

Übung, 70350

Gr. 1: Mo. 11.15-12.45, U69-H3-416

Gr. 2: Mo. 13.15-14.45, U69-H3-416

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.

Bowen: Translation German-English I

Übung, 70355

Gr. 1: Di. 11.15-12.45, U69-H3-222

Gr. 2: Di. 13.15-14.45, U69-H3-222

This course offers an introduction to German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical and lexical factors. Each week we will address a particular grammatical or structural issue that arises from the significant differences between the English and German languages and their respective textual cultures. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. Since translating into English - perhaps more than any other activity - demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Bowen: Translation Workshop for Teacher Students

Übung, 70357, Di. 15.15-16.45, U69-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: Translation German-English II

Übung, 70362, Mo. 13.15-14.45, U69-H3-222

This course complements Translation German-English I – which students are expected to have completed before taking this class. Unlike the earlier course, which offers a practical introduction to translation, Translation German-English II focuses on the theory of translation. In this course we will look at the central concepts and movements in translation studies and determine their usefulness by using them as a basis for translation practice. We will start by looking at the concept of equivalence (a much disputed term in translation studies) and consider the degree to which translation can be considered as linguistic transfer. We will then move on to examine process-based and functionalist

approaches to translation. The last half of the course will focus on the particular problems posed by literary translation, in particular those defined under the rubrics of domestication and standardization.

Spohr: Translation English-German II

Übung, 70353, Di. 13.15-14.45, U69-H3-223

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

The translations are compared, analyzed and criticized in class.

For the course students will need: a German-English/English-German Dictionary, a thesaurus, an English-English Dictionary.

Bowen: Academic Writing

Übung (BATS), 70360, Do.13.15-14.45, AB8023

This course focuses on academic writing as a distinct discourse, with its own structures and register. To gain a better awareness of the features of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these 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 prose 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 and research strategies and examine how one uses references and puts together an effective outline.

8 Master British and American Transcultural Studies

Kornexl et al.: Grundmodul BATS: Theories and Methods of BATS

Seminar, 70500, Di. 17.15-18.45, AB8028

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.

Seminar, 70504, Mo. 17.15-18.45, AB8023 UND AB8028

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

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.

Mackenthun: Transcultural and Transhistorical Representations of World War I

Hauptseminar (BATS), 70135, Mi. 11.15-12.45, AB8023

Literary memories of the First World War have, for a long time, been eclipsed by the overpowering presence of WWII literature. For some time, writers have begun to reassess the earlier war – the first global war covered by texts as well as visual media. In this class, which is largely (but not exclusively) limited to US and Canadian literature, we will examine two groups of fictional texts: first, texts written during or shortly after the war by American writers who were present at the scene or nearby (e.g. Ernest Hemingway, Edith Wharton, e.e.cummings), and second, writers who reimagined the catastrophic events at different times – and sometimes combine them with traumata of a different kind. We will concentrate on questions of the transcultural experience/representation of that European war as seen through the eyes of its transatlantic participants and poetic chroniclers. British and Irish WWI fiction (e.g. the war poets; the work of Pat Barker or Sebastian Barry) can (and should) be covered in presentations (Leistungsreferate).

Besides a *Reader*, students are requested to purchase the following texts (Hugendubel, Online):

Hemingway, Ernest (1929/2013) *A Farewell to Arms*. Vintage. **ISBN-10:** 0099582562

Findley, Timothy (1977/2001) *The Wars*. Faber & Faber. **ISBN-10:** 0571207995

Malouf, Peter (1982/1999) *Fly Away Peter*. Vintage. **ISBN-10:** 0099273829

Boyden, Joseph (2005) *Three Day Road*. Phoenix. **ISBN-10:** 0753820811

Admission to class is gained by participating in a QUIZ (Lektürekontrolle) in the first session. Please read and bring the following text: Timothy Findley, *The Wars*.

Haselow: English World-Wide

Hauptseminar (BATS), 70062, Mo. 11.15-12.45, AB8028

Dieses Seminar kann nur von MA-Studierenden und von Studierenden für LA Gymnasium ab dem 7. Fachsemester besucht werden. Letztere müssen ein Proseminar in der Englischen Sprachwissenschaft erfolgreich absolviert haben.

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, including so-called "indigenized" varieties such as Indian English or South African English in addition to such typologically distinct varieties as pidgins and creoles. Some of these varieties are continuations of the dialects originally spoken within the British Isles; others arose as contact varieties and function in various capacities in communities around the globe. In this seminar we will outline the stages and characteristics of the processes underlying the spread and diversification of English and explore the different sociohistorical settings in which different types of Englishes arose. The findings will be applied in detail to the English spoken in different countries across all continents. Of key interest are pidgin and creole varieties, which vary in their genetic and typological relationship to English and which lend themselves as a testing ground for theories of language contact. The overall aim of this seminar is to test the hypothesis that, despite all surface differences, there is an underlying uniform process which has driven the individual instantiations of the diverse Englishes in different localities, as formulated in the "Dynamic model of the evolution of postcolonial English" by Edgar W. Schneider.

Rosow: The Transcultural Dimension of Globalisation

Hauptseminar (BATS), 70202, Mi. 17.15-18.45, AB8023

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

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, in addition to 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.

Bowen: Academic Writing

Übung (BATS), 70360, Do.13.15-14.45, AB8023

This course focuses on academic writing as a distinct discourse, with its own structures and register. To gain a better awareness of the features of academic writing, we will read selections from various academic texts which exemplify

typical features of academic prose. On the basis of these 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 prose 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 and research strategies and examine how one uses references and puts together an effective outline.