

Institut für Anglistik/Amerikanistik

Lehrangebot Wintersemester 2016/17

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1 Liste der Raumkürzel

AB10012	Labor 10012, A.-Bebel-Str. 28
AB8023	SR 8023, A.-Bebel-Str. 28
AB8028	SR 8028, A.-Bebel-Str. 28
AB9028	SR 9028, A.-Bebel-Str. 28
AB10.017a	SR 10.017a, A.-Bebel-Str. 28
HS S3	HS, Schwaansche Str. 3
U-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstr. 69, Haus 8
U-H1-124	SR 124, Ulmenstr. 69, Haus 1
U-H1-134	SR 134, Ulmenstr. 69, Haus 1
U-H1-323	HS 323, 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-H2-310	SR 310, Ulmenstr. 69, Haus 2
U-H3-322	SR 322, Ulmenstr. 69, Haus 3
U-H3-416	SR 416, Ulmenstr. 69, Haus 3
U-H3-421	SR 421, Ulmenstr. 69, Haus 3
UHG HS 218	HS 218, Universitätsplatz 1, Universitätshauptgebäude

2 Vorlesungen

Linke: Aspects of (US) American History on Film: From Conquest to the 20th Century

Vorlesung, 70395, Donnerstag, 11.15-12.45 Uhr HS 218, Universitätshauptgebäude

In this lecture, a selection of formative events in U.S. history such as the War of Independence, slavery, the Civil War, westward expansion, the Great Depression and the Civil Rights movement will be discussed in two directions, that is, as event history and as (re)constructions in selected American films produced at different times. The term will start with a reflection on the relationship between film and history and fictions of authenticity. Successive lectures will introduce the historical event or issue and then discuss critically popular images and interpretations of the respective event and their revisions. Some of the films will offer contemporary depictions of their time, for example the Great Depression, while others will be productions of a much later time that re-envision the past from a distance and under the influence of contemporary ideas (e.g. westward expansion in *The Searchers* (1956) and in *Dances with Wolves* (1990)). A main goal of the lecture is to highlight the constructive and interpretive power of films on history, which is concealed by the realistic mode of cinematic representation.

Schmitt-Kilb: English/British Literary History II

Vorlesung, 70392, Donnerstag, 13.15-14.45, HS 323, Haus 1, Ulmenstraße 69

In this second of a two-part survey lecture, you will be introduced to important English, Scottish, Welsh and Irish writers and their works from the late 19th century to the present day with an emphasis on poetry and the novel. It is the aim of the course to provide some indispensable general knowledge of British literary history as well as information about literary texts in the context of the history of culture, society, ideas and events. Exemplary readings of key texts will be presented against the backdrop of reflections about genre, aesthetics and literary theory.

Kornexl: Essentials of English Linguistics

Vorlesung, 70406, Dienstag, 09.15-10.45, Arno-Esch Hörsaal 1, Ulmenstraße 69

Parallel zu dieser Vorlesung muss der Kurs "English Linguistics: An Introduction" besucht werden, da das Modul "Grundlagen der Englischen Sprachwissenschaft I" beide Veranstaltungen beinhaltet und abprüft. 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, outlining 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 both a system and a 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.

3 Literaturwissenschaft

Schmitt-Kilb: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70443, Dienstag, 09.15-10.45, AB28-8023

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 the course. We will start with an attempt to define what literature (and particularly English literature) is. Looking at text samples from different genres and periods, you will become acquainted with the fundamentals of literary analysis and interpretation, i.e. the terminology and concepts necessary for a critical discussion of literature. Please buy the following books:

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

- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed., Edinburgh: Edinburgh University Press. ISBN-13: 978-0748691326

The books will be on order at the Andere Buchhandlung (Doberaner Platz).

Mackenthun: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70101, Mittwoch, 11.15-12.45, U69-H2-310

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).

Wallat: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70100, Dienstag, 17.15-18.45, AB28-8023

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.)

Bolze: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Grundkurs, 70102, Freitag, 13.15-14.45, UP-HG-017

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

Please purchase the following editions:

- Jane Austen, *Northanger Abbey*, *Lady Susan*, *The Watsons*, *Sanditon*. Oxford: Oxford University Press. ISBN 978-0199535545, and
- Dermot Cavanagh et al. (eds., 2014), *The Edinburgh Introduction to Studying English Literature*, 2nd ed. Edinburgh: Edinburgh University Press.

Additional material will be made available on Stud.IP.

Mackenthun: Ralph Ellison, *Invisible Man*. A Case Study in Literary Criticism

Proseminar, 70127, Donnerstag, 13.15-14.45, AB28-8028

A modern classic of African American literature, Ralph Waldo Ellison's novel *Invisible Man* (1952) is at the same time a classic of literary late modernism more broadly. While addressing the typical modernist theme of the conflict between society and the rebellious outsider, *Invisible Man* echoed memories of the Harlem Renaissance and paved the way for the next generation of African American writers. It also contains some of the finest examples of 'black' humor (in both meanings of that term). In this class we will study the text in detail, examining both formal and thematic features, as well as its multiple intertextual and political references. We will contextualize our reading with additional materials from the 1950s and also look at a few of the best known essays of literary criticism.

Students will have to purchase a (slim) **Reader** (Copy&Paste), as well as the following novel:

Ellison, Ralph (1952/2001) *Invisible Man*. Penguin. ISBN-10: 0141184426

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) on the first 100 pages of Ellison's novel in the first session. Please read and bring the text. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Wallat: Modern American Poetry

Proseminar, 70423, Donnerstag, 09.15-10.45, AB28-8023

This course does not provide an encompassing history of modern American poetry. As critics have argued, no such master narrative of the genre can be given. As such, we will do close readings of a variety of poems by a variety of poets. We will look at prominent themes, trends, problems, and disputes among poets; we will examine the historical, cultural, and political contexts in which the poems were written, as well as consider social categories such as gender, class, and race in the work we encounter. Featuring a broad scope of works from some of the most important and influential poets of the late 20th century – Howard Nemerov, Adrienne Rich, Anne Sexton, Sylvia Plath, Rita Dove, Anthony Hecht, Robert Creeley, Allen Ginsberg, W.S. Merwin – to the newest poetic voices; this course aims to provide an introduction to modern American poetry by exploring 'major' works of modernism. Participants are asked to buy:

- Gwynn, R. S. and April Lindner (eds.) (2005). *Contemporary American Poetry*, Harlow: Longman (Penguin Academics Series). (ISBN-10: 0321182820; 13: 9780321182821)

Bolze: "the eighth story": Potter on Stage

Proseminar, 70424, Freitag, 11.15-12.45, UP-HG-017

The announcement of an official Potter-play has not only prompted jubilation from booksellers, but sparked discussions among readers and critics alike. Long before the first previews or, indeed, the publication of the play script, 'the eighth story' has already shed new light on the Potterverse with its casting of a black Hermione, and forced fans to reconsider the concept of authorship, as J.K. Rowling did not in fact write the story herself. Last but not least, of course, it has sparked interest in theatre as a form and play scripts as a genre.

In this course, we will critically discuss the Special Rehearsal Edition of the play script that is being published on July 31st. Using terminology and methodology from drama and textual analysis, we will approach the script both as a text and as a play, considering aspects such as intertextuality, leitmotifs, plot, race-class-gender, as well as characters, staging, and audience.

Please purchase and read: Jack Thorne, *Harry Potter and the Cursed Child - Parts I & II (Special Rehearsal Edition)*, ISBN: 978-0751565355. Additional texts will be made available on Stud.IP.

Please note: You do not need to be a fan of the Potterverse to participate, but participants should have basic background knowledge of the Potter-novels.

Veselá Bartsch: English Literature for Elementary Schools (LA Grundschule)

Proseminar, 70425

Gruppe 1, Donnerstag, 17.15-18.45, U69-H3-322

Gruppe 2, Freitag, 09.15-10.45, U69-H3-223

Children enjoy listening to stories in their mother tongue and understand the conventions of narrative. For this reason, storybooks can motivate young learners to learn a foreign language in a context that is familiar to them. Children's literature can be used with young learners to support their English language learning at various stages of primary education.

This course is designed for students who will be teaching English to young learners at primary schools. It serves as a basic introduction to English literature, students will become acquainted with the fundamentals of literary analysis and interpretation of texts. A wide variety of children's literature will be introduced, including traditional stories, classical fairy-tales, fables, animal stories, rhymes, and other literary texts (e.g. Where's Spot? The Very Hungry Caterpillar, Little Red Riding Hood, Jungle Book, Winnie the Pooh, The Paper Bag Princess, Alice in Wonderland, Gulliver's Travels, etc.). Students will explore how English literature can be implemented in a primary school learning setting and will be asked to participate in discussions and give presentations on given topics. Students will have to purchase a *Reader* with selected texts (Copy&Paste). They will need a copy of the following books:

Lewis Carroll, *Alice's Adventures in Wonderland*. London: Puffin Books, 1984.

Ronald Dahl, *Matilda*. London: Puffin Books, 2007.

Schmitt-Kilb: John Berger – Novelist, Essayist, Critic, Marxist

Hauptseminar, 70442, Dienstag, 13.15-14.45, AB28-8023

John Berger is a painter, novelist, poet, playwright, essayist, film director, art critic, and has been a cultural critic and chronologist of the political developments of his time in countless articles. Born in England in 1926, he moved to a village in the French Alps in the 1970s and has lived and worked there ever since. In the seminar, we will discover and investigate a selection of writings of an author whose work shows a high level of unity despite its breathtaking diversity. This unity is a result of a political-ethical perspective which is consistently informed by the claim that artistic or critical efforts must be considered in the context of their potential to contribute (naively put) to a better world. Thus the responsibility of an artist and the relationship between art and society will be indispensable parts of our discussions.

In the seminar, we will read texts from various phases of Berger's career. We will start with the novel *G*, which won the Booker Prize in 1972, continue with parts of the 1980s trilogy *Into Their Labours* (consisting of three short novels: *Pig Earth* [1979], *Once in Europa* [1987], *Lilac and Flag* [1990]) and end with the 2008 novel *From A to X*. In addition to the novels, we will read a couple of Berger's essays where they fit the syllabus thematically or theoretically. Please buy and read the novels as soon as you can. Further texts will be provided via Stud.IP.

Schmitt-Kilb: Travel Writing in the Long 18th Century

Hauptseminar, 70433, Mittwoch, 11.15-12.45, AB28-8028

Travel writing occupies an important place in the literature of the "Age of Peregrination", as the end of the 18th century was called in the London *Critical Review* in 1797. British travellers went on journeys through the British

Isles, Europe and beyond and wrote about their experiences of beautiful landscapes, dangerous wildlife and exotic peoples in letters, journals, diaries and books. Political, philosophical and scientific issues were frequent topics of these texts in the larger framework of the question of British identity. Travel and inter-cultural encounter was also explored in fictional texts of the time. The seminar will look at a variety of texts in order to discuss thematic issues in the context of genre, rhetoric, form and the theory of place. Please buy the anthology edited by Bohls and Duncan (*Travel Writing 1700-1830*, ISBN-13: 978-0199537525) which provides most of the primary texts we read. Also please buy Laurence Sterne's *A Sentimental Journey* (ISBN-13: 978-0199537181).

Mackenthun: American Literature and the Global South

Hauptseminar, 70440, Freitag, 13.15-14.45, AB28-8023

With globalization spreading around the world, national borders become less and less significant in setting limits to economic migrations, with the freedom of human migration limping somewhat behind. Nevertheless, the increasing legal and 'illegal' crossing of borders can be regarded as a response to the global movements of capital and labor. In this class we will look at how contemporary American literature reflects on these complex entanglements – on how American writers, with or without what we in Germany call 'migration background', engage with the dependencies and conflicts between the First World and the Third World – or what's now called the Global South. Besides familiarizing ourselves with some of the leading theories about the economic and human entanglements (Ann Stoler, Rob Nixon, Arjun Appadurai, Dipesh Chakrabarty, Greg Grandin *et al.*), we will concentrate on emplotments and literary representations of these connections from a 'transcultural' point of view. Students will have to purchase a **Reader** (Copy&Paste), as well as the following texts:

- Sinha, Indra (2007) *Animal's People*. Simon & Schuster. ISBN-10: 141657879X.
- Habila, Helon (2011) *Oil on Water*. Penguin. ISBN-10: 0141046848
- Chamoiseau, Patrick (1992/1997) *Texcao*. Vintage. ISBN-10: 0679751750

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of Sinha, *Animal's People* and bring along the text to the first session. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Wallat: American Cold War Fiction

Hauptseminar, 70441, Freitag, 11.15-12.45, AB28-8023

Beyond their value as artistic expression or entertainment, novels are cultural records that reflect a society's views and values. During the Cold War, a variety of American (and British) novels reflected the anxieties and suspicions created by the specter of Communism and nuclear holocaust.

This course will focus on a collection of short stories, a play, and on three novels about the Cold War: Ray Bradbury's *The Illustrated Man* (1951), Arthur Miller's *The Crucible* (1951), Graham Greene's *The Quiet American* (1955), Curt Vonnegut's *Cat's Cradle* (1963) and E.L. Doctorow's *The Book of Daniel* (1971).

4 Sprachwissenschaft

English Linguistics: An Introduction

Grundkurs, 70006

Gruppe 1, Jitschin, Montag, 13.15-14.45, U69-H3-322

Gruppe 2, Jitschin, Montag, 17.15-18.45, U69-H3-322

Gruppe 3, Jitschin, Dienstag, 11.15-12.45, U69-H3-322

Gruppe 4, Jitschin, Dienstag, 17.15-18.45, U69-H3-322

Gruppe 5, Spohr, Dienstag, 15.15-16.45, U69-H3-416

Gruppe 6, Spohr, Donnerstag, 11.15-12.45, AB28-8023

Gruppe 7, Kähm, Montag, 11.15-12.45, UP-HG-218

Ab 1. Fachsemester.

Parallel zu diesem Kurs muss die Vorlesung "Essentials of English Linguistics" besucht werden, da das Modul "Grundlagen der Sprachwissenschaft I" beide Veranstaltungen beinhaltet und abprüft.

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.

Kähm: Shaping Old English: Ælfric and His Language

Proseminar, 70004, Dienstag, 15.15-16.45, AB28-8028

This seminar will introduce students both to the life and works of Ælfric of Eynsham, the most important and prolific prose writer of late Anglo-Saxon England in addition to his use of the Old English language as a devoted teacher, a conscientious preacher, an elegant stylist, and a protagonist of 'Standard Old English'. A range of texts from different genres, such as excerpts from Ælfric's Latin-Old English grammar, his 'colloquy' for monastic pupils, and his saints' lives will serve as a basis for an introduction to the language and culture of pre-Conquest England as mirrored in the work of one of its most remarkable intellectual representatives.

Kornexl: Variation and Change in English

Proseminar, 70021, Mittwoch, 11.15-12.45, AB28-8023

Variation provides the raw material for linguistic change. This seminar explores the dynamics of linguistic variation as a social process from a theoretical, methodological and empirical perspective. We will look at major developments in English sociolinguistics since the formation of this discipline in the early 1960s, study different ways of collecting, analyzing and interpreting data and examine selected examples of contact-induced language change that resulted in the emergence of 'new Englishes' such as pidgins and creoles.

- Course book: Daniel Schreier. 2014. *Variation and Change in English: An Introduction*. Berlin: Erich Schmidt Verlag (ISBN: 978 3 503 15507 1).

Kornexl: Standard(izing) English

Hauptseminar, 70050, Mittwoch, 09.15-10.45, AB28-8023

Ab 5. Semester.

English can boast an exceptionally long, though discontinuous history of standardization. The conscious development and cultivation of a supraregional *Schriftsprache* in late Anglo-Saxon times was followed by more than 300 years of largely unrestrained diversification, before a new process of standardization set in during the early 15th century. After examining the linguistic and social determinants and effects of this process, both with regard to writing and speech, we will take a critical look at the current position of Standard English and its associated accent, Received Pronunciation, in a national and international context, and discuss their future perspectives, epitomized, e.g. in David Crystal's provocative reading of RP as "Requiescat in Pace".

Kornexl: Exploring the Structure of English

Hauptseminar, 70060, Dienstag, 13.15-14.45, AB28-8028

Ab 5. Semester.

This seminar explores the 'architecture' of the English language from a typological perspective and a synchronic-diachronic point of view. 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.

Haselow: English outside Europe

Hauptseminar, 70069, Montag, 13.15-14.45, AB28-8023

Ab 5. Semester.

The global spread of English has resulted in the emergence of a diverse range of varieties of English outside Europe. In this seminar, we will discuss the evolution of these varieties, exploring the social, historical, sociolinguistic and political factors that shaped them on all levels of their structure. Taking a bird's-eye view of the process of the globalization and, at the same time, local diffusion of English in all of its forms and functions, we will test the hypothesis that there is a single, coherent process that underlies the evolution of the different Englishes spoken outside Europe.

Haselow: Emergent Grammar

Hauptseminar, 70072, Montag, 15.15-16.45, AB28-8023

Ab 5. Semester.

In recent years, the concept of *Emergent Grammar* has become increasingly influential in research on grammar, grammaticalization, and in Cognitive Linguistics. Instead of conceptualizing grammar as an abstract linguistic system with fixed structures, *Emergent Grammar* takes a dialectic view on grammar: on the one hand, structural patterns are based on the "sedimentation" or routinization of commonly used patterns in a long chain of communicative situations; on the other hand, speakers adapt grammatical formats to concrete communicative needs. Grammar and grammatical constructions thus arise out of the ways participants deal with routine tasks in everyday conversations. In this seminar, we will explore studies on language use in concrete everyday interactions and work with corpora of spoken English to find evidence for the idea that grammatical structure is a continual process of becoming in the process of interaction. Students will carry out an in-depth analysis of some chosen syntactic phenomena such as *projecting constructions* (e.g. *the thing/point is ...*), *extrapositions* (e.g. *it is quite strange that ...*), *wh-clefts* (e.g. *what I mean (is) ...*) or *tag questions*. A reader with selected texts will be provided.

Jitschin: Fundamentals of Grammar

Übung, 70068

Gruppe 1, Montag, 11.15-12.45, U69-H3-322

Gruppe 2, Dienstag, 09.15-10.45, U69-H3-322

Ab 2./3. Fachsemester.

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 and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.

Spohr: Phonetics and Phonology

Übung, 70078

Gruppe 1, Mittwoch, 15.15-16.45, U69-H3-222

Gruppe 2, Donnerstag, 13.15-14.45, AB28-8023

Ab 2. Fachsemester.

This class will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Learning to read and produce IPA transcriptions will be another important aim of this course. Where appropriate, English and German will be compared 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 ed. London: Routledge. (ISBN 978-0415506496) – Please make sure you buy this edition.

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

5 Kulturwissenschaft

Rosow: Grundkurs: Introduction to Cultural Studies

Grundkurs, 70160

Gruppe 1, Montag, 09.15-10.45, UP-HG-218

Gruppe 2, Dienstag, 09.15-10.45, UP-HG-218

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

Wallat: America and the Cold War: The Truman, Eisenhower and Kennedy Years

Proseminar, 70166, Freitag, 09.15-10.45, AB28-8023

The history of armed conflict in the modern world is notable for the fact that two of the most terrible wars of all time were fought in the first half of the 20th century. However, what probably would have been the most destructive war ever fought, which history would probably designate as World War III –if there were any "witness" around to make note of it – was never fought. Instead what the world got was the Cold War, often referred to as the "balance of terror."

This course aims at exploring American Cold War history. As a result of extensive reading and discussion, participants will improve their understanding of these decades of immense political and social challenges. Classroom work will focus on critical texts concerned with the expectations and experiences, conflicts and accomplishments of Cold War America and show how American writers, artists, moviemakers and politicians reacted to the issues of this time. Academic work will include the discussion of historical documents, critical texts and literary works, such as Ray Bradbury's *The Illustrated Man* (1951), and the "top 10" books and movies about the Cold War. A *Reader* will be available at the beginning of the course; accompanying texts will be provided throughout the semester. For additional background reading, I recommend Morris Dickstein's *Gates of Eden: American Culture in the Sixties* (Harvard University Press, 1997).

Linke: Constructions of Social Class in British Film since the 2nd World War

Proseminar, 70169, Dienstag, 15.15-16.45, AB28-8023

George Orwell once called England the "most class-ridden country under the sun". To the present day, class has been considered a major aspect of identity in British culture, which is reflected in many British films. This course aims to bring about an understanding of class relations and their representations in Britain since the mid-20th century and to develop skills needed for film analysis. The course will begin with definitions of the socially constructed category of class and an introduction to film analysis. A short survey of the socio-economic conditions at the time will precede each film analysis. We will then combine an interpretation of the overall structure of the film with a detailed interpretation of few selected images and scenes with regard to the representation of class. Films will be selected from the following list: *Love on the Dole* (1940); *Room at the Top* (1959); *Kes* (1969); *Riff-Raff* (1991); *Brassed Off* (1997); *The Full Monty* (1997); *The Navigators* (2002); *It's a Free World* (2007). Participants in this class must be prepared to watch all films outside of class.

A *Reader* with basic texts will be made available at the Copyshop Copy & Paste, Ulmenstraße.

Zittlau: Black America: An Introduction

Proseminar, 70167, Montag, 11.15-12.45, AB28-8028

Race is a dominant category in the lives of U.S. citizens, and skin color one of its most important parameters. Throughout history, different movements and initiatives, most recently #BlackLivesMatter, highlight experiences of injustice resulting from racism in order to point out contemporary issues of inequality. Michele Alexander goes as far as to analyze a new caste system that prevents Black citizens from participating in American civil life (*The New Jim Crow*, 2010).

This class focus on different moments in history to better understand current discourses of race in the American context. We will use contemporary cultural expressions such as Kara Walker's sugar sphinx, poetry by Lucille Clifton, a graphic novel by Kyle Baker, essays by bell hooks and others to look at the history of slavery, lynching, violence and exclusion.

All material will be provided on Stud.IP.

Linke: "When is life grievable?" Reading Recent American and British War Films

Hauptseminar, 70196, Montag, 09.15-10.45, AB28-8023

In this class, students will combine the study of texts by two major American cultural critics, Judith Butler and Susan Sontag, with critical readings of selected films on recent wars, e.g. the war in Iraq, and the American 'war against terror'. After studying excerpts from Butler's *Frames of War: When Is Life Grievable?* (2009) and Sontag's *Regarding the Pain of Others* (2003), and an overview on recent American wars as well as an introduction to film analysis, students will analyse films and discuss questions such as how war is framed visually and narratively, whose life is represented as grievable or precarious, whose lives are excluded, and which/how power relations are represented. The films that will be discussed need to be watched by all course participants outside of classtime. Among the films to be analyzed will be, for example, *Redacted* (USA 2008, B. De Palma), *Syriana* (USA 2005, S. Gaghan), *Battle for Haditha* (UK 2007, N. Broomfield) and *The Hurt Locker* (USA 2008, K. Bigelow) and *Route Irish* (UK 2010, K. Loach).

A *Reader* will be made available at the Copyshop Copy & Paste, Ulmenstr. Please, buy and read Judith Butler: *Frames of War: When Is Life Grievable?* London: Verso, 2010.

Rossow: The Transcultural Dimension of Globalisation

Hauptseminar, 70202, Mittwoch, 17.15-18.45, AB28-8028

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.

Mackenthun: Silent Spring to Earth First. The History of Environmentalism in the United States

Hauptseminar, 70201, Donnerstag, 15.15-16.45, AB28-8028

Other than most of us would assume, the roots of the environmentalist movement arguably lie in the United States. In this class, we will dig into the history and theory of American environmentalism from its Romantic beginnings until today and look at how environmentalist ideas have been turned into political practice since the late nineteenth century – all the way to radical movements like Earth First. In addition, we will explore how environmentalist ideas and practices are being reflected in cultural products such as literature and film. There will be plenty opportunity for presenting papers on additional material.

Students will have to purchase a *Reader* (Copy&Paste), as well as the following texts:

- Carson, Rachel (1962/2002) *Silent Spring*. Mariner Books. ISBN-10: 0618249060.
- Abbey, Edward (1975/2006) *The Monkey Wrench Gang*. HarperPerennial. ISBN-10: 0061129763.

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of Abbey, *Monkey Wrench Gang* and bring along the text to the first session. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch

Grundkurs, 70233, Montag, 11.15-12.45, Hörsaal, Schwaansche Str. 3

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; Lernorientierung im Englischunterricht.

Garbe: Englischunterricht zwischen Vermittlung und Aneignung

Proseminar, 70240

Gruppe 1, Montag, 09.15-10.45, AB28-8028

Gruppe 2, Mittwoch, 09.15-10.45, AB28-8028

Nicht für **Grundschulpädagogik, Lehramt Grundschule (2012)**.

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, Dienstag, 09.15-10.45, AB28-8028

Grundschulpädagogik, Lehramt Grundschule (2012)

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, Donnerstag, 09.15-11.15, AB28-8028

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: "Englischunterricht und eine 'Didaktik des Übergangs': von der Primar- zur Sekundarstufe"

Hauptseminar, 70275, Freitag, 09.15-10.45, AB28-8028

Durch die flächendeckende Einführung des grundschulischen Fremdsprachenunterrichts sind FremdsprachenlehrerInnen der weiterführenden Schulen vor neue Herausforderungen gestellt, denn sie treffen auf Fünftklässler mit zum Teil sehr unterschiedlichen Lernerfahrungen und -voraussetzungen im Fach Englisch. Im Zuge der Diskussion über die 'Übergangsfrage' von grundschulischem Fremdsprachenunterricht zu jenem der weiterführenden Schulen wird unter anderem von "Weiterführungsproblematik, Übergangsproblematik, Nahtstellenproblematik" (Mertens 2001: 195) oder von einer "Lücke zwischen Grundschule und Sekundarstufe I" (ebd.), von "Weiterführung" (Legutke 2000: 48ff.) und "Anknüpfung" (Mertens 2000: 148f.) gesprochen. Dieses Seminar richtet sich sowohl an Studierende des Grundschullehramts als auch des Lehramts der weiterführenden Schulen. Wir werden uns mit Fragen und Möglichkeiten einer zeitlichen, inhaltlichen und methodischen Koordination des grundschulischen und weiterführenden Englischunterrichts befassen. Für den Erwerb eines Leistungsnachweises ist ein Seminarvortrag in Form eines Referats zu einer Studie aus der 'Übergangsdidaktik' (z.B. Wagner 2009) oder die Präsentation eines Unterrichtsentwurfs für die Ausgangsklasse der Grund- bzw. Eingangsklasse der Sekundarschule erforderlich.

Schütt: Frühbeginnender Englischunterricht (LA Grundschulen)

Übung, 70221, Montag, 13.15-14.45, 14täglich, ungerade Wochen, AB28-8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Fremdsprachenunterrichts. In dieser Übung wird die Mehrdimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Die Gestaltung des Übergangs zum "regulären" Englischunterricht in der SEK I wird thematisiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten sollen zu anregender, kindgerechter Unterrichtsgestaltung befähigen.

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

Schütt: Methodentraining für SPÜ-TeilnehmerInnen (LA an Gymnasien und LA an Regionalen Schule)

Übung, 70261, Montag, 15.15-16.45, 14täglich, ungerade Wochen, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen für das LA an Gymnasien und das LA an Regionalen Schulen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2016/17.

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.

Schmidt: Methodentraining für SPÜ-TeilnehmerInnen (LA Grundschulen und LA für Sonderpädagogik)

Übung, 70276, Donnerstag, 11.15-12.45, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen für das LA an Grundschulen und das LA Sonderpädagogik statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen im WS 2016/17.

Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Englischunterrichts 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.

13.10.2016-24.11.2016 wöchentlich 1 SWS

Ab 01.12.2016 weitere Übung für Fachdidaktik (Fr.Dr. Veselá Bartsch)

**Veselá Bartsch: Content and Language Integrated Learning for Primary Teachers
(LA Grundschulen und LA für Sonderpädagogik)**

Übung, 70277, Donnerstag, 11.15-12.45, U69-H1-020

This course is designed for students who will be teaching English to young learners in primary schools. The aim of the course is to clarify the key concepts of Content and Language Integrated Learning (CLIL) and to focus on specific areas of primary classroom management and instruction. The participants will develop their skills in teaching non-language subjects through English, including Maths, Geography, History, Art, Music and Physical Education. The course includes practical sessions on preparing CLIL micro lessons and delivering these lessons to the trainer and peers to put learned methodology and new ideas into practical use. Participants will also work on adapting and creating their own teaching materials.

ab 01.12.2016 wöchentlich 1 SWS

Schütt: Projekte im Englischunterricht

Übung, 70220, Montag, 15.15-16.45, 14täglich, gerade Wochen, AB28-8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im WS 2016/17 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: Leistungsmessung und -bewertung im kompetenzorientierten Englischunterricht

Übung, 70222, Montag, 13.15-14.45, 14täglich, gerade Wochen, AB28-8028

Wie sieht eine angemessene Leistungsbeurteilung im kompetenzorientierten Englischunterricht aus? In dieser Übung werden Wege der Leistungsmessung und -bewertung in verschiedenen Klassenstufen untersucht. Anhand von praktischen Beispielen werden Diagnose- und Evaluationsmaßnahmen gezeigt: Wie wird Leistung sichtbar, wie kann sie beobachtet, gemessen und bewertet werden? Diese Fragen werden u. A. in der Übung diskutiert.

Schütt/Schmidt: Schulpraktische Übungen

Übung, 70273

Die Schulpraktischen Übungen ermöglichen den Lehramtsstudierenden, erste praktische Erfahrungen in der Schule während der universitären Ausbildung zu erlangen. Voraussetzung zur Teilnahme an SPÜs ist das erfolgreich absolvierte PS Fachdidaktik. In Gruppen von fünf bis sechs Studierenden und unter der Anleitung und Begleitung durch DozentInnen der Fachdidaktik Anglistik erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren. Die Vergabe der SPÜ-Plätze erfolgt durch Frau Dr. Garbe und Frau Schütt, ca. eine Woche vor Semesterbeginn. Der genaue Termin wird den Studierenden per E-Mail bzw. durch einen Aushang bekannt gegeben.

Linke: Basic Study and Research Skills A

Grundkurs, 70223, Montag, 13.15-14.45, AB28-10.017a

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, evaluating and using sources (libraries and Internet), modes of citation, aspects of writing 'Hausarbeiten' and preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Each thematic unit will be enriched by sample materials and practical exercises. 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.

Bönnner: Basic Study and Research Skills B

Grundkurs, 70224, Montag, 17.15-18.45, U69-H3-421

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, evaluating and using sources (libraries and Internet), modes of citation, aspects of writing 'Hausarbeiten' and preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Each thematic unit will be enriched by sample materials and practical exercises. 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.

7 Sprachpraxis

Adam: Sprachpraxis I: Towards Proficiency

Übung, 70300

Gruppe 1, Dienstag, 13.15-14.45, U69-H1-124

Gruppe 2, Dienstag, 15.15-16.45, U69-H1-021

Gruppe 3, Mittwoch, 09.15-10.45, U69-H3-416

Gruppe 4, Mittwoch, 11.15-12.45, U69-H3-416

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*

Veselá Bartsch: Sprachpraxis I: Towards Proficiency (for Primary Schools)

Übung, 70301

Gruppe 1, Donnerstag, 13.15-14.45, U69-H3-222

Gruppe 2, Donnerstag, 15.15-16.45, U69-H3-222

This course is only open to students taking Lehramt Grundschule. It fulfils the requirement for Sprachpraxis I

This course helps students to improve their existing language knowledge and skills to become proficient users of English. The learning material is organized in units, each of which is based on an interesting topic such as Looking after yourself, Wedding dramas, Exam time, Degrees and Carrers etc. It contains a variety of exercises and activities to practise grammar, vocabulary and pronunciation with a balance of reading, writing and listening activities, and plenty of opportunities for speaking. The course uses digital resources with strong online support. Online sources will serve as self-study material. As students work through it, they progressively revise and build up their level of proficiency and become more responsible for their own progress. Participants are asked to buy the course book:

Latham-Koenig, Christina & Clive Oxenden (2014). *English File third edition Intermediate Plus Student's Book with 1 Tutor and Online Skills*. Oxford: Oxford University Press. ISBN 978-0-19-455829-7. 2. Please make sure you buy this edition!

Bowen: Academic Writing

Übung, 70360, Donnerstag, 15.15-16.45, AB28-8023

This course is intended for MA students. However 'modulized' LA students may also take the class as the first part of Sprachpraxis IV.

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.

Veselá Bartsch: Sprachpraxis II: Getting Grammar Right (for Primary Schools)

Übung, 70305

Gruppe 1, Freitag, 11.15-12.45, U69-H3-222

Gruppe 2, Freitag, 13.15-14.45, U69-H3-222

This course is only open to students taking Lehramt Grundschule. It fulfils the first part of the requirement for Sprachpraxis II

This course is designed for the future primary school teachers to assist their study of English grammar. Competent speakers of English do not only have to master vocabulary, they also need to know how to combine words into larger units, such as clauses and sentences. This course focuses the structure of words (morphology) and the principles of English sentence structure (syntax). The emphasis is on the meaning and the use of the grammatical forms. Special attention is given to those points which are often a problem for students. In addition, we will explore different approaches to teaching English grammar to young learners. Participants are asked to buy the book:

Eastwood, John (2006). *Oxford Practice Grammar with answers. Intermediate with Tests (and Practice-Boost CD-ROM)*. Oxford: Oxford University Press.

Spohr: Sprachpraxis II: The Joys of English

Übung, 70365

Gruppe 1, Dienstag, 11.15-12.45, U69-H2-210

Gruppe 2, Mittwoch, 17.15-18.45, U69-H3-222

Gruppe 3, Donnerstag, 17.15-18.45, AB28-8028

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.

Marshall: Sprachpraxis II: Spoken Communication

Übung, 70306

Gruppe 1, Dienstag, 09.15-10.45, U69-H3-416

Gruppe 2, Dienstag, 11.15-12.45, U69-H3-416

This course is designed to help you reinforce and expand your spoken communication skills in English. To broaden and improve your ability to communicate in English, this course focuses on the particular set of language skills that are central to spoken communication and, in particular, 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, and
- improve the grammatical and lexical competences needed in fluent spoken communication.

Bowen: Sprachpraxis II: Grammar in Use

Übung, 70364

Gruppe 1, Dienstag, 11.15-12.45, U69-H3-222

Gruppe 2, Dienstag, 13.15-14.45, U69-H3-222

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.

Vaughan: Sprachpraxis III: Rhetorical Strategies in Spoken English

Übung, 70322

Gruppe 1, Montag, 11.15-12.45, U69-H3-416

Gruppe 2, Montag, 13.15-14.45, U69-H3-416

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 an invitation-only conference for numerous and disparate people to network and share intercultural and interdisciplinary views. The group has expanded exponentially to become a non-profit organisation and now also operates on a website (<http://www.ted.com/>) that provides access under creative commons licensing to over 2,200 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.

Vaughan: Sprachpraxis III: Presentation Skills

Übung, 70310

Gruppe 1, Freitag, 11.15-12.45, U69-H3-416

Gruppe 2, Freitag, 13.15-14.45, U69-H3-416

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 personal presentation profile as a result of self-reflection and feedback from their peers and the instructor. They will understand how to improve their individual English presentation skills and gain more confidence in their ability to present in English. The course sessions will begin with theoretical inputs given by the instructor and later focus almost entirely on practical work from participants. The seminars will offer the opportunity to work on and present topics of the participant's own choice.

Flaherty: Sprachpraxis III: Persuasive Communication

Übung, 70321

Gruppe 1, Donnerstag, 15.15-16.45, U69-H3-416

Gruppe 2, Donnerstag, 17.15-18.45, U69-H3-416

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

semester this will be achieved through analysis of examples of persuasive communication, structured debates and presentations in class and the writing of argumentative texts.

Spohr: Sprachpraxis III: News and Current Events

Übung, 70366, Dienstag, 13.15-14.45, U69-H3-416

In this course, we will closely follow news reports from the English-speaking world and discuss them in class. All students will have to keep up with the latest news and current events during the week, using the webpage <http://news.bbc.co.uk/>. Each week, a group of students will lead a discussion, providing additional background information and suggesting points for debate. All students will then discuss the issues and events. Active participation is obligatory. This class will help you practise your speaking skills; you will learn how to construct arguments and convince others of your opinion. Furthermore, closely following news and events will increase your knowledge of various English-speaking countries and increase your understanding of their culture.

Bowen: Sprachpraxis IV / III (BA 2012): Translation: German-English I

Übung, 70355

Gruppe 1, Dienstag, 15.15-16.45, U69-H3-222

Gruppe 2, Mittwoch, 09.15-11.45, U69-H3-222

Gruppe 3, Mittwoch, 11.15-12.45, U69-H3-222

This course fulfils the requirement for Sprachpraxis III for BA 2012. For all other programmes it fulfils the first part of Sprachpraxis IV.

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: Sprachpraxis IV: Writing Criticism

Übung, 70328

Gruppe 1, Donnerstag, 11.15-12.45, U69-H3-421

Gruppe 2, Donnerstag, 13.15-14.45, U69-H3-421

This course give students the opportunity to explore the techniques involved in critical writing and, more specifically, in the evaluative criticism of literary and visual art. Since critical writing presupposes the development of critical reading and understanding, we will start by investigating examples of literary and visual art criticism to discern how critical texts attempt to form a consensus on the value of certain works. In light of our findings, we will examine the appeals, both logical and emotional, deployed by criticism and try our hand at using them in our own writing. In this part of the course students will be expected to write short essays to improve their skills in making evaluative arguments. Next we will move on to focus on a selection of critical genres, including film and book reviews. In this section students will have the chance to improve their abilities to write both academic and journalistic text types and their corresponding structures and styles.

8 Master British and American Transcultural Studies

Haselow, Kornexl, Linke, Mackenthun, Rossow, Schmitt-Kilb: Grundmodul BATS: Theories and Methods of British and American Transcultural Studies

Lecture Course, 70500, Dienstag, 17.15-18.45, AB28-8028

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.

Haselow, Kornexl, Linke, Mackenthun, Rossow, Schmitt-Kilb: Praxismodul: Forschungsorientierte Vertiefung

Kolloquium, 70504, Montag, 17.15-18.45, ungerade Woche, AB28-8023

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.

Schmitt-Kilb: Travel Writing in the Long 18th Century

Hauptseminar Literaturwissenschaft, 70433, Mittwoch, 11.15-12.45, AB28-8028
(Modul "Anglophone Literatures in Historical Transcultural Contexts")

Travel writing occupies an important place in the literature of the "Age of Peregrination", as the end of the 18th century was called in the London *Critical Review* in 1797. British travellers went on journeys through the British Isles, Europe and beyond and wrote about their experiences of beautiful landscapes, dangerous wildlife and exotic peoples in letters, journals, diaries and books. Political, philosophical and scientific issues were frequent topics of these texts in the larger framework of the question of British identity. Travel and inter-cultural encounter was also explored in fictional texts of the time. The seminar will look at a variety of texts in order to discuss thematic issues in the context of genre, rhetoric, form and the theory of place. Please buy the anthology edited by Bohls and Duncan (*Travel Writing 1700-1830*, ISBN-13: 978-0199537525) which provides most of the primary texts we read. Also please buy Laurence Sterne's *A Sentimental Journey* (ISBN-13: 978-0199537181).

Mackenthun: American Literature and the Global South

Hauptseminar Literaturwissenschaft, 70440, Freitag, 13.15-14.45, AB28-8023
(Modul "Anglophone Literatures in Contemporary Transcultural Contexts")

With globalization spreading around the world, national borders become less and less significant in setting limits to economic migrations, with the freedom of human migration limping somewhat behind. Nevertheless, the increasing legal and 'illegal' crossing of borders can be regarded as a response to the global movements of capital and labor. In this class we will look at how contemporary American literature reflects on these complex entanglements – on how American writers, with or without what we in Germany call 'migration background', engage with the dependencies and conflicts between the First World and the Third World – or what's now called the Global South. Besides familiarizing ourselves with some of the leading theories about the economic and human entanglements (Ann Stoler, Rob Nixon, Arjun Appadurai, Dipesh Chakrabarty, Greg Grandin *et al.*), we will concentrate on emplotments and literary representations of these connections from a 'transcultural' point of view. Students will have to purchase a **Reader** (Copy&Paste), as well as the following texts:

- Sinha, Indra (2007) *Animal's People*. Simon & Schuster. ISBN-10: 141657879X.
- Habila, Helon (2011) *Oil on Water*. Penguin. ISBN-10: 0141046848
- Chamoiseau, Patrick (1992/1997) *Texcao*. Vintage. ISBN-10: 0679751750

Please sign up via Stud.IP. All students have to participate in a QUIZ (Lektürekontrolle) in the first session. Please read the first 100 pages of Sinha, *Animal's People* and bring along the text to the first session. If you pass the quiz you're enrolled in the class regardless of Stud.IP registration.

Haselow: English outside Europe

Hauptseminar Sprachwissenschaft, 70069, Montag, 13.15-14.45, AB28-8023
(Modul "English in Contemporary Transcultural Contexts")

Ab 5. Semester.

The global spread of English has resulted in the emergence of a diverse range of varieties of English outside Europe. In this seminar, we will discuss the evolution of these varieties, exploring the social, historical, sociolinguistic and political factors that shaped them on all levels of their structure. Taking a bird's-eye view of the process of the globalization and, at the same time, local diffusion of English in all of its forms and functions, we will test the hypothesis that there is a single, coherent process that underlies the evolution of the different Englishes spoken outside Europe.

Rosow: The Transcultural Dimension of Globalisation

Hauptseminar Kulturwissenschaft, 70202, Mittwoch, 17.15-18.45, AB28-8028
(Modul "Anglophone Cultures in Contemporary Transcultural Contexts")

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, 70360, Donnerstag, 15.15-16.45, AB28-8023

This course is intended for MA students. However 'modulized' LA students may also take the class as the first part of Sprachpraxis IV.

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.

9 Berufsvorbereitendes Lektüremodul

verantwortlich:

Kornexl, Lucia

Lehrende:

Bolze; Haselow, Kornexl, Linke, Mackenthun, Rossow, Schmitt-Kilb, Wallat, Zittlau
Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien)
Kolloquium 70303, Montag, 17.15-18.45, gerade Woche AB28-8023

Nur modularisierte Lehrämter ab WS 12/13.

Der **Regelprüfungstermin** für das Lektüremodul sowohl im Lehramt an Regionalen Schulen als auch im Lehramt an Gymnasien ist das 9. Semester.

Beachten Sie die unterschiedlichen **zwingenden Teilnahmevoraussetzungen**:

- **Lehramt an Regionalen Schulen:** Sie haben mindestens zwei der drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.
- **Lehramt an Gymnasien:** Sie haben die drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.

Die Details zur Ausgestaltung der Module entnehmen Sie bitte den ausführlichen Modulbeschreibungen auf der Homepage der Philosophischen Fakultät im Bereich Lehramtsstudium. Weitere Konkretisierungen erfolgen in der ersten Sitzung zu Beginn des Semesters.