

# Institut für Anglistik/Amerikanistik

## Lehrangebot Wintersemester 2020/21

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### Änderungen: Stand: 28.09.2020

72743 – neue Veranstaltung  
70068 – neue Veranstaltung  
70078 – neue Veranstaltung  
70006 – Änderung Namen und Gruppe  
70289 – Änderung Tag und Raum  
70103 – Änderung Raum  
70126 – Änderung Raum  
70156 – Änderung Raum  
70155 – Änderung Raum  
70224 – Änderung Raum  
70193 – Änderung Raum  
70102 – Änderung Raum und Name  
70370 – Änderung Raum  
70111 – Onlinelehre und Name  
70223 - Name

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### 1 Liste der Raumkürzel

AB28-4039	SR 4039, August-Bebel-Straße 28
AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-9028	SR 9028, August-Bebel-Straße 28
U69-AEHS1	HS I, Arno-Esch-Hörsaalgebäude, Ulmenstraße 69, Haus 8
U69-HSSPOW	HS Sportwissenschaft, Ulmenstraße 69, Haus 2
U69-H2-210	SR 210, Ulmenstraße 69, Haus 2
U69-H1-126	SR 126, Ulmenstraße 69, Haus 1
U69-H1-021	SR 021, Ulmenstraße 69, Haus 1

U69-H3-120	SR 120, Ulmenstraße 69, Haus 3
U69-H3-222	SR 222, Ulmenstraße 69, Haus 3
U69-H3-223	SR 223, Ulmenstraße 69, Haus 3
U69-H3-322	SR 322, Ulmenstraße 69, Haus 3
U69-H3-416	SR 416, Ulmenstraße 69, Haus 3
SCHW-HS	Hörsaal Schwaansche Straße 3
UP-HG-218	HS 218, Universitätsplatz 1, Universitätshauptgebäude
JP-SR5	SR 5, Jakobi-Passage, Kröpeliner Straße 57

## **2 Vorlesungen**

**Bitte beachten Sie, dass die Vorlesungen obligatorische Bestandteile verschiedener Module sind.**

### **Schmitt-Kilb: Survey Lecture English/British Literary History II**

Vorlesung, 70400, Montag 13.15-14.45 Uhr, U69-AEHS1

This second part of a two-part survey lecture provides an overview of, and serves as an introduction to, major developments in English/British Literature in the twentieth and twenty-first centuries. The lecture covers modernist, post-war, postmodern and contemporary prose fiction (with short looks at other genres such as poetry, drama and new nature writing). Key texts by a wide variety of authors will be discussed in their cultural, literary historical and thematic contexts as well as in the context of influential developments in theory and criticism (race, class, gender, ecocriticism). I recommend chapters 6 (Modernism), 7 (1939-2015) and 8 (Postcolonial Literature) of Paul Poplawski (2018, ed.), *English Literature in Context*, as supplementary reading. The book is available online on Cambridge.org for Rostock students. Also available there is the brilliant study by Peter Boxall (2013), *Twenty-First Century Fiction: A Critical Introduction*, Cambridge UP.

### **Kornexl: Essentials of English Linguistics**

Vorlesung, 70406, Dienstag 09.15-10.45 Uhr, U69-AEHS1

**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.

### **Linke: Aspects of (U.S.) American history on film: From conquest to the 20th century**

Vorlesung, 70395, Mittwoch 11.15-12.45 Uhr, UP-HG-218

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 at two levels, 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 be 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 the distance and under the influence of contemporary ideas (e.g. westward expansion in *The Searchers* (1956), *Dances*

with *Wolves* (1990) and *The Homesman* (2014)). 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.

**U. von Hirschhausen: Vorlesung (anrechenbar für Cultural Studies)  
Geschichte des Britischen Empire 1770-1914**

Vorlesung (anrechenbar für Cultural Studies), 72743, Dienstag 11.15-12.45 Uhr, UP-HG-218

Das Britische Empire umspannte um 1900 etwa ein Viertel der Welt. Wie vielfältig die imperialen Herrschaftsstrategien waren, zeigt ein Blick auf den Globus des 19. Jahrhunderts. In Australien und Südafrika festigten Siedler die europäische Herrschaft, indem sie Aborigines von ihrem Land verdrängten. In Indien konnten Briten nur durch die Kooperation mit indischen Gruppen ihre Macht stärken. Auf den Inseln der Karibik stützten Europäer weiße Pflanzer gegen afrikanische Sklaven. Die mediengestützte Vorlesung gibt einen Überblick über die imperiale Expansion im 19. Jahrhundert und greift exemplarische Kooperationen und Konflikte zwischen kolonialen und indigenen Akteuren heraus. Mit ihrem Fokus auf der kolonialen Situation vor Ort sucht sie Fred Coopers Diktum von den „long arms and weak fingers of empire“ verständlich zu machen.

Lit: John Darwin: *Unfinished Empire. The Global Expansion of Britain*. London 2012.

### **3 Literaturwissenschaft**

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

Grundkurs, 70100, Dienstag 13.15-14.45 Uhr, AB28-8028

This course serves as an introduction to the study of English Literature in many of its aspects, including literary theory, literary history, genre, textual analysis, critical vocabulary. We will start with an attempt to define what literature (and particularly English literature) is. Looking at text samples from different genres, cultures and historical periods, you will be made acquainted with the fundamentals of literary analysis and interpretation, i.e. the terminology and concepts necessary for a critical analysis and interpretation of literary texts. Required reading material will be announced in the first session. Please buy and read:

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

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

Grundkurs, 70103, Mittwoch 11.15-12.45 Uhr, U69-H2-210

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).

**Weber: Grundkurs: Einführung in die britische und  
amerikanische Literaturwissenschaft**

Grundkurs, 70102, Donnerstag 11.15-12.45 Uhr, U69-H2-210

This course serves as an introduction to the study of English literature in many of its aspects: literary theory, literary history, genre, textual analysis, critical vocabulary, etc. We will start with an attempt to define the object of our discipline by asking what literature (and particularly English literature) is. Looking at texts from different genres, cultures and historical periods, we will then be concerned with the fundamentals of a scholarly approach to literature, i.e. the terminology, concepts and technical terms necessary for analysing and interpreting literary texts.

Please buy your own copy of the following books:

- Dermot Cavanagh, Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (eds.). *The Edinburgh Introduction to Studying English Literature*. Edinburgh: Edinburgh University Press, 2014. ISBN: 9780748691326.

- Jane Austen. *Northanger Abbey; Lady Susan; The Watsons; Sandition*. Eds. James Kinsley and John Davie. Oxford: Oxford University Press, 2008. ISBN: 9780199535545.

### **Schlickeisen: Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft**

Grundkurs, 70101, Donnerstag 13.15-14.45 Uhr, AB28-8028

This course will serve as a general introduction to the field of literary studies. In this class we will introduce the fundamental concepts, basic terminology and methodology that will enable you to engage with literary texts on a scholarly basis. To apply our understanding of literary theory, we will read and analyze a number of texts from a variety of genres.

### **Zittlau: Contemporary American Poetry**

**Proseminar, 70110, Montag 11.15-12.45 Uhr, AB28-8023**

In this class, we will encounter a great variety of American poets – Black poets, Asian-American poets, Chicana poets, indigenous poets, queer poets, city poets and desert poets—and their work that shows you the fantastic possibilities of this form of literature. From poetry that operates mainly with lines and pictures (giovanni singleton) to the narrative poetry of Anne Carson, the prose poems of Kathryn Mockler, the vivid imagery of Ocean Vuong, and the experimental works of Shesshu Foster and Douglas Kearney, we will encounter voices and issues particularly from the margins of society that acquire new power in the words of the poets. All participants of this class need to purchase and read: Anne Carson, *Autobiography of Red*. New York: Vintage, 1998.

### **Zittlau: An Introduction to Contemporary Native American Literature**

Proseminar, 70094, Dienstag 09.15-10.45 Uhr, AB28-8023

There are more than 580 recognized indigenous communities in the United States and over 600 in Canada today preserving a great variety of cultural traditions, an often painful history and a rich set of stories. Needless to say, contemporary fiction offers us a fantastic glimpse into current Native issues, often as a way to combat persisting stereotypes and clichés. We will look at a selection of very recent indigenous writing and at a variety of literary genres, such as gothic short stories from the Arctic north, poetry from the Southwest, children books, and Tommy Orange's successful novel *There, there* that focuses on urban Indians. While material will be provided on StudIP, students must purchase and read the following two books:

Tommy Pico, *Feed* (Tin House Books 2019)

Tommy Orange, *There, there* (Vintage 2019)

### **Hartung: Contemporary Gothic: An Introduction**

Proseminar, 70111  
 Mittwoch 13.15-14.45 Uhr, online-Lehre  
 Mittwoch 15.15-16.45 Uhr, online-Lehre

Emerging in the eighteenth century, the gothic has been popular as a literary genre in English fiction. Looking briefly at its early forms, the seminar will explore twentieth-century versions and contemporary manifestations of the gothic. These include traditional literary genres such as the ghost story, fantasy and dystopia, as well as more recent ones such as the illness memoir and 'ecogothic'. We will discuss aesthetic concepts that continue to be relevant to the genre, such as 'the uncanny' and 'the grotesque', and motifs such as the 'revenant' and the 'shapeshifter'. Furthermore, we will analyse how categories such as gender, age and illness affect new developments of the gothic.

In preparation for the course, please read Mary Shelley's *Frankenstein* (1818; available in Oxford World's Classics) and William Styron's *Darkness Visible: A Memoir of Madness* (1990, available in Vintage Classics). All other shorter texts will be provided online.

### **Mackenthun: John Steinbeck, *The Grapes of Wrath*. A Case Study in Literary Criticism**

Proseminar, 70126, Donnerstag 09.15-10.45 Uhr, U69-HSSPOW

First published in 1939, *Grapes of Wrath* is a classic American novel. It dramatizes the themes of westward movement and the failure of the American Dream before the background of the economic and ecological catastrophes of the 1930s: the Great Depression, triggered by the stock market crash in 1929, and the Dust Bowl, an ecological disaster that forced inhabitants of western states to desert their homes and migrate to California in hope of a new beginning. We will discuss the novel in the context of these historical events and look at the literary response and how it changed over the decades.

Texts to be purchased and read:

John Steinbeck, *The Grapes of Wrath*. Penguin. ISBN-13: 978-0141394886

A *Reader* with additional texts (Copy&Paste)

Admission to the class depends on students to sign up electronically. All students have to participate in a QUIZ (Lektürekontrolle) on the first 100 pages of the novel, in the first session. Please read and bring along the novel for that purpose.

### **Mackenthun: Odds and Hopes: American Near Future Fiction**

Hauptseminar, 70156, Donnerstag 13.15-14.45 Uhr, U69-H1-021

As climate change and social inequality have become the most pressing concerns on a global scale, Western cultures are increasingly incapable of imagining a non-apocalyptic future. We are inundated by more or less violent social and ecological disaster fictions. The four novels offered for discussion in this class are no exception to the rule, but they promise slightly more critical readings of the present and they include at least minor moments of a utopian future. Among the themes to be discussed are the victimization and agency of women and society's responsibility toward future generations.

Texts to be purchased and read:

Margaret Atwood, *Oryx&Crake* (2003). Virago. ISBN-13: 978-0349004068

Octavia E. Butler, *Parable of the Talents* (1998). Headline. ISBN-13: 978-1472263650

Nathaniel Rich, *Odds Against Tomorrow* (2014) Macmillan. ISBN-13: 978-1250043641

Louise Erdrich, *Future Home of the Living God* (2017). Harper. ISBN-13: 978-1472153340

A *Reader* with additional texts (Copy&Paste)

Admission to the class depends on students to sign up electronically. All students have to participate in a QUIZ (Lektürekontrolle) on Margaret Atwood, *Oryx&Crake*, in the first session. Please read and bring along the novel for that purpose.

### **Schmitt-Kilb: Challenging the human through the animal: human-animal relationships in recent British literature**

Hauptseminar, 70444, Donnerstag 15.15-16.45 Uhr, AB28-8023

From its very beginnings in Greek and Roman antiquity, imaginative literature has been a powerful tool to investigate what it means to be human. This is still true, but in recent decades, under the aegis of ecocriticism, environmental literary studies and critical animal studies, attempts to understand human nature that posit the fundamental exceptionality of our species have been called into doubt and considered reductive. An indicator for this changed perspective is the prominent status which animals and inter-species relationships have acquired in recent poetry, in prose fiction, but also in philosophy, sociology and critical theory. In the seminar, we will read a number of texts which, in addition to their fictional human characters, feature animals – as co-inhabitants, mirror images, projection surfaces, symbols, victims of anthropomorphism, border crossers between wilderness and civilization, personifications of *natureculture* (Donna Haraway), but also 'only' as animals. Against the backdrop of a theoretical understanding of human-animal studies, we will discuss the function of these fictionalized fellow creatures on the level of the literary.

**Christinidis: Wilkie Collins: Victorian Culture, Character Construction and Narrative Perspective in *The Woman in White* and *The Moonstone***

Hauptseminar, 70459, Donnerstag 17.15-18.45 Uhr, AB28-8028

Compared to his friend Charles Dickens, Wilkie Collins has generally been neglected by literary scholars, even though he was also one of the most successful and popular Victorian authors. *The Woman in White* is one of the most important 'sensation novels', whereas *The Moonstone* has been described as an early detective novel. Both have dramatic, at times melodramatic, plot lines that centre on love, madness, mistaken identity, and long-forgotten crimes that come back to haunt everyone associated with them. This seminar will employ both narratological and cultural studies approaches to investigate, on the one hand, the cultural norms/values surrounding imperialism, class and gender, as well as the ways in which literary texts may reinforce or criticise such norms through narrative technique. Collins's narratives were formally innovative: each novel combines the perspectives of various characters, leaving the reader to doubt both the values they express and the 'truth' behind events. Please purchase the Oxford World Classics edition of both texts, as those are reliable and annotated, providing insight into significant changes Collins made to the text.

**Mackenthun: Postcolonial Ecologies. American Literature and Ecocide (BATS)**

Hauptseminar, 70155, Freitag 09.15-10.45 Uhr, AB28-4039

Most of the ecological and human cost of the modern lifestyle – the nuclear cycle, hydroelectric megadams, clearcutting, the toxic chemical cycle – accrues on indigenous territories and severely threatens the survival of indigenous and poor rural communities, both in the Americas and in developing countries. From a sizeable number of literary texts showing how 'traditional' people live in the ecological shadow of Western modernity, we will discuss four novels by American and postcolonial writers.

Texts to be purchased and read:

- Linda Hogan (1997) *Solar Storms*. Scribner. ISBN-13: 978-0684825397
- Kiana Davenport (2006) *House of Many Gods*. Ballantine. ISBN-13: 978-0345481511
- Indra Sinha (2007) *Animal's People*. Simon & Schuster. ISBN-13: 978-1416526278
- Barbara Kingsolver (2012) *Flight Behavior*. Harper. ISBN-13: 978-0571290802

A *Reader* with additional texts (Copy&Paste)

Admission to the class depends on students to sign up electronically. All students have to participate in a QUIZ (Lektürekontrolle) on Indra Sinha's *Animal's People*, in the first session. Please read and bring along the novel for that purpose.

Hauptseminar, 70145, Freitag 13.15-14.45 Uhr, AB28-8028

The relationship between literature and law is well established in world literature. Think about writers such as Fyodor Dostoevsky, Albert Camus, and Franz Kafka who use (fictional) criminal cases and trials for thinking about systems and the human condition. We will look at three recent works that use actual court cases to discuss both the necessity of narratives and their frequent absence. Philip's poetic *Zong* deals with an 18<sup>th</sup> century trial about a slave ship, Mann's *Execution of Justice* is a drama about a late 1970s homophobic crime, and Nelson uses a 2004-trial that employs new DNA-evidence to follow a series of murdered women in the 1960s. Additionally, we will read theory and practice the analysis of prose, poetry, and drama as our three examples are of different genres.

Students of this class must purchase and read:

- M. NourbeSe Philip, *Zong!* Middletown, Connecticut: Wesleyan University Press, 2008.
- Maggie Nelson, *Jane, A Murder* (Berkeley: Soft Skull Press, 2005).
- Emily Mann, *Execution of Justice*. (Only available in: Emily Mann, *Testimonies. Four Plays*. New York: Theater Communications Group, 1997)

#### **4 Sprachwissenschaft**

##### **Kähm, Spohr: English Linguistics: An Introduction**

Grundkurs, 70006

Gruppe 1: Spohr	Dienstag	11.15-12.45 Uhr	U69-H3-416
Gruppe 2: Lechner	Dienstag	11.15-12.45 Uhr	AB28-8023
Gruppe 3: Lechner	Dienstag	15.15-16.45 Uhr	AB28-8023
Gruppe 4: Lechner	Mittwoch	11.15-12.45 Uhr	U69-H3-322
Gruppe 5: Spohr	Donnerstag	11.15-12.45 Uhr	U69-H3-222

**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 various 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.

##### **Lorenz: English as a Global Language (BATS)**

Hauptseminar, 70498, Montag 15.15-16.45 Uhr, AB28-9028

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, not only in what we know as English-speaking countries (e.g. USA, Canada, Australia), but also in societies where English has a status as the language of administration and education (e.g. India, Nigeria), or where pidgins and creoles have developed from English. Some of these varieties are continuations of the dialects originally spoken within the British Isles, others arose as contact varieties and function in various capacities in their speech communities. Moreover, English as a second language serves as a Lingua Franca for communication around the world.

In this seminar we will review some of the linguistic features of the varieties in question, explore the different sociohistorical settings in which various types of Englishes arose, and outline the stages and characteristics of the processes underlying the spread and diversification of English.

##### **Kornexl: Standardizing English: Processes and Results**

Hauptseminar, 70050, Dienstag 13.15-14.45 Uhr, AB28-8023

English can boast an exceptionally long, albeit discontinuous, history of standardization. The conscious development and cultivation of a supra-regional *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 study normative endeavours culminating in the "Age of Prescriptivism" and take a critical look at the current position of British Standard English and its associated prestige accent, RP, or rather NRP.

### **Kornexl: Early Modern English: Trends, Texts and Contexts**

Hauptseminar, 70040, Mittwoch 09.15-10.45 Uhr, AB28-8023

Linguistically, the time from ca. 1500–1700 stands out as a period of increasing standardization and widespread critical reflection on the status of English (as compared to Latin) and its suitability for an increasing number of purposes. It was during this period that eminent literary figures such as William Shakespeare and seminal texts like the King James Bible left their imprint on the English language. This seminar explores major changes in Early Modern English on the different linguistic levels (pronunciation, spelling, grammar, lexis) as well as the sociocultural and pragmatic conditions under which these changes took place. Examples from a variety of text types will be provided for illustration, analysis, and evaluation in the light of Present-Day English.

Course book: Terttu Nevalainen. 2006. *An Introduction to Early Modern English*. Edinburgh University Press. ISBN-13: 978-0748615247 (pb).

### **Lechner : Fundamentals of Grammar**

Übung, 70068, Mittwoch 09.15-10.45 Uhr, U69-H3-322

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 & Phonology**

Übung, 70078, Dienstag 15.15-16.45 Uhr, U69-H3-416

This class will focus primarily on the two main standard varieties of spoken English: British Non-Regional Pronunciation, and General American English. The sound systems of these two varieties (i.e. their individual vowels and consonants, and how they interact) will be studied – first for isolated words, then for connected speech. Learning to read and produce IPA transcriptions will be another important aim of this course. Where it is appropriate, English and German will be compared to each other to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology will help you improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

The course book (which all students must have) is: Collins, Beverly and Inger M. Mees. 2013. *Practical Phonetics and Phonology: A Resource Book for Students*. 3rd 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**

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

Grundkurs, 70160

Gruppe 1 Montag 11.15-12.45 Uhr, U69-AEHS1

Gruppe 2 Donnerstag 15.15-16.45 Uhr, 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* will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3. Participants also have to buy Hartley, John (2020). *Communication, Cultural and Media Studies. The Key Concepts*. 5<sup>th</sup> ed. London and New York: Routledge (ISBN: 978- 0- 415- 78763- 5 (pbk) ISBN: 978- 1- 315- 22581- 4 (ebk).

### **Schmidt, A./Zittlau: An Introduction to Indigenous Film**

Proseminar, 70162, Montag 15.15-16.45 Uhr, AB28-8028

Indigenous film has achieved a recognized status in both the United States and Canada. In this class, we will encounter a selection of feature films (such as Zacharias Kunuk's classic *Atanarjuat*) as well as documentaries, animations and experimental art films that have been created by indigenous film makers. We will think about categories such as indigenous film and postcolonial film, while also practicing our skills in film analysis and, of course, deepen our knowledge of indigenous history and contemporary lives and issues. Please be aware that, since we cannot always screen films in class time, students must be prepared to come to specially arranged viewings.

### **Rossow: From Memories of Empire to Multicultural Britain**

Proseminar, 70163, Dienstag 11.15-12.45 Uhr, AB28-8028

The course uses a combination of chronologically organised and theoretically focussed approaches to the development of a multicultural society in postwar Britain. Chronologically, the course covers the development from the arrival of the passenger liner *Empire Windrush*, which brought one of the first large groups of postwar West Indian immigrants to London in 1948, to the Brexit referendum in 2016. Theoretically, the course is arranged around the concepts of identity, especially ethnicity, 'race' and national identity, and xenophobia, racism and multiculturalism. The course should offer a good opportunity to develop a historically and theoretically informed understanding of the current debates concerning the challenges and the potential of multicultural, multinational and multireligious societies not only in Britain but also across Europe.

A *Reader* with a selection of thematically organised texts and a list of topics for term papers will be provided at the beginning of the course and can be bought at Printzentrum, Neuer Markt 3.

### **Massey: The Ballot or the Bullet: Interrogating the Fight for Political Rights**

### **in the United States**

Proseminar, 70179, Dienstag 13.15-14.45 Uhr, AB28-9028

Taking the revolutionary "Ballot or the Bullet" (1964) strategizing of Malcolm X as our starting point, we will examine tactics for justice and political representation in the United States from 1776 to the era of Trump.

### **Schlickeisen: Rap Music and Black Politics**

Proseminar, 70188, Donnerstag 15.15-16.45 Uhr, AB28-8028

In this seminar, we will examine rap music both as an expression of and a vehicle for political attitudes of marginalized communities in the US. We will analyze key themes and selected lyrics to identify central themes and to explore their formation and the changes they have undergone.

### **Linke: Cultural memory: Power - politics – identity**

Hauptseminar, 70193, Montag 09.15-10.45 Uhr, U69-H3-120

In the United States as well as in other countries, public rituals, memorials, museums and many other media represent selected events (and the persons symbolizing them), thus helping to disseminate ideas about a social group's past and values, which consequently enhances group identity. Such groups can be the nation or influential groups within it, such as a region, an ethnicity, or war veterans. In every era, such representations in the public space have been contested, and the struggles over the memorialization of the past have always said at least as much about current power structures as they have about the past. In this class, students will first learn about forms and functions of cultural memory. Then they will read and discuss texts that describe the struggles in the U.S. over the memorialization of events such as the Civil War, slavery, the Holocaust, World War II, and the Vietnam War. There will also be space for students to explore the representations of various events in different media such as film, museums, and online representations of memorials, re-enactments etc., and to pursue their own projects. Those interested in British history may also look at memorials in the U.K. A READER with relevant texts will be provided in the copy shop.

### **Rossov: The Transcultural Dimension of Globalisation, BATS**

Hauptseminar, 70202, Donnerstag 09.15-10.45 Uhr, AB28-8028

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide a 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 and can be bought at Printzentrum, Neuer Markt 3.

### **Zittlau: Water as Social and Cultural Space in the U. S.**

Hauptseminar, 70198, Freitag 09.15-10.45 Uhr, AB28-8028

Water will be the connecting element in this class that will let us think about crucial issues in cultural studies and the posthumanities. We will talk about environmental issues using Rachel Carson's writings on the sea as well as issues of race (the Flint Water Scandal) and ethnicity looking at hurricane Katrina and the flooded urban space. Of course, the protests around the Dakota Access Pipeline and other indigenous conflicts concerning water will also be dealt with in this class. Students must purchase and read:

Rachel Carson, *The Sea Around Us* (there are different editions available)

Dave Eggers, *Zeitoun* (Penguin 2011 – please make sure to buy the English edition!)

## **6 Fachdidaktik und Vermittlungskompetenz**

### **Morkötter: Grundkurs: Grundfragen der Fachdidaktik Englisch**

Grundkurs, 70233, Montag 11.15-12.45 Uhr, SCHW-HS

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

#### **Linke: Basic Study and Research Skills A**

Grundkurs, 70224, Montag 15.15-16.45 Uhr, U69-H1-126

This course has been designed to develop and extend the skills you need to study 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), bibliographies and modes of citation, aspects of writing 'Hausarbeiten', preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Furthermore, reading techniques will be revised. 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.

#### **Bönner: Basic Study and Research Skills B**

Grundkurs, 70223, Montag 17.15-18.45 Uhr, U69-H3-322

This course has been designed to develop and extend the skills you need to study 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), bibliographies and modes of citation, aspects of writing 'Hausarbeiten', preparing and giving oral presentations, practising critical assessment of texts and giving feed-back. Furthermore, reading techniques will be revised. 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.

#### **Schmidt: Kompetenzorientierter Englischunterricht**

Proseminar, 70267, Montag 09.15-10.45 Uhr, AB28-8028

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lernens und Lehrens der englischen Sprache in Theorie und Praxis. Typische Unterrichtssituationen und –materialien werden analysiert, entwickelt und gestaltet. Der Erwerb sprachlicher Mittel wird dabei ebenso thematisiert wie

die Herausbildung kommunikativer Fertigkeiten. Auch die Entwicklung interkultureller und methodischer Kompetenzen finden Berücksichtigung.

**Für alle Lehrämter außer Lehramt an Grundschulen.**

**Teilnahmevoraussetzung: abgeschlossener Grundkurs „Grundfragen der Fachdidaktik Englisch“**

### **Morkötter: Mit Lernaufgaben Kompetenzen entwickeln**

Hauptseminar, 70238, Mittwoch 11.15-12.45 Uhr, AB28-8028

Wie kann eine Lernaufgabe (*task*) im Englischunterricht aussehen, anhand derer Schülerinnen und Schüler fremdsprachliche Kompetenzen entwickeln und diese auch nachweisen können? Wie sollte sie konzipiert sein? Wie ist sie aufgebaut? Mit welchen Aufgabenformaten können wir die Kompetenzentwicklung von Schülerinnen und Schülern unterstützen und welchen *task support* benötigen sie?

Nach einer Auseinandersetzung mit diesen Fragen und Konzeptionen des Begriffs „Lernaufgabe“ werden wir uns mit der Sichtung und Analyse vorhandener Materialien befassen. Im Anschluss werden wir eigene Lernaufgaben entwickeln, die gegebenenfalls im Unterricht erprobt werden können.

### **Tieß: Interkulturelle Bildung**

Hauptseminar, 70289, Donnerstag 09.15-10.45 Uhr, U69-H3-222

Nach einem kompakten Einblick in die geschichtliche Entwicklung des interkulturellen Fremdsprachenunterrichts in Deutschland, setzen wir uns vertieft mit konkreten Unterrichtsmaterialien und Unterrichtsentwürfen auseinander, überarbeiten und ergänzen diese für die unterschiedlichen Klassenstufen. Ziel dieses Seminars ist neben einer kritischen Analyse der vorhandenen Forschungsergebnisse, die konkrete praktische Anwendung der dargestellten und ausgearbeiteten Unterrichtsmaterialien in den jeweiligen Jahrgangsstufen. Die Ergebnisse der einzelnen Auseinandersetzungen von Materialien sollen praxisorientiert und unterrichtsvorbereitend aufgearbeitet werden.

### **Schmidt: Planung und Gestaltung von Englischunterricht (SPÜ begleitend für LA an Grundschulen und LA für Sonderpädagogik)**

Übung, 70276, Dienstag 09.15-10.45 Uhr, AB28-8028, vom 03.11.2020-08.12.2020, 1 SWS

Die Übung richtet sich an Studierende des Lehramts an Grundschulen und des Lehramts für Sonderpädagogik, die im WS 2020/21 die Schulpraktischen Übungen absolvieren.

Einen Schwerpunkt der Übung bildet die Planung von Englischunterricht. Die Teilnehmenden setzen sich mit den verschiedenen Aspekten der Unterrichtsplanung auseinander und erhalten Gelegenheit, sich im Schreiben eines Langentwurfs zu üben.

Darüber hinaus widmet sich die Übung der Gestaltung eines kompetenzorientierten kommunikativen Englischunterrichts. Die Teilnehmenden machen sich u. a. mit verschiedenen Methoden für den Englischunterricht vertraut, befassen sich mit Möglichkeiten der Differenzierung, lernen Aufgabenformate zur Förderung des Sprechens kennen und setzen sich mit den Herausforderungen der einsprachigen Gestaltung von Englischunterricht auseinander.

**1 SWS, findet statt vom 03.11.2020-08.12.2020**

### **Schmidt: Planung und Gestaltung von Englischunterricht im Rahmen einer Werkstatt (SPÜ-begleitend)**

Übung, 70287, Dienstag 09.15-10.45 Uhr, AB28-8028, vom 15.12.2020-26.01.2021, 1 SWS

Die Übung richtet sich an Studierende, die im WS 2020/21 die Schulpraktischen Übungen im Rahmen der Europawerkstatt an der Werkstattschule absolvieren.

In der Übung setzen sich die Teilnehmenden mit den verschiedenen Aspekten der Unterrichtsplanung auseinander und stellen didaktisch-methodischen Überlegungen zur Planung einer Unterrichtseinheit im Rahmen einer Werkstatt an. Diese Überlegungen münden in der konkreten Gestaltung einer Unterrichtseinheit für die Europawerkstatt, die im März 2020 im Rahmen der SPÜ an der Werkstattschule durchgeführt wird.

**1 SWS, findet statt vom 15.12.20-26.01.2021**

### **Schmidt: Distance Learning. Englischunterricht auf Distanz.**

Übung, 70288, Mittwoch 09.15-10.45 Uhr, AB28-8028, vom 04.11.2020-09.12.2020, 1 SWS

Von einem Moment auf den anderen wurden Lehrkräfte im Frühjahr vor die Herausforderung gestellt, ihren Unterricht digital zu gestalten. Kaum jemand war darauf vorbereitet. Wie bereite ich Englischunterricht für das Selbstlernen zu Hause auf? Welche technischen Möglichkeiten stehen mir dafür zur Verfügung? Wie unterstütze ich die Schülerinnen und Schüler bei der Kompetenzentwicklung? In der Übung wollen wir diesen Fragen nachgehen und Möglichkeiten prüfen, wie der Englischunterricht auf Distanz effektiv gestaltet werden kann. Dazu untersuchen wir verschiedene digitale Medien auf ihren Nutzen für das selbstständige Fremdsprachenlernen. Am Ende der Übung soll eine digitale Unterrichtseinheit entworfen werden.

**1 SWS, findet statt vom 04.11.2020 bis 09.12.2020**

### **Schmidt: Digital Storytelling. Integrative Kompetenzentwicklung durch multimodales Erzählen**

Übung, 70290, Mittwoch 09.15-10.45 Uhr, AB28-8028, vom 16.12.2020-27.01.2021, 1 SWS

Digital Stories sind ein multimodales Erzählformat, bei dem aus Bildern, Videos, gesprochenen oder geschriebenen Texten in Verbindung mit Musik ein Gesamtkunstwerk entsteht. In den sozialen Medien ist dieses Genre weitverbreitet und wird von vielen Jugendlichen genutzt, um mit Gleichaltrigen in Kontakt zu treten. Die Einbindung von digital Storytelling in den Englischunterricht greift somit nicht nur jugendliche Kommunikationsgewohnheiten auf, sondern ermöglicht darüber hinaus die Entwicklung vielfältiger Kompetenzen, u. a. Schreib- bzw. Sprechkompetenz, lexikalische Kompetenz oder Medienkompetenz. In der Übung wollen wir der Frage nachgehen, wie die Erstellung von digital stories im Englischunterricht praktisch umgesetzt werden kann. Dazu wollen wir den Unterrichtsprozess von der Planung bis zur Präsentation anhand eines konkreten Beispiels beleuchten, um am Ende eine eigene Unterrichtseinheit zum digital storytelling zu entwerfen.

**1 SWS, findet statt vom 16.12.2020-27.01.2021**

### **Schütt: Planung und Gestaltung von Englischunterricht für SPÜ-TeilnehmerInnen im Projekt, alle LÄ**

Übung, 70268, Montag 11.15-12.45 Uhr, gerade Wochen, AB28-8028

Diese Übung richtet sich vorwiegend an die TeilnehmerInnen der Schulpraktischen Übungen, die im SS 2019 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.

1 SWS

**Schütt: Planung und Gestaltung von Englischunterricht  
(SPÜ begleitend alle Lehrämter und BerufsP)**

Übung, 70261, Montag 11.15-12.45 Uhr, ungerade Wochen, AB28-8028

Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich vorwiegend an SPÜ-TeilnehmerInnen der LA Gymnasium und Regionalschule.

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.

**1 SWS**

**Schütt: Differenzierung und Individualisierung im  
kompetenzorientierten Englischunterricht**

Übung, 70291, Montag 13.15-14.45 Uhr, gerade Wochen, AB28-8028

Heterogenität im Fremdsprachenunterricht mit geeigneten Methoden und Maßnahmen zu begegnen ist auch in Zeiten vorschreitender Digitalisierung von Unterricht geboten.

In dieser Übung erwerben Studierende aller Lehrämter grundlegende Kenntnisse solcher Methoden und Maßnahmen und sammeln Erfahrungen im Planen von Lerneinheiten und Erstellen von Unterrichtsmaterialien, die der Individualisierung von Fremdsprachenunterricht entgegenkommen.

**1 SWS**

**Schütt: Frühbeginnender Englischunterricht**

Übung, 70221, Montag 13.15-14.45 Uhr, ungerade Wochen, AB28-8028

The early bird twitters best: das Wissen darüber, wie Kinder (fremde) Sprachen lernen, ist die Grundlage erfolgreichen Sprachunterrichts. In dieser Übung wird die Violdimensionalität des Sprachenlernens beleuchtet und theoretische Hintergründe des Lernens und Spielens im Grundschulalter diskutiert. Methodische Schlussfolgerungen aus Praxisbeispielen und Erfahrungsberichten befähigen zu anregender, kindgerechter Unterrichtsgestaltung. Die Übung vertieft die im Grundkurs erworbenen Kenntnisse.

**1 SWS**

**Bartsch Veselá: Teaching Language and Culture in Primary Schools**

Übung, 70235, Donnerstag 13.15-14.45 Uhr, JP-SR5, 05.11.2020 bis 10.12.2020, 1 SWS

This seminar is designed for student teachers who will be teaching English in primary schools (Grundschulen). The aim of the course is to clarify the key concepts of teaching culture to young learners and to present some practical tips for enjoyable and meaningful language learning. We will offer a series of practical classroom activities that develop and foster intercultural communicative competence. Both pupils' home culture(s) and the culture(s) of native English-speaking people we will be considered here. Student teachers will participate in discussions and prepare micro-teaching activities on given topics such as everyday customs and habits, holidays, festivals and celebrations, food, weather and climate, school life, shopping, music, etc. Study material will be provided.

**1 SWS , findet statt vom 05.11.2020 bis 10.12.2020**

**Bartsch Veselá: Using Children's Literature in the Primary Foreign Language Classroom**

Übung, 70237, Donnerstag 13.15-14.45 Uhr, JP-SR5, 17.12.2020 bis 28.01.2021, 1 SWS

This seminar is designed for student teachers who will be teaching English in primary schools (Grundschulen). It offers some practical tips for enjoyable and meaningful language learning in the primary language classroom. A variety of children's literature will be introduced, including traditional stories, classical fairy-tales, animal stories, poems, rhymes, and other literary texts (e.g. Where's Spot? The Very Hungry Caterpillar, The Gruffalo, Little Red Riding Hood, Jungle Book, Winnie the Pooh, The Paper Bag Princess, Alice in Wonderland, etc.) Student teachers will be asked to participate in the discussions, read and analyse suitable texts (e.g. a short story or a fairy-tale) in English and prepare micro-teaching activities for their peers. Study material will be provided.

**1 SWS, findet statt vom 17.12.20 bis 28.01.21**

**Schütt/Schmidt/Tieß/Bayer: Schulpraktische Übungen**

Übung, 70273, an verschiedenen Schulen

Die Schulpraktischen Übungen (SPÜ) ermöglichen den Lehramtsstudierenden, erste praktische Erfahrungen in der Schule während der universitären Ausbildung zu erlangen. In Gruppen von fünf bis sechs Studierenden und unter der Anleitung und Begleitung durch DozentInnen der Fachdidaktik Englisch erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren.

**Teilnahmevoraussetzung: erfolgreich abgeschlossenes Modul „Fachdidaktik Englisch 1“, 2 SWS**

## **7 Sprachpraxis**

**Spohr: Sprachpraxis I: Towards Proficiency**

Übung, 70299

Gruppe 1: Dienstag	13.15-14.45 Uhr	U69-H3-416
Gruppe 2: Mittwoch	11.15-12.45 Uhr	U69-H3-416
Gruppe 3: Mittwoch	17.15-18.45 Uhr	AB28-8028
Gruppe 4: Donnerstag	13.15-14.45 Uhr	U69-H3-222
Gruppe 5: Donnerstag	15.15-16.45 Uhr	U69-H3-222

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.

**Shay: Sprachpraxis I: Towards Proficiency**

Übung, 70300

Gruppe 1: Montag 13.15-14.45 Uhr U69-H3-322  
 Gruppe 2: Montag 15.15-16.45 Uhr U69-H3-322

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.

### **Shay: Sprachpraxis II: Getting Grammar Right (for Primary Schools)**

Übung, 70305

Gruppe 1: Dienstag 13.15-14.45 Uhr U69-H3-322  
 Gruppe 2: Dienstag 15.15-16.45 Uhr U69-H3-322

**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.

### **Bowen: Sprachpraxis II: The Craft of Argument I**

Übung, 70311

Gruppe 1: Montag 11.15-12.45 Uhr U69-H3-223  
 Gruppe 2: Montag 13.15-14.45 Uhr U69-H3-223

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

### **Cathrow: Sprachpraxis II: The Craft of Argument I**

Übung, 70302

Gruppe 1: Dienstag 09.15-10.45 Uhr U69-H3-322  
 Gruppe 2: Dienstag 11.15-12.45 Uhr U69-H3-322



This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

### **Vaughan: Sprachpraxis II: The Craft of Argument I**

Übung, 70309

Gruppe 1: Donnerstag 11.15-12.45 Uhr U69-H3-416

Gruppe 2: Donnerstag 13.15-14.45 Uhr U69-H3-416

This course is designed to help students comprehend, analyse and create written argumentative discourse in English. It introduces them to the basic principles and models of argumentation, and allows them to practise and improve their critical thinking and writing skills. In this class, students will learn how to develop and formulate central claims (thesis statements) and support them with logical, focused, and progressive argumentation. We will look at how to find evidence and other forms of proof, and to organize ideas in written discourse. Students will explore how best to adapt their arguments to a particular communicative situation, paying attention to the intended audience and the immediate problem to be solved by the text. The course will examine a range of argumentative genres in English (newspaper editorial, advertising, academic paper), although our main focus will be the deliberative essay.

### **Bowen: Sprachpraxis III: Rhetorical Strategies in Spoken English**

Übung, 70326

Gruppe 1: Dienstag 09.15-10.45 Uhr U69-H3-223

Gruppe 2: Dienstag 11.15-12.45 Uhr U69-H3-223

Gruppe 3: Donnerstag 13.15-14.45 Uhr U69-H3-223

This course offers a practical approach to rhetorical criticism. It will offer the student an opportunity to examine rhetorical strategies in a variety of spoken discourses, including advertising, politics, law, education, and everyday conversations. Particular attention will be paid to cognitive and linguistic figures that can be applied across a range of discourses. In the course, students will also receive the chance to try out these strategies in a variety of genres, thus not only improving their rhetorical competences but also their spoken and compositional skills.

### **Vaughan: Sprachpraxis III: Rhetorical Strategies in Spoken English**

Übung, 70322

Gruppe 1: Freitag 11.15-12.45 Uhr U69-H3-322

Gruppe 2: Freitag 13.15-14.45 Uhr U69-H3-322

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.

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

Übung, 70355

Gruppe 1: Mittwoch 09.15-10.45 Uhr U69-H3-223

Gruppe 2: Mittwoch 11.15-12.45 Uhr U69-H3-223

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.

### **Cathrow: Sprachpraxis IV: Writing the World**

Übung, 70370

Gruppe 1: Donnerstag 09.15-10.45 Uhr AB28-8023

Gruppe 2: Donnerstag 11.15-12.45 Uhr AB28-8023

This course focuses on travel and nature writing and explores the ways in which writers perceive the world around them and express their experiences in words. We will look briefly at the historical development of the genres of travel and nature writing and then examine current styles, formats and approaches, performing close readings of a range of texts for insights into style, techniques and tricks of the trade. Practical writing exercises will help students to improve their powers of observation and to turn their personal experiences into vivid, descriptive prose. There may even be the opportunity for some mini-field trips to gather inspiration and material for written exercises.

### **Bowen: Academic Writing (BATS)**

Übung, 70360, Donnerstag 11.15-12.45 Uhr, UP69-H3-223

**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.

## **8 Master British and American Transcultural Studies**

### **Theories and Methods of British and American Transcultural Studies**

**verantwortlich:**

Kornexl

**Lehrende:**

Kornexl, Linke, Lorenz, Mackenthun, Rossow, Schmitt-Kilb

Lecture Course, 70500, Dienstag 17.15-18.45 Uhr, AB28-8023

**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.

**Mackenthun: Postcolonial Ecologies. American Literature and Ecocide (BATS)**

Hauptseminar, 70155, Freitag 09.15-10.45 Uhr, AB28-4039

Most of the ecological and human cost of the modern lifestyle – the nuclear cycle, hydroelectric megadams, clearcutting, the toxic chemical cycle – accrues on indigenous territories and severely threatens the survival of indigenous and poor rural communities, both in the Americas and in developing countries. From a sizeable number of literary texts showing how 'traditional' people live in the ecological shadow of Western modernity, we will discuss four novels by American and postcolonial writers.

Texts to be purchased and read:

- Linda Hogan (1997) *Solar Storms*. Scribner. ISBN-13: 978-0684825397
- Kiana Davenport (2006) *House of Many Gods*. Ballantine. ISBN-13: 978-0345481511
- Indra Sinha (2007) *Animal's People*. Simon & Schuster. ISBN-13: 978-1416526278
- Barbara Kingsolver (2012) *Flight Behavior*. Harper. ISBN-13: 978-0571290802

A *Reader* with additional texts (Copy&Paste)

Admission to the class depends on students to sign up electronically. All students have to participate in a QUIZ (Lektürekontrolle) on Indra Sinha's *Animal's People*, in the first session. Please read and bring along the novel for that purpose.

**Lorenz: English as a Global Language (BATS)**

Hauptseminar, 70498, Montag 15.15-16.45 Uhr, AB28-9028

The global spread of English has resulted in the emergence of a diverse range of varieties around the world, not only in what we know as English-speaking countries (e.g. USA, Canada, Australia), but also in societies where English has a status as the language of administration and education (e.g. India, Nigeria), or where pidgins and creoles have developed from English. Some of these varieties are continuations of the dialects originally spoken within the British Isles, others arose as contact varieties and function in various capacities in their speech communities. Moreover, English as a second language serves as a Lingua Franca for communication around the world.

In this seminar we will review some of the linguistic features of the varieties in question, explore the different sociohistorical settings in which various types of Englishes arose, and outline the stages and characteristics of the processes underlying the spread and diversification of English.

**Rossow: The Transcultural Dimension of Globalisation**

Hauptseminar, 70202, Donnerstag 09.15-10.45 Uhr, AB28-8028

From its inception, British Cultural Studies have responded to social changes and attempted not only to provide a 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 and can be bought at Printzentrum, Neuer Markt 3.

### **Bowen: Academic Writing**

Übung, 70360, Donnerstag 11.15-12.45 Uhr, UP69-H3-223

**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.

### **Praxismodul: Forschungsorientierte Vertiefung (BATS)**

#### **verantwortlich:**

Linke

#### **Lehrende:**

Kornexl, Linke, Lorenz, Mackenthun, Rossow, Schmitt-Kilb

Kolloquium, 70504, Montag 17.15-18.45 Uhr, AB28-8023 + AB28-8028

In der Lehrveranstaltung werden die in allen vorhergehenden Modulen vermittelten allgemeinen Theorien, Methoden sowie praktischen Fähigkeiten vertieft und produktiv auf forschungsorientierte Fragestellungen angewandt. Die Themen beziehen sich auf aktuelle Forschungsfragen aus allen Teilgebieten des Studiengangs und bereiten durch Betonung forschungspraktischer Aspekte auf die Masterarbeit vor. Insbesondere dient die Lehrveranstaltung der Vertiefung von Inhalten und Techniken forschungsorientierten Arbeitens und ihrer gezielten Anwendung auf ausgewählte wissenschaftliche Fragestellungen. Dies beinhaltet die Rezeption neuerer Forschungsinhalte, -theorien und -methoden auf dem Gebiet der British and American Transcultural Studies. Ferner trägt sie zur Ausbildung forschungsorientierter methodisch-praktischer Fähigkeiten bei. Zu den konkreten Inhalten gehören die Analyse und Diskussion von strukturellen und stilistischen Aspekten wissenschaftlicher Arbeiten, die Literaturrecherche (kommentierte Bibliographie) und die Evaluation von Internetquellen sowie die Entwicklung von wissenschaftlichen Fragestellungen und Projektideen.

## **9 Berufsvorbereitendes Lektüremodul**

**Berufsvorbereitendes Lektüremodul  
(Lehramt an Regionalen Schulen und an Gymnasien)**

**verantwortlich:**

Kornexl

**Lehrende:**

Kornexl, Mackenthun, Rossow, Schmitt-Kilb

Kolloquium, 70303, Montag 17.15-18.45 Uhr, AB28-8023 + AB28-8028

**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.