

# WINTERSEMESTER 2006/07

## Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Juni 2006 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

## Vorlesungen

Mackenthun                      **Survey Lecture American Literature: Part I**                      V

Mi. 11.15-12.45, HS 315 (Hauptgebäude)

This survey lecture is indispensable for understanding the development of American literature within changing historical contexts. The first part will carry you from 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. The survey lecture forms the backbone of your studies of American Literature; its attendance is highly recommended. 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) whose purchase is recommended to students who want to specialize in American Studies. Some texts will be available as a *Reader*.

Bös                                      **Geographical and Social Varieties of English**                                      LC

Mi. 13.15-14.45, HS Radiologie (Gertrudenplatz)

Even after a short telephone call two complete strangers might be able to tell where the other comes from and what class or ethnic group s/he belongs to. It is the way people speak that reflects their regional and also their social background. After a short introduction to sociolinguistic methodology, the focus in this course will first be on regional variables. We will look at major national varieties (British, American, Australian English) and the use of English as a (semi-)official language (e.g. in India, Africa). We will then move on to regional variation on the British Isles and in the US. The second part of the course will be devoted to social variables, such as education, gender and age. For instance, we will encounter some characteristics of working class varieties, differences of men's and women's speech and typical features of the language of children, adolescents and the elderly.

The lecture course will usually consist of two parts, a lecture-style presentation and some practical work with language material as well as texts and questions for discussion.

Linke                                      **The American Age: A Survey of the History of the USA from the Civil War to the Present**                                      LC

Fr. 09.15-10.45, HS 218 (Hauptgebäude)

This lecture course is intended to provide a general survey of major events and developments in U.S. history. Embedded in a framework of major political events, aspects of social history (especially that of ethnic groups) and cultural history will play a decisive role. After a very brief glance at the pre-colonial, colonial and early republican eras and the Civil War, the focus will be on Reconstruction and then on the transformation of American society in the second half of the 19th century through immigration, industrialization, urbanization, and imperialism. With regard to the 20th century, the lecture will cover both major changes within American society

and the rise of the U.S. as a global player. In the lecture, the description of selected historical events will be complemented by different historians' interpretations and assessments, and besides the history of events, the discussion of some relevant texts and documents will point to the discursive dimension of the historical narrative. Thematic bibliographies and brief lecture notes will be made accessible on StudIP.

Siebold

**Zweitspracherwerb**

LC

Do. 09.15-10.45, HS 315 (Hauptgebäude)

Auch für Lehramt Grundschule und BA/MA

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

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

**Grundstudium**

**LITERATURWISSENSCHAFT**

Mackenthun

**Einführung in die englische und amerikanische  
Literaturwissenschaft**

Ü

Do. 15.15-16.45, HS 315 (Hauptgebäude)

**(nur BA-Studierende)**

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 0141439475; erhältlich bei Weiland oder Internet-Buchversand). Zur studiums begleitenden Einführung in das Anglistikstudium empfehle ich Barbara Korte, Klaus Peter Müller und Josef Schmied (1997) *Einführung in die Anglistik*, Stuttgart: Metzler.

Wallat

**Einführung in die englische und amerikanische  
Literaturwissenschaft**

Ü

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

**(nur BA-Studierende)**

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

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

Klaus **The Tales of Edgar Allan Poe** PS

Di. 13.15-14.45, R. 8023

Poe has appealed to generations of readers as a master of the horror tale and the father of the detective story. He has also an honoured place in the rise of science fiction and counts as the first theoretician of the short story. There are many reasons then to take a close look at his fictional oeuvre and to examine why critics have been more reserved in their appreciation of the author.

We shall read a representative selection of Poe's seventy-odd tales, as he himself called them, and in the process I shall try to impart some basic methodological skills regarding the interpretation of short fiction.

A collection of the tales will be ordered at Weiland's; some material will be handed out.

Wallat **American Classics: Mark Twain** PS

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

Mark Twain wrote, alongside classics such as *The Adventures of Huckleberry Finn*, a prodigious variety of short fiction. He loved to experiment and, as well as straight 'magazine' fiction, he produced ghost stories and detective stories, fables and fairy tales, domestic comedies, hoaxes, social satire and sketches. He was a great humorist, and combined humour with the ear for dialogue and the flawless timing of a great raconteur.

This seminar will introduce Mark Twain as part of 19<sup>th</sup> century American literature. Special emphasis will be put on short stories and sketches.

Course Text: Justin Kaplan (ed.), *Mark Twain's Short Stories*, ISBN 0-14-043384-8

Rudlof **Images of Scotland in 20<sup>th</sup> Century Poetry and Fiction** PS

Fr. 09.15-10.45, R. 8023

The literary movement of the Scottish Renaissance is a hallmark in the development of Scottish literature. Evolving during the 1920s against the backdrop of Modernism, it calls for a cultural and political revival in Scotland in order to resuscitate a sense of Scottish national identity. Hugh MacDiarmid, its leading figure, did not only publish two groundbreaking collections of poetry in *Scots*, he also attempted to make *Scots* the language of the new Scottish literature. We will start with an analysis of examples of his early and his later work before moving on to his contemporaries who either chose to write in *Scots* (Soutar) or kept writing in English (Muir). Furthermore, we will be studying more recent poetic voices focussing on the rural aspects of Scottish identity (MacCaig, Crichton Smith) or on the city experience (Morgan, Lochhead). Towards the end of the course these poetic images of Scotland will be juxtaposed with less lyrical features of contemporary Scotland as delineated in Irvine Welsh's novel *Trainspotting* (1993).

Participants of this course should have a very good command of English, as many of the texts are written in *Scots* or Scottish dialect. Students are required to buy a *Reader* at the beginning of the term as well as Irvine Welsh's *Trainspotting*.

Klaus **The English Short Story from the End of the Second World War to the mid-1980s** Proseminar

Do. 9.15-10.45, R. 8023

Realist and fantastic, serious and comic, conventional and postmodern, with an emphasis on private lives and with a social and feminist agenda, the postwar English short story comes in many forms. Fed by Russian, American and Irish sources, it also draws on a rich native tradition of narrative.

The course provides an introduction to some important voices of the postwar and contemporary literary scene, among them V. S. Pritchett, Alan Sillitoe, Doris Lessing, William Trevor, Salman Rushdie and Kazuo Ishiguro.

Malcolm Bradbury's *Penguin Book of Modern British Short Stories*, first published 1987, will serve as a point of entry (ordered at Weiland's).

N.N.

## Contemporary British Drama

PS

Mi. 11.15-12.45, R. 8028

In this seminar, we will examine four contemporary British plays in close reading and especially discuss the structure of the plays and the use of stage design and props. The “staging” of plot and characters takes place on two levels: within the fictional text and with the transfer of the text into a performance. We will examine how the semiotics of the theatre work and why a dramatic performance can also be read like a text. By looking at the language of the characters as well as their physical, aesthetic, and moral features, we will analyse how the authors construct a specific reality for their plays. The four plays are:

Alan Bennett's *The Madness of King George* (1992),

Mark Ravenhill's *Shopping and Fucking* (1996),

Patrick Barlow's *Love Upon The Throne* (1998),

Michael Frayn's *Democracy* (2003).

If available we will look at productions of the plays in form of video films. A *Reader* with the plays can be obtained from the *Copy-Team* (Brunnenhof).

## SPRACHWISSENSCHAFT

### Grundkurs Sprachwissenschaft

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Gruppe A (Ramin): Mo. 11.15-12.45, R. 229 (Hauptgebäude)

Gruppe B (Adler): Mo. 15.15-16.45, R. 229 (Hauptgebäude)

Gruppe C (Hampe): Do. 17.15-18.45, HS Radiologie (Gertrudenplatz)

Ziel des Grundkurses ist es, einen ersten Überblick über die Teildisziplinen und wesentlichen Begriffe der Sprachwissenschaft zu geben. Es werden zunächst die kleinsten Einheiten im Sprachsystem, die Laute, beschrieben (Phonetik, Phonologie). Anschließend stehen Form und Bedeutung von Wörtern (Morphologie, Semantik) und die Analyse von Sätzen (Syntax) im Mittelpunkt der Aufmerksamkeit. Es werden außerdem Aspekte der Textanalyse, z.B. die Verknüpfung von Texten (Kohäsion) betrachtet.

Darüber hinaus erfolgt auch eine Auseinandersetzung mit dem Gebrauch der Sprache in der aktuellen Sprechsituation. So werden Aspekte der so genannten Sprechakttheorie diskutiert, die die Bedeutung und Wirkung von Äußerungen untersucht (Pragmatik). Ein weiterer interessanter Teilbereich ist die Soziolinguistik, die sich mit regional und sozial beeinflussten Sprachvarianten (z. B. Britischem und Amerikanischem Englisch oder Frauen- und Männersprache) befasst.

Adler

### Introduction to the History of the English Language

Ü

Gruppe A: Mi. 17.15-18.00, R. 8028

Gruppe B: Mi. 19.00-19.45, R. 8028

Language is in constant flux. Modern English, like any other natural language, is the result of complex changes which have led to, from a synchronic point of view, today's exceptions and irregularities. These are, however, mostly explicable when we look at the historical development of English.

Students will be introduced to the linguistic history of the English language and become acquainted with its three major earlier periods – Old English (450–1100), Middle English (1100–1500) and Early Modern English (1500–1700). We will look at some phonological, grammatical and semantic changes relevant for Modern English. Reading and examining text samples from different periods including classical as well as every-day life texts will round off the theoretical excursion.

Nolde

### Fundamentals of Grammar

Ü

Gruppe A: Mi. 07.30-09.00, R. 8023

Gruppe B: Mi. 09.15-10.45, HS 315 (Hauptgebäude)

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

A selected bibliography will be provided at the beginning of the course.

Hampe **The Language of Conversation:  
Lexis, Structure and Use** PS

Fr. 11.15-12.45, R. 8023

The seminar will focus on language in actual use and deal with (i) the special grammatical and lexical characteristics of authentic, spontaneous spoken language (SSL), (ii) the various ways in which speaker intentions are conveyed by utterances in real contexts, and (iii) the role that politeness considerations play in shaping speaker utterances.

Apart from the description of crucial lexical and grammatical aspects of SSL, relevant concepts and theoretical frameworks from *pragmatics* and *conversation analysis* (cooperation in conversation and conversational implicature, speech-act theory, relevance theory, preference rules and politeness in conversation) will be discussed in detail and applied to the analysis of authentic spoken exchanges.

*Recommended preparatory reading:* Dirven & Verspoor (2004) *Cognitive Explorations of Language and Linguistics*. Amsterdam/Philadelphia: Benjamins [ch 7: Doing things with words, 149-177].

Adler **Middle English: An Introduction** PS

Di. 15.15-16.45, R. 8028

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

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

Buchholz **Word-Formation and Phraseology** PS

Do. 11.15-12.45, R. 8028

In this course, we will look at the processes that have created and are still shaping the English lexicon. We analyse words and phraseologisms (phrasal verbs, idioms, etc.) in order to describe and classify their structural components and discuss basic word-formation processes (e.g. compounding, derivation, conversion). To explore semantic structure we will investigate sense relations (synonyms, antonyms, hypernyms) as well as lexical fields and will examine the claim that words and phraseologisms are stored as cognitive models or frames in our mental lexicon.

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

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

Luu **Advertising and Media Texts** PS

Di. 11.15-12.45, R. 8028

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

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

Hoppe **English Phonetics and Phonology** Ü

Di. 09.15-10.45, R. 7023

This course combines theoretical parts and practical exercises. The theoretical introductions are presented in the context of a general theory of speech sounds (phonetics) and how they function in the language (phonology).

Main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of texts. Highly individualized recorded materials are available for the use at home. The course-book will prepare students to pass both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, tests and the texts of the recorded materials, which can be found on the MP3-CD accompanying the book.

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

A Pronouncing Dictionary. Recommendations in the course.

## KULTUR GROßBRITANNIENS UND NORDAMERIKAS

Rossow

### Grundkurs: Introduction to Cultural Studies

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

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

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

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

Students are requested to register with STUDIP (<https://studip.uni-rostock.de/studip/>) and to add this class to their list of "Courses".

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

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

Zittlau

### The Age of McCarthyism

PS

Mo. 11.15-12.45, R. 8023

[In co-operation with Pierre Gottschlich, M.A., Institut für Politikwissenschaft; also open to Political Science students]

Between 1950 and 1954 Joseph McCarthy, Senator of Wisconsin, conducted what came to be known as "witch hunts" against Communists or Communist sympathizers. The accused faced a trial that was often based on questionable evidence. One of the most well-known and tragic cases was the execution of Julius and Ethel Rosenberg, which will be one main topics of the class. Furthermore, we will look at the political context of the fear of Communism, at blacklists like the Hollywood Ten and at fictional as well as historical material.

The following books must be purchased and read by all participants: Miller, Arthur *The Crucible*, and Doctorow, E. L. *The Book of Daniel*.

Recommended reading: Zinn, Howard. *A People's History of the United States 1492 – Present*. New York: Harper Collins, 1995.

Johnson, Paul. *A History of the American People*. New York: Harper Collins, 1999.

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

Wallat

### Ethnicity and Immigration

Ü

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

The ethnic mix of America is complex, consisting of indigenous peoples as well as voluntary and involuntary immigrants around whom revolve questions of religion, allegiance and national pride. The question of American national identity has been a key theme in the culture and history of the United States, and ethnicity and immigration are key issues in the development of modern America.

The course offers an introduction to these central themes in modern American culture and explores a range of approaches to their interpretation.

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

Rossow

### When Was Wales?

PS

Di. 09.15-10.45, R. 8023

The seminar examines the story of the Welsh people since legal union with England in 1536. Although Wales can be viewed as England's oldest colonial conquest, Welsh identity has survived those centuries of political subjugation – but this identity has also changed in many ways. The seminar focuses on the various modes and expressions in which a sense of nationhood has survived the close contact with the seemingly overpowering English neighbour. Apart from providing an overview of major trends in Welsh history, the course looks at many other aspects including endeavours of the Welsh to preserve their rich cultural and especially linguistic heritage while almost continuously being forced to adapt to rapidly changing political and socio-economic circumstances.

Students are requested to register with STUDIP (<https://studip.uni-rostock.de/studip/>) and to add this class to their list of "Courses".

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

Linke **Representations of British Institutions on the Internet** PS

Di. 13.15-14.45, R. 10017

The class will start with introductory discussions of concepts such as representation, the construction of meaning, and ideology with the goal of developing a critical approach to the study of institutional websites. Students will find, describe and analyse websites of political and cultural institutions such as the major political parties (Labour, Liberal, Conservative, Scottish National, Green ... Party), the British and Scottish Parliaments and the Welsh Assembly, traditional and virtual museums, the British Film Institute, schools, churches, major newspapers etc.

Students will have to form groups which first find sites and describe them. In a second step, they will proceed to interpret the sites as representations with regard to ideology, the power structures they either naturalise or subvert and their representation of race, class, gender and history on the level of both the institution and representation. Participation in this class requires that students are willing to assume a critical and analytical position towards websites and look for ways of presenting their findings in class.

## FACHDIDAKTIK UND VERMITTLUNGSKOMPETENZ

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

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

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

Siebold **Grundkurs: Frühbeginnender Englischunterricht** Ü

Do. 11.15-12.45, 14tägl., gerade Wochen, R. 8023

Der Kurs soll einen ersten Überblick über die laufende Fachdiskussion zum Englischunterricht an Grundschulen vermitteln. Die gegenwärtige Situation sowie verschiedene didaktische Konzepte werden skizziert. Vor allem aber versucht der Kurs, theoretisches Hintergrundwissen zu geben und eine Lernen und Spielen gleichermaßen berücksichtigende Grundlinie des Unterrichtens zu entwerfen. Diese zeichnet theoriegeleitetes Handeln vor, ohne es jedoch vorzuschreiben.

Hellwig, K. (1995) *Fremdsprachen an Grundschulen als Spielen und Lernen*, Ismaning: Hueber Verlag.

Maier, W. (1991) *Fremdsprachen in der Grundschule*, München: Langenscheidt Verlag.

Vale, D. and A. Feunteun (1996) *Teaching Children English*, Cambridge: Cambridge University Press.

**Study Skills and Study Tasks** Ü

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

Gruppe B (Linke): Mo. 13.15-14.45, R. 8023

This course is for students who want to learn how to study effectively in English. It is designed to extend the range of skills needed to begin and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: note taking, gathering and using information, essay and report writing, oral presentation. 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.

Hoppe

### **Phonetics and Oral Presentation**

Ü

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

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

This course is a double period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory of speech sounds (phonetics) and how they function in the language (phonology). The main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of short texts. Students will have to do oral presentations on phonetic topics.

Highly individualized recorded materials are available for the use at home. The course-book *Sounding Better* will prepare students for both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, tests and the texts of the recorded materials, which can be found on the CD of the book or a greater part of it in the computer lab (S:\ZBEMediaFiles\Phonetics\_Hoppe\MostImportantEnglishSounds.mp3).

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).  
A Pronouncing Dictionary. Recommendations in the course.

## **SPRACHPRAXIS**

### **Towards Proficiency (Top)**

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Gruppe A (Hoppe): Mo. 11.15-12.45, R. 8028

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

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

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

Gruppe E (Adam): Mi. 15.15-16.45, R. 8028

Gruppe F (Adam): Fr. 11.15-12.45, R. 7023

#### **1. Semester**

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

Zur Anschaffung empfohlene Wörterbücher:

einsprachige Wörterbücher: *Oxford Advanced Learner's Dictionary of Current English* oder  
*Longman Dictionary of Contemporary English*  
zweisprachige Wörterbücher: *Collins* oder *Langenscheidt* oder  
*Pons Deutsch-Englisch/Englisch-Deutsch*

Schneider

### **Error Analysis**

Ü

Do. 17.15-18.45, R. 8023



This course primarily provides practice in error spotting in learners' written work, and thus improves the participants' own understanding of the English language. In addition, the course is concerned with the role of errors in language learning and the consequences this has for dealing with errors in the classroom, i.e. what, when and how to correct.

Adam

### **Reading and Discussion**

Ü

Di. 17.15-18.45, R. 8028

The aim of this course is to further the development of your reading and speaking skills. You will have to read non-literary texts from a variety of fields at home, which will be accompanied by worksheets with different tasks. The texts will then be discussed in class. One of the main points is to expand your vocabulary and improve your debating skills.

Bowen

### **Reading to Write**

Ü

Gruppe A: Do. 13.15-14.45, R. 8023

Gruppe B: Do. 17.15-18.45, R. 8028

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

Vaughan

### **Applied English Vocabulary**

Ü

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

Gruppe B: Mo. 17.15-18.45, R. 8028

This course offers students the opportunity to extend and to enrich their passive and active English vocabulary. The course will focus on the use of English words in a variety of areas and will focus on such words in regard to their basic meaning, collocation, polysemy, register, antonyms and connotation, among others. By learning vocabulary from authentic sources and then applying this vocabulary in a variety of practical exercises this course will help students to use words in a more natural and a more accurate manner.

## **Hauptstudium**

### **LITERATURWISSENSCHAFT**

Klaus

### **Fictions of Peasant Crisis**

HS

Mi. 09.15-10.45, R. 8023

At one time, and in most societies, some three fifths of human beings lived by agriculture. But today the peasant, the small independent producer of our food, looks destined to disappear, as agribusiness, a very different mode of production, takes over. In Britain the decline of the peasantry has already a long history, reaching back to the Highland Clearances in Scotland and the enclosures in England and Wales.

This course will examine some central texts by (mainly British) writers who have chronicled rural change, crisis and loss, in places as far apart as Dorset and California, Eastern Scotland and the French Alps. A strength of these narratives is that they describe and dramatise a large-scale historical process from the perspective and, on many occasions, with the words of those who experienced it.

The following texts will be ordered at Weiland's:

Hardy, Th., *Tess of the D'Urbervilles* (1891);  
Gibbon, L. G., *Sunset Song* (1932);  
Steinbeck, J., *The Grapes of Wrath* (1939);  
Berger, J., *Pig Earth* (1979).

Mackenthun

**Global Plots: Transnationality in  
Contemporary American Literature**

HS

Fr. 11.15-12.45, R. 8028

This class is a sequel to my seminar "Imaginary Homelands" (WS 2005/06). It introduces you to a number of recent novels that transgress the traditional boundaries of a "national" literature. Their protagonists are affiliated with the USA, Canada, or Britain but at the same time represent the "transnational turn" of literature under the impact of globalization. Departing from the well-trodden plot of the immigrant novel, these texts find different emplotments for the contemporary "global" situation in connecting the former centers and margins of the (colonial) world – from Britain to Sri Lanka and Africa, from San Francisco to Afghanistan, from the US to Poland. But they also reassemble known plot structures (like the crime plot) to a new end: to make literature meet the challenge of our times. Students are requested to purchase (Weiland, internet) the following texts:

Foer, Jonathan Safran (2003) *Everything is Illuminated*. Penguin. ISBN 0141008253

Hosseini, Khaled (2004) *The Kite Runner*. Bloomsbury. ISBN 0747573395

Ondaatje, Michael (2001) *Anil's Ghost*. Picador. ISBN: 0330480774

García, Cristina (2004) *Monkey Hunting*. Ballantines. ISBN 0345466101

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

Klaus

**Literatur und Ökologie**

HS

Di. 17.15-18.45, R. 8023

Das ökologische Bewusstsein ist in den letzten dreißig Jahren in unseren Breiten angesichts der unübersehbaren Umweltschäden und Gefahren für das weitere menschliche Überleben gewachsen. Die Literaturwissenschaft hat dagegen – im Vergleich zu ihrer Sensibilisierung für geschlechtliche und ethnische Fragestellungen – sehr langsam reagiert. Anders als Frauen oder Schwarze hat die Natur eben keine Stimme, sie braucht Fürsprecher. Immerhin gibt es mittlerweile in Ansätzen eine neue literaturkritische Schule, „eco-criticism“.

Das Seminar wird sich zunächst einige Positionen dieser Art der Literaturbetrachtung zu eigen machen, um dann eine Reihe von Gedichten und Utopien zu untersuchen, in denen ein gewaltfreies Verhältnis des Menschen zur Natur und ein Mitleiden an ihrer Verletzlichkeit zum Ausdruck kommt. Behandelt werden Werke der englischen Romantik von Cowper, Burns, Wordsworth und Clare sowie William Morris' *News from Nowhere* (1890) und Ernest Callenbachs *Ecotopia* (1975), abschließend aus der Gegenwart Gedichte von Gary Snyder.

Die Bücher von Morris und Callenbach werden bei Weiland bestellt, die Gedichte in einem *Reader* gebündelt.

N.N.

**Shakespeare's History Plays:  
*Richard III, Richard II and Henry V***

HS

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

We will examine three of Shakespeare's history plays in close reading and especially analyse the presentation of the body, gender, and performativity. We will look at male and female characters and discuss their language, their physicalities, their situations within the patriarchal system, and their functions for the respective play. For all three plays early modern constructions of sex and gender are central, as are family and dynastic structures. After analysing the texts we will look at productions of

the plays in form of audio books or video films. Students are to possess the Arden Editions of *Richard III*, *Richard II*, and *Henry V* – and read them as soon as possible! They will be ordered at Weiland's. As introductory reading I recommend the chapter on early modern literature in Ina Schabert's *Englische Literaturgeschichte: Eine neue Darstellung aus der Sicht der Geschlechterforschung* (Stuttgart: Kröner, 1997).

## SPRACHWISSENSCHAFT

Bös **Written Genres – Now and Then** HS

Di. 11.15-12.45, R. 8023

Written texts provide an easily accessible basis not only for synchronic but also for diachronic studies. In this course, we will look at the structure and function of contemporary written genres and compare them to their predecessors from Early Modern English times (i.e. the 16<sup>th</sup> century onwards). Our starting point will be an overview of selected classification systems of genres. Also, major approaches to the study of written texts (e.g. Pragmatics, Text linguistics, (Critical) Discourse Analysis) will be introduced. The major focus will then be on non-fictional sources, e.g. media texts, but also instructional genres, private documents etc. Students are invited to participate in the selection of the genres to be investigated.

Hampe **From Idioms to Constructions: Towards a Unified Treatment of the Language System** HS

Do. 15.15-16.45, R. 8028

Exhibiting unpredictable semantic, grammatical or pragmatic idiosyncracies, *idiomatic expressions* have traditionally been viewed as elements of the lexicon and as *peripheral* (rather than core) elements of the language system. We will start out from a thorough discussion of the formal, semantic and pragmatic characteristics of idiomatic expressions and a (corpus- and internet-based) investigation of the usage of particular idioms in authentic spoken and written English. In a second step, we will discuss major findings from *corpus linguistics* to reconsider whether "Idiomatcity" really is as peripheral as traditional classifications suggest. Finally, we will examine how Construction Grammar, a sign-based approach to syntactic structure, offers a unified theoretical framework to capture generalizations of varying complexity and generality above the level of the morpheme.

*Recommended preparatory reading*: Croft & Cruse (2004) *Cognitive Linguistics*. Cambridge: CUP [ch 9: From Idioms to Construction Grammar, 225-256].

Hampe **Cognitive Semantics: Anchoring "Meaning" to Experience** HS

Fr. 09.15-10.45, R. 8028

The human mind does not passively mirror an objectively given "reality". Instead, "meaning" reflects the speaker's (speech-community's) active "construal" of *experience*, which is determined by the (biologically and socio-culturally defined) ways in which human beings perceive and interact with their environment. *Cognitive Semantics* is an encyclopaedic approach to meaning which views "meanings" as those sub-structures of the conceptual system which are most closely associated with/most readily activated by any linguistic form, and also provide potential access to an open-ended array of conceptual structures. In this seminar, we will ask what the description of meaning as "conceptualisation" entails and investigate issues like: categorization in language; motivations for extending meanings; mechanisms for integrating meanings; dimensions of conceptual construal; the role of conceptual frames in the dynamic, context-determined creation of "meaning", etc.

*Recommended preparatory reading*: Croft & Cruse (2004), *Cognitive Linguistics*. Cambridge: CUP [ch 3: Conceptualization and Construal Operations, 40-73].

## KULTUR GROßBRITANNIENS UND NORDAMERIKAS

Rossow

### **Popular Culture: Theory and Practice from c. 1850 to c. 1950**

HS

Mi. 17.15-18.45, R. 8023

The aim of this course is to provide an outline of the *development of popular culture* in Britain and the *study of popular culture* from the perspective of cultural studies. However, as John Storey has observed, "[i]t is difficult to draw a clear borderline between the study of popular culture in cultural studies and, say, the study of popular culture in historical studies, literary studies, anthropology or sociology." Various theoretical approaches towards popular culture will be discussed and interpreted as attempts to analyse this phenomenon but also in their own 'responsiveness' to changes which popular culture has undergone in the period under consideration. Throughout the course, the discussion of the development of popular culture and the theory will be embedded in the historical, political and socio-economic context and related to phenomena like industrialisation and urbanisation, nation-building, technological progress etc.

Students are requested to register with STUDIP (<https://studip.uni-rostock.de/studip/>) and to add this class to their list of "Courses".

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

Mackenthun

### **Digging (for) America: The Poetics and Politics of John Lloyd Stephens's Travels to Mesoamerica**

HS

Fr. 13.15-14.45, R. 8028

(nur für Hauptstudium LA, MA; kein BA)

This seminar focuses on one of the most illustrious figures of American cultural history, the adventurer, hobby archaeologist, and occasional colonialist John Lloyd Stephens. He and his British partner, the painter-architect Frederick Catherwood, were two of the first "Westerners" to uncover the famous Maya ruins in Yucatan and other places. Stephens's life and texts can be seen as a cross-section of American political and cultural developments in the mid-nineteenth century, such as imperial expansion or the beginnings of the new sciences of ethnology, archaeology, and vulcanology. Stephens's writings, besides making a fascinating read, also provide rich material for a cultural "poetics" due to their hybrid mix of autobiography, historiography, travelogue, and scientific study. Besides a *Reader* with background material, students are required to purchase: Stephens, J.L. (1969) *Incidents of Travel in Central America, Chiapas, and Yucatan*, 2 vols. Dover Publ. ISBN: 048622404X and 0486224058. On order at Weiland. Try used copies in the internet.

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

Linke

### **Representations of Diasporic Identities in Film and Film Music: The Example of India**

HS

Mo. 09.15-10.45, R. 8023

This class takes an interdisciplinary approach to film, combining theoretical aspects of cultural contact and diaspora with the analysis of narrative, visual and musical aspects of films. It starts with a brief overview of Indian and post-colonial history and an introduction to concepts and theories of Orientalism and diaspora. This theoretical part will be followed by a general introduction to film analysis, with special attention being paid to the analysis of film music (worksheets will be available for downloading). The second part of the class will deal with the analysis of selected Indian and British (and American) films with regard to their constructions of diasporic identities between the countries of India, GB and the USA. The class will be divided into groups which are to suggest interpretations for discussion. Although the films and most of the readings will be in English, classroom discussions will be in German.

A *Reader* with the obligatory theoretical texts will be available at the Copyshop Brunnenhof.

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

## **FACHDIDAKTIK UND VERMITTLUNGSKOMPETENZ**

### **Englischunterricht zwischen Vermittlung und Aneignung** PS

Gruppe A (Garbe): Mo. 09.15-10.45, R. 8028  
Gruppe B (N.N.): Mi. 13.15-14.45, HS 315 (Hauptgebäude)  
(5./6. Semester)

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

### **Garbe Frühbeginnender Englischunterricht** PS

Di. 09.15-10.45, R. 8028  
Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lehrens und Lernens anhand typischer Unterrichtssituationen und -materialien. Die Studierenden werden befähigt, diese zu analysieren, zu entwickeln und zu gestalten.

### **Siebold Sprechen und darüber sprechen** PS

Do. 11.15-12.45, 14tägl., ungerade Wochen, R. 8023  
Seit der „pragmatischen Wende“ der siebziger Jahre wird Sprechen als kommunikatives Handeln bestimmt und didaktisch-methodisch reflektiert. Das mitteilungs- und adressatenbezogene Sprechen gilt mit Recht als Kernbereich des Englischunterrichts. Die Übung rückt anregende Verfahren und Techniken in den Mittelpunkt, die den Schülern helfen, ihr mündliches Ausdrucksvermögen im Englischen zu entwickeln und Scheu oder Zurückhaltung, die sie fühlen mögen, zu überwinden. Eine Grundlage hierfür stellen Videos zur Demonstration ausgewählter Lehrtechniken dar.

### **Garbe Literarische Texte im Englischunterricht** HS

Do. 09.15-10.45, R. 8028  
LA für Gymnasien, 7./8. Semester  
Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

### **Garbe, N.N. Planung und Analyse von Unterricht** SPÜ Mier, Büttner

Zeit und Raum nach Vereinbarung  
LA für Gymnasium, Haupt- und Realschule  
Die Schulpraktischen Übungen begleiten das Proseminar oder schließen sich ihm an. Unter Anleitung eines Fachdidaktikers sammeln die Studierenden erste unterrichtspraktische Erfahrungen. Diese beziehen sich auf die Planung konkreter Unterrichtsstunden, ihre Durchführung und die Analyse. Die

Studierenden sollen in die Lage versetzt werden, in vorausgegangenen Lehrveranstaltungen gewonnene Erkenntnisse und Einsichten zur Gestaltung von Unterrichtsstunden zu nutzen. Darüber hinaus sollen sie lernen, Unterrichtsstunden oder einzelne ihrer Phasen unter verschiedenen, in jedem Fall aber wissenschaftlich begründeten Aspekten zu beobachten, zu protokollieren und zu analysieren. Auf dieser Grundlage üben sie, Unterrichten zu reflektieren und zu diskutieren.

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

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

## SPRACHPRAXIS

Jahnke

### **Translation English-German II**

Ü

Gruppe A: Mi. 11.15-12.45, R. 8023

Gruppe B: Mi. 13.15-14.45, R. 8023

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

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

Bowen

### **Translation Workshop for Teacher Students**

Ü

Mo. 11.15-12.45, HS 315 (Hauptgebäude)

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 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 I**

Ü

Gruppe A: Mo. 15.15-16.45, R. 8023

Gruppe B: Mo. 17.15-18.45, R. 8023

This course offers an introduction to German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical and lexical factors. Each week we will address a particular grammatical or structural issue that arises from the significant differences between the English and German languages and their respective textual cultures. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. 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 German-English II: Genre and Context**

Ü

Di. 13.15-14.45, R. 8028

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

Bowen

### **Academic Writing**

Ü

Di. 15.15-16.45, R. 8023

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

Bowen

### **Argumentation, Rhetoric and Style**

Ü

Mi. 09.15-10.45, R. 8028

Argumentation and writing are closely related activities, not just because the texts we write are often argumentative and thus make wide use of informal logic, but also because to a great degree argumentation shapes conventions of rhetoric, style, and grammar, even in texts we do not usually consider as argumentative (e.g. fiction, autobiography). In this course, we will take a practical approach to the relation between argumentation and writing by focusing on a variety of argumentative strategies (contradiction, concession, qualification, levels of generality etc.), all of which are present in a range of genres. We will pay particular attention to the ways in which English texts build up arguments and how they apply argumentative strategies using typical sentence structures and lexical choices. Examining texts from different genres (most of them non-academic), we will analyse how English texts apply informal logic and write our own short text based on our findings.

Vaughan

### **Essay Writing**

Ü

Gruppe A: Fr. 13.15-14.45, R. 232 (Hauptgebäude)

Gruppe B: Fr. 15.15-16.45, R. 232 (Hauptgebäude)

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

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

Schneider

### **Grammar, Idiom and Style**

Ü

Do. 15.15-16.45, R. 8023

This course is intended for those students who perhaps seek a last opportunity to improve or brush up their general English in order to be better prepared for their final exams. It provides a variety of activities and exercises which develop various language skills: reading, oral communication, writing

*Lehrangebot -- Hauptstudium*

as well as vocabulary, use of English, advanced grammar and style. A proportion of class time will be spent on student-led activities such as discussions and presentations.