

**Englisches Seminar
der Christian-Albrechts-Universität zu Kiel
Sommersemester 2012**

Kommentiertes Vorlesungsverzeichnis

Studiengang "Anglistik/Nordamerikanistik" (B.A.)

www.anglistik.uni-kiel.de

Auf der Website des Englischen Seminars finden Sie wichtige Informationen, Studien- und Prüfungsordnungen, Unterrichtsunterlagen, Formulare, E-mail- und Telefonlisten etc.

Studienberatungen

Die Studienberatungen der wissenschaftlichen MitarbeiterInnen (für den Bachelorstudiengang) finden in den jeweiligen Sprechstunden statt (siehe: www.anglistik.uni-kiel.de/staff.htm oder Aushang an den Bürotüren).

Vorlesungszeit

Die Veranstaltungen beginnen am	10.4.2012
Letzter Vorlesungstag:	29.6.2012
1. Prüfungszeitraum:	2.-13.7.2012
2. Prüfungszeitraum:	8.-19.10.2012

Anmeldung zu den Lehrveranstaltungen für Bachelorstudierende:

19.3.2012, 11 Uhr bis 13.4.2012

Weitere Informationen zum Anmeldeverfahren werden veröffentlicht unter: <http://www.zfs.uni-kiel.de/lst/>

Fachbibliothek/Universitätsbibliothek

Die Fachbibliothek des Englischen Seminars sowie die Universitätsbibliothek bieten regelmäßig zu Semesterbeginn allgemeine Bibliotheksführungen an. Die genauen Termine werden vor Ort bekannt gegeben. Eine Anmeldung ist nicht erforderlich.

Informationen zum Schulungsprogramm Kiebiz der Universitätsbibliothek (Katalog-recherche, Aufsatzsuche und Datenbankrecherche) finden Sie auf der Homepage der Universitätsbibliothek: <http://www.uni-kiel.de/ub/service/schulungen/index.html>

1. Studienjahr

Linguistik

The Structure of English: Basic Course in Linguistics

The summer term Basic Course in linguistics picks up the theoretical notions from the linguistic subfields which were introduced in the winter term lecture and discusses them in more depth. Due to smaller group sizes, the emphasis will be on concrete examples and practical exercises which further illustrate the linguistic phenomena under consideration.

The completion of this module requires successful participation in a 75 minute final exam, which covers both the lecture and the Basic Course. This successful module completion enables you to analyze elementary structures of the English language (especially with regard to phonetics & phonology, morphology, syntax, and semantics) and is a prerequisite for the enrollment in a second year bachelor class.

Mo	14:00 - 16:00	Raum siehe UNIVIS	Bustorf
Mo	14:00 - 16:00	Raum siehe UNIVIS	Hansen
Di	8:00 - 10:00	LS6 - R.24/25	Vosberg
Di	8:00 - 10:00	LS6 - R.22/23	Blöhdorn
Di	14:00 - 16:00	LS6 - R.24/25	Gerwin
Di	14:00 - 16:00	LS10 - R.225	Paulsen
Do	10:00 - 12:00	LS10 - R.225	Bustorf
Fr	8:00 - 10:00	LS10 - R.225	Paulsen
Fr	12:00 - 14:00	LS10 - R.225	Paulsen

Literatur- und Kulturwissenschaft

Concepts and Methodologies: Lecture Course "Literary Studies and Literary Theory" (050226)

André Schwarck, Di, 16:00 - 18:00, Raum siehe UNIVIS

This lecture course is the second element of the "Concepts and Methodologies" module. In this course, your knowledge of specific texts and genres will be deepened within the wider contexts of literary studies and literary theory. You will get to know the system of literary genres as well as the different concepts and methodologies of literary studies. You will also learn about the roots of these scholarly tools and approaches in the various fields of literary and cultural theory. The class assignment is a final exam.

Sprachpraxis

Basic Skills: Lexicon

The aim of this course is to expand and enrich active and passive vocabulary in English. Students will be introduced to the various types of monolingual dictionaries (learners' dictionaries, dictionary of collocations, dictionary of synonyms). Selected lexical fields and various communicative situations will be covered in the course, and we will deal with collocations, connotations, differences in register and style, differences between British and American English, and idiomatic expressions.

There will be a 60 minute final exam. Both the successful participation in this exam as well as in the winter term "Grammar" exam are a prerequisite for the enrollment in a second year practical language class.

Mo	14:00 - 16:00	LS10 - R.02/04	Foulks
Mo	16:00 - 18:00	LS10 - R.225	Foulks
Di	10:00 - 12:00	LS6 - R.22/23	Blöhdorn
Di	14:00 - 16:00	LS10 - R.02/04	Imsdahl
Mi	14:00 - 16:00	LS10 - R.225	Howard
Do	8:00 - 10:00	LS6 - R.24/25	Howard
Do	8:00 - 10:00	LS10 - R.02/04	Hodgson-Möckel
Do	10:00 - 12:00	LS10 - R.02/04	Hodgson-Möckel
Fr	12:00 - 14:00	LS6 - R.22/23	Howard

2. Studienjahr

Linguistik

From the phoneme to the word (Wählen Sie eins der folgenden Seminare):

Anderwald: Introduction to English Morphology

Morphology is traditionally subdivided into inflectional morphology on the one hand, and word formation processes on the other. In this seminar, we will look at both sub-fields and get familiar with inflection, derivation, compounding and minor word-formation processes in English, but also in some other languages, based on Carstairs-McCarthy's *An Introduction to English Morphology*. We will analyse words into morphemes, study the interaction of word-formation with phonology, syntax and semantics, and discuss important concepts like productivity. Since some very interesting processes cannot be observed in English, this class will not concentrate on English morphology exclusively, so anyone with a good working knowledge of one or more languages besides English will be very welcome!

Students are expected to do regular reading, take an active part in class in a variety of forms (group work, individual work, discussions, presentations, exercises), prepare summaries of texts on a regular basis, and to write a term paper at the end of term, or alternatively give a joint presentation.

In preparation for the first session, please read the text that will be available on *Moodle* (please go to <http://kurse.zfs.uni-kiel.de/moodle/> > Anglistik > S Morphology) from mid-March onwards and **answer the questions. Hand in your answers** (on paper, in the envelope on my door) by **Thursday, April 5th (noon)**. This is obligatory if you want to take part.

Carstairs-McCarthy, Andrew. 2002. *An Introduction to English Morphology*. Edinburgh: Edinburgh University Press.

Blöhdorn: The Making of Words: Basics in Morphology

Morphology is the study of the small-est mean-ing-ful element-s of a language. The aim of this class is to introduce the basic morphological concepts which are used to describe and explain the internal structure of words.

To gain further insight into this subject matter, we will take a critical look at the theoretical notions which have been developed to describe the phenomena of word structure. Yet, all theory is gray. Therefore, we will first use this theoretical knowledge for an analysis of English and other languages' word structure. Then, in a second step, we will analyze the role of morphology in L1 and L2 acquisition.

Each of you will be expected to participate actively – as this class is part of your BA studies, you will be required to write a seven page research paper or give an in-class presentation. There is no specific textbook for this class; you will be given mandatory reading along with other course materials online.

Check <http://www.anglistik.uni-kiel.de/bloehdorn> for updates and other important announcements regarding this class.

Blöhdorn: Principles of Modern Lexical Change

"Time changes all things; there is no reason why language should escape this universal law." This quote by Ferdinand de Saussure (1916) points out that lexical change is indeed inevitable. What exactly motivates it, however, and how can we describe it? This class will look at several phenomena connected to modern lexical change. After having established a basic understanding of how we can approach meaning from both structuralist and cognitive perspectives, we will investigate the relation between human cognition and the creation of meaning. Post-structuralist and deconstructionist theories will aid us in finding possible explanations for meaning shifts and supposed neologisms as well as general principles of lexical change.

Each of you will be expected to participate actively – as this class is part of your BA studies, you will be required to write a seven page research paper or give an in-class presentation. As there is no specific text book for this class, you will be given mandatory reading along with other course materials online.

Check <http://www.anglistik.uni-kiel.de/bloehdorn> for updates and other important announcements regarding this class.

Bustorf: Regional Varieties of British English: A Phonological Approach

Within this course we will start of with a general introduction to the study of speech sound production and perception as well as the way in which speech sounds function in language systems; this part of the course is supported by detailed transcription work. In the second part of the course, we will describe and discuss the principal distinguishing features of the rich source of different accents of English on the British Isles. In this course you are expected to participate actively – this means, you will have to complete homework exercises regularly and contribute to hopefully lively in-class discussions.

Bustorf: Comparative Morphology and Language Typology

Morphology is the subfield of linguistics that deals with the internal structure of words. However, what actually is a word and how can it be analysed into smaller constituents? In this course we will start with the basic terminology and primary morphological concepts, then we will take a closer look at inflection and derivation in English, German and other languages, before we contrast English to structurally very different languages and attempt a morphological typology. In this course you are expected to participate actively – this means, you will have to be prepared to spend some time reading, complete homework exercises regularly and contribute to hopefully lively in-class discussions.

Dollinger: An introduction to the features of Canadian English: sounds and words

In this seminar we will explore features of Standard Canadian English, the variety spoken by middle-class Canadians, on the sub-clausal level. We will begin with phonetic and phonological features, which dialectologists usually consider as the most profound aspect of dialects, including Canadian Raising, the Canadian Shift and the nativization of foreign loan words. We will then proceed to lexical variation, including Canadian orthographical features (spelling), which have been

explored with methods of dialect geography and more traditional lexicographical text searches. We will show that some Canadian features fall out of use (e.g. serviette, chesterfield 'sofa'), others hold their ground (e.g. tap 'faucet'), yet other come into existence (take up, 'go over answers'). The goal of this seminar is to enable student to carry out research on their own on the variety. Hausarbeit or Kurzpräsentation is required from each participant.

Text: Boberg, Charles. 2010. *The English Language in Canada: Status, History and Comparative Analysis*. Cambridge: Cambridge University Press.

Paulsen: Introducing Phonetics and Phonology

This course will give you an introduction to the subfield of linguistics that deals with human sounds and sound patterns in languages. In the beginning, we will focus on the production, description and transcription of sounds and on the analysis of the English sound system. Based on this, we will look at a variety of issues: contrastive aspects (English vs. German) and their implications for teaching, regional and social accent variation and diachronic sound change.

You are expected to participate actively, which includes reading on a regular basis, completing occasional homework assignments and contributing to group work and in-class discussions. In addition, either a seven page research paper or an oral presentation is required.

Vosberg: Aspects of English Semantics

This seminar aims to provide students with a profound understanding (1) of some basic concepts of lexical semantics (the study of the meaning of words) and (2) of the way in which grammatical units are influenced by meaning in contemporary English. The first part of the course will be concerned with semantic relationships (with a special focus on oppositions) and particular types of construction such as modals, binomials and (attributive or predicative) adjectives.

The second part will explore the semantic constraints of grammatical variation involved in the following phenomena: plural marking of nouns, non-finite complementation as well as (synthetic and analytic) adjective comparativisation.

Literature: Cruse, David Alan (1986). *Lexical Semantics*. Cambridge: CUP.

Other material will be made available on an electronic platform in due course.

Mo 8:00 - 10:00 LS6 - R.22/23

Blöhdorn, **Principles of Modern Lexical Change**

Mo 18:00 - 20:00 LS6 - R.22/23

Bustorf, **Comparative Morphology and Language Typology**

vom 8.5.2012 bis zum 27.6.2012: Di und Mi, 8:30 - 10:00, LS10 - R.225

Dollinger, **An Introduction to the features of Canadian English: sounds and words**

Do 8:00 - 10:00 Raum siehe UNIVIS

Paulsen, **Introducing Phonetics and Phonology**

Do 8:00 - 10:00 LS10 - R.201

Bustorf, **Regional Varieties of British English: A Phonological Approach**

Do 10:00 - 12:00 Raum siehe UNIVIS

Vosberg, **Aspects of English Semantics**

Do 10:00 - 12:00 Raum siehe UNIVIS

Blöhdorn, **The Making of Words: Basics in Morphology**

Fr 8:00 - 10:00 LS6 - R.22/23

Anderwald, **Introduction to English Morphology**

Literatur- und Kulturwissenschaft

American Literary History: A Survey from Colonial Times to the Present (050266)

Elisabeth Winkler, Fr, 12:00 - 14:00, Raum siehe UNIVIS

This lecture will provide you with a survey of American literature in its cultural contexts from colonial times to the present. Important periods of American literature (Colonial Period, Revolution and Early Republic, American Renaissance, Realism and Naturalism, Modernism and Postmodernism) will be illustrated by representative texts and authors. The purchase of the Heath Anthology of American Literature, ed. Paul Lauter, is highly recommended. At the end of the term the take-home exam in the ‚Aufbaumodul A‘ will contain one or more questions on this lecture.

Literary/Cultural History and Genres (Wählen Sie eins der folgenden Seminare):

Büscher-Ulbrich: American *Écriture Féminine* from Whitman to Acker

Crudely, where American feminist criticism is concerned with feminine history, French feminist literary theory is concerned with “the feminine” as a category of discourse. Influential feminist theorists like Hélène Cixous, Julia Kristeva and Luce Irigaray separate “the feminine” from “women as people” and are concerned to analyze how a specific kind of writing, designated “feminine,” challenges the linguistic and metaphysical conventions of Western discourse at large. Grounded in the deconstructionist notion that the repressions of a patriarchal society create silences, things that cannot be said, and that these silences are disrupted by the practice of *écriture féminine* – which may be produced equally by men and women – French literary feminism has posed a radical challenge to the idea of a universal “gender essence.” The “feminine” here becomes not the sex of individual women but instead the symbol of otherness, alterity and the unconscious, or, the “Imaginary” of Lacanian psychoanalysis.

The overall aim of the course is twofold. We will use the critical-theoretical concept of *écriture féminine*: first, to get acquainted with foundational and contemporary theoretical texts at the crossroads of (Marxist) feminism, post-structuralism and psychoanalysis; second, to approach the disruptive, genre-defying and thoroughly provocative writing of WALT WHITMAN, GERTRUDE STEIN, WILLIAM BORROUGHS, KATHY ACKER, BRUCE ANDREWS and HARRYETTE MULLEN. We will situate these exciting writers in the larger contexts of modern US-American literary and cultural history, in an attempt to trace the writing’s cultural significance and study the inscription of the feminine body and female difference in language and text. For preparation, please read Cixous’s manifesto-like theoretical essay “The Laugh of Medusa” (1975) as well as the American feminist critic Elaine Showalter’s “Feminist Criticism in the Wilderness” (1981). Both texts will be carefully explicated and discussed in the seminar, collectively. All relevant texts will be made available via OLAT.

Merten: Literature and Performance in Victorian Culture

‘Literature’ consists of texts to be read in silence and alone, doesn’t it? What about drama performances, poetry readings, and indeed lectures on literature though? Cannot literature also be seen as consisting of ‘scripts’ to be acted out, aloud and with other people? This seminar looks at the relationship of literature to its potential ‘live performance’ in the Victorian period in Britain (1837-1901) and will exemplify this relationship by studying the ‘intermediality’ (a term to be explored) of literature and theatre at that time.

Usually, literature and theatre are seen as being connected through the genre of drama. From the perspective of cultural history though, this connection is strongly problematized at the beginning of the Victorian period: the so-called ‘Theatre Regulation Act’, which severely restricted the performance of drama at British theatres, was still valid at the time. After the partial lifting of that law in 1843, literature should have been able to fully return to the theatre as ‘drama’, and it is one of the goals of this seminar to enquire if this return took place. However, we will also study the years before and enquire what literature did about its performance dimension when it had much greater difficulty in making it to the stage. And finally, we will study how literature reacted when it was once again censored away from public performance, as it happened with Oscar Wilde’s important proto-modernist drama *Salome* (1891/1894). Apart from the works by Oscar Wilde, the texts will be made available on Moodle at the beginning of the seminar. However, you can prepare a good performance in this seminar by reading *Salome* on your own during the term break.

Röckl: Island Narratives

Starting with *The Tempest* and *Robinson Crusoe*, we will look at the functions of island settings in contemporary novels and films: Gloria Naylor’s *Mama Day*, an African American rewriting of Shakespeare’s romance set on an imaginary island off the Georgia coast, Julie Dash’s independent film *Daughters of the Dust*, Robert Zemeckis’ movie *Cast Away*, and Paule Marshall’s novel *The Chosen Place, the Timeless People* - which takes place on an imaginary island in the Caribbean. Based on class discussions and student presentations, the seminar will start out with a detailed analysis of *The Tempest*. (You need to buy and read the edition mentioned beneath ahead of time!)

William Shakespeare, *The Tempest* (Arden Edition 2011; ISBN 978-1408133477)

Gloria Naylor, *Mama Day* (Vintage, 1989; ISBN-13: 978-0679721819)

Paule Marshall, *The Chosen Place, The Timeless People* (Vintage, 1984; ISBN-13: 978-0394726335)

Rüdiger: From Poe till Present: American Short Fiction in the Course of Time

It is the purpose of this class to acquaint the students with the development of the American short story from the early writings of Edgar Allan Poe on to the present. We will use Poe’s theory of the short story as a starting point for the analysis of various short stories. Prospective participants of this class will become familiar with the different writing techniques of different authors as well as with different approaches in the interpretation of their texts.

Short stories will be available from the beginning of the term on. For further information see the announcements on door 224.

Schwarck: Detective Fiction

This course aims at introducing the students to the basic structures of the detective genre and its historical development in British and American literary history. Furthermore, it provides an introduction to contemporary critical and theoretical arguments concerning popular fiction and genre studies. Last but not least, the course will allow for a close reading of detective narratives as means of elaborating upon cultural and critical practices. All participants are expected to give regular contributions to the course.

Texts: Arthur Conan Doyle's *The Hound of the Baskervilles* (1901/02), Dashiell Hammet's *The Maltese Falcon* (1930), Paul Auster's „Ghosts“ (in *The New York Trilogy*, 1987).

Spangenberg: From Modernism to Postmodernism

The seminar deals with the features of modernist and postmodernist writing and places those literary movements in their respective cultural contexts. In our analyses of modernist and postmodernist texts (Woolf's *To the Lighthouse* (Ware: Wordsworth, 1994), McEwan's *Atonement* (London: Vintage, 2002) and Ackroyd's *Chatterton* (New York: Grove, 1996)), we will focus on the depictions of identity, art and the artist as well as on literary self-reflexivity and attitudes to reality and its representation.

Winkler: Subjectivity in Literature and Film

Subjectivity is closely related to questions of perception; and perception can alter dramatically from one individual to the next. The focus of this seminar is the question of how authors and film makers deal with individual perception, how they render this visible for the readers and cinema audiences. We will discuss the theoretical implications of subjectivity, focussing on the narratological aspects of the debate. To illustrate subjectivity in literature, we will read a variety of texts from British and American literatures, including prose and poetry. We will also analyse several films ranging from Alain Resnais' *Last Year in Marienbad* to David Lynch's exploits in the field of the presentation of subjectivity.

A reader with the texts will be made available in due time at Copy Paradies (Gut gedruckt), Olshausenstr. 77.

Mo 18:00 - 20:00 Raum siehe UNIVIS
N.N., Titel folgt

Mo 18:00 - 20:00 LS10 - R.02/04
N.N., **Modernist Short Fiction**

Di 12:00 - 14:00 LS10 - R.201
Spangenberg, **From Modernism to Postmodernism: Woolf, McEwan, Ackroyd**

Di 14:00 - 16:00 Raum siehe UNIVIS
Büscher-Ulbrich, **American *Écriture Feminine*: From Whitman to Acker**

Di 14:00 - 16:00 LS6 - R.22/23
Winkler, **Subjectivity in Literature and Film**

Mi 12:00 - 14:00 LS6 - R.22/23
Merten, **Literature and Performance in Victorian Culture**

Do 8:00 - 10:00 Raum siehe UNIVIS
Schwarck, **Detective Fiction**

Do 10:00 - 12:00 LS10 - R.201
Röckl, **Island Narratives**

Do 12:00 - 14:00 Raum siehe UNIVIS
Röckl, **Island Narratives**

Fr 10:00 - 12:00 LS10 - R.225
Rüdiger, **From Poe to the Present: American Short Fiction in the Course of Time**

Sprachpraxis

Working with texts: Text Comprehension

In this course you will acquire and practise the the skills needed to read efficiently in English. Most of these skills can also be applied to reading in any language. Among the skills we look at and practise are the ability to extract the main ideas, reading for specific information, inferring, previewing and predicting, text organisation and text evaluation. We will focus on non-fiction texts.

One 45-minute exam

Mo	16:00 - 18:00	LS6 - R.24/25	Nerlich
Mo	18:00 - 20:00	LS6 - R.24/25	Hodgson-Möckel
Mo	18:00 - 20:00	LS10 - R.201	Imsdahl
Di	8:00 - 10:00	LS10 - R.02/04	Hodgson-Möckel
Mi	10:00 - 12:00	LS10 - R.02/04	Howard
Mi	12:00 - 14:00	LS10 - R.02/04	Howard
Do	8:00 - 10:00	LS10 - R.225	Heinke
Do	10:00 - 12:00	siehe UNIVIS	Imsdahl

Fachdidaktik

Wählen Sie eine der beiden Vorlesungen:

Einführung in die Literatur- und Kulturdidaktik (050591)

Oliver Lindner, Mi, 12:00 - 14:00, Raum siehe UNIVIS

The lecture is designed to introduce basic concepts of teaching literature and culture in the EFL classroom. It will focus on aspects such as the value of literary texts in developing communicative skills, literature in the curriculum, age-specific approaches to teaching literature and culture in Sekundarstufe 1 and Sekundarstufe 2, the choice of appropriate texts, specifics of poetry, drama and prose, the role of the literary canon, major topics in British social and cultural history, basic concepts in developing students' transcultural competency as well as the use of filmic texts in the classroom.

Literature: Laurenz Volkmann: *Fachdidaktik Englisch: Kultur und Sprache* (Tübingen, 2010); Engelbert Thaler: *Teaching English Literature* (Paderborn, 2008)

Einführung in die Sprachdidaktik (050387)

Jens Bahns, Di, 14:00 - 16:00, Raum siehe UNIVIS

In dieser Vorlesung wird ein Überblick über wesentliche Bereiche der Sprachdidaktik des Englischen gegeben. Zu den Themen, die behandelt werden sollen, gehören u.a. Methodenkonzeptionen des Fremdsprachenunterrichts, die Vermittlung von Aussprache, Wortschatz, Grammatik; Methoden und Techniken zur Schulung der Fertigkeiten Hörverstehen, Leseverstehen, Sprechen, Schreiben. Außerdem soll ein einführender Überblick über die Literatur zur englischen Fachdidaktik gegeben werden. (Fragen der Literaturdidaktik, wie sie vor allem für den Englischunterricht auf der gymnasialen Oberstufe relevant sind, werden in dieser Vorlesung nicht behandelt).

3. Studienjahr

Linguistik

Beyond the word (Wählen Sie eins der folgenden Seminare):

Anderwald: Syntax and Trees

Today in linguistics, when we want to analyse the structure of sentences and perhaps clarify ambiguous structures, we typically resort to tree diagrams. The elaborate binary tree structures of Chomsky have become famous (or perhaps infamous), but also in more traditional ways of thinking about grammar, trees and their more printer-friendly alternative of bracketing are probably indispensable today – or how else could you explain the ambiguity of "Flying planes can be dangerous", or the joke in "she tried on the bikini in the shop window"? But where does this method come from historically? For how long have tree diagrams been available, and have they always just served the purpose of disambiguating structures? In this class we will work our way backwards and look in particular at selected historical British and American school grammars. We will compare a range of methods of depicting the hierarchical structure of syntax, discuss the conflict between dependency and linearity, and find precursors of our present-day syntax trees, as well as alternatives that have been proposed. We will compare and discuss whether the individual methods are linguistically sufficient (whether they have inherent drawbacks, and what these may be), and what the didactic intention was (illustration, disambiguation, active competence of pupils, etc.). A basic knowledge of English syntax is of course a prerequisite for taking part in this class, but on our way we will also learn about typical problem areas of English syntax. Students are expected to do regular reading, take an active part in class in a variety of forms (group work, individual work, discussions, presentations, exercises), and to perform a small analysis of their own at the end of term, or alternatively give a joint presentation.

Anderwald: Introduction to Language and Gender:

The study of gender (male-female differences that are socially acquired, rather than purely biological in origin) started in the 1970s with the women's movement, but seems to have gathered momentum in recent years. In linguistics, early studies concentrated more on the way female-male differences are reflected in language (for example in sociolinguistics, women tend to use the more standard variants, lead in ongoing change etc.), whereas today new theoretical models allow a more flexible view. For example, in constructionist theories linguists investigate how through linguistic practices speakers construct and portray their own image both of the self and of others. Gender here is shown to be co-constructed in discourse. In this class we will look at a selection of original studies that trace male-female differences in pronunciation, discourse style, and construction of the self, and relate these studies to different theoretical frameworks. Participants are expected to read on a regular basis, participate actively in class, take part in group work, present excerpts or other summaries on the basis of their reading and take part in the written exam at the end of term. Please note that the final exam also includes a part on the B3 Lecture 'Pragmatics' from last semester. The **obligatory task** for the first session will be available on Moodle (<http://kurse.zfs.uni-kiel.de/moodle/> > SS 2012 > Anglistik -> S Language and Gender) from mid-March onwards. Do not forget to answer the questions and hand in your answers (on paper, in the envelope on my door) by **Thursday, April 5th (noon)**. This is obligatory if you want to take part.

If you want entertaining literary reading over the semester break introducing you to some questions of gender acquisition, try Jeffrey Eugenides' novel *Middlesex*.

Blöhdorn: Linguistic Issues in SLA

Imagine yourself in front of a crowd of 30 fifth graders eager to learn English (yes, if you are among the promising group of future teachers, this is what you will do the next thirty years of your life!). Somehow though, they do not quite speak the English you intended to teach them. This course will be concerned with some of the basic linguistic issues in Second Language Acquisition (SLA). We will try to identify the areas of language in which SLA processes are guided by the speaker's L1 and to what extent the linguistic features of the L1 have an effect on L2 performance. This means you need to have some prior knowledge of the different subfields of linguistics, among them phonetics and phonology, morphology, syntax, and semantics, and you will also have to apply that knowledge (if you have paid attention in your linguistics classes so far, this should not be too much of a problem for you).

Each of you will be expected to participate actively – as this class is part of your BA studies, you will be required to give an in-class presentation. There is no specific text book for this class; you will be given mandatory reading along with other course materials online.

Check <http://www.anglistik.uni-kiel.de/bloehdorn> for updates and other important announcements regarding this class.

Vosberg: Syntactic Variation and Change in English

This seminar deals with the following (functional) determinants of syntactic variation that are likely to influence language change: rhythm, *horror aequi*, non-assertive contexts as well as various manifestations of cognitive complexity. Other areas of interest include: regional contrasts, frequency, the question of explicitness and the degree of formality. From both a synchronic and a diachronic perspective, we will look at (the development of) the variation involved in the following and other types of construction in English:

- finite and non-finite complement clauses
- 'tough'-constructions and other active/passive correspondences
- modal auxiliary verbs
- pre- and post-determiner positions of 'quite'
- prepositional complements

The relevant material will be made available on an electronic platform in due course. Students will be asked to analyse real language data from large electronic text corpora.

Mo 14:00 - 16:00 LS10 - R.225
Meyer, **Carroll's Alice Books**

Mo 14:00 - 16:00 LS6 - R.22/23
Blöhdorn, **Linguistic Issues in SLA**

Mo 18:00 - 20:00 LS10 - R.225
Meyer, **Carroll's Alice Books** (Kommentare siehe UNIVIS)

Di 10:00 - 12:00 LS6 - R.24/25
Vosberg, **Syntactic Variation and Change in English**

Di 12:00 - 14:00 LS6 - R.22/23
Meyer, **English Sentence Analysis** (Kommentare siehe UNIVIS)

Do 8:00 - 10:00 LS6 - R.22/23
Anderwald, **Syntax and Trees**

Do 10:00 - 12:00 LS6 - R.22/23
Anderwald, **Introduction to Language and Gender**

Literatur- und Kulturwissenschaft

Vom fiktionalen Text zur Theorie: Identität, Alterität, Hybridität: Conrad, Forster, Rushdie (050267)
Anna Margaretha Horatschek, Mi, 10:00 - 12:00, Raum siehe UNIVIS

Primärtexte:

Joseph Conrad *Heart of Darkness*,

E.M. Forster *A Passage to India*

Salman Rushdie *The Moor's Last Sigh*

Die Vorlesung gibt eine textzentrierte Einführung in theoretische Modelle der Literaturwissenschaft. In Joseph Conrads *Heart of Darkness*, E.M. Forsters *A Passage to India* und Salman Rushdies *The Moor's Last Sigh* geht es aus viktorianischer (Conrad), modernistischer (Forster) und postmoderner (Rushdie) Perspektive um die Konstruktion von nationalkulturellen und individuellen Identitäten durch die Auseinandersetzung mit und Abgrenzung von als fremd markierten 'anderen' Nationalkulturen und Gruppen. Bei der Interpretation der Romane werden Konzepte und Prämissen der Diskursanalyse (Foucault), Psychoanalyse (Freud, Lacan), sowie der *postcolonial* und *gender studies* vorgestellt und exemplarisch an die Texte herangetragen. Das übergreifende Thema der Vorlesung bildet die postkoloniale These, dass traditionelle Identitäts- und Alteritätsmodelle angesichts globaler Interkulturalitätssphänomene durch das Modell der Hybridität (Bhabha) abgelöst werden müssen.

Tutorien zur Vorlesung 'Identity, Alterity, Hybridity: Conrad, Forster, Rushdie':

Mo	10:00 - 12:00	LS6 - R.24/25	N.N.
Mo	12:00 - 14:00	LS10 - R.201	N.N.
Mo	16:00 - 18:00	LS10 - R.201	N.N.
Di	18:00 - 20:00	LS10 - R.201	N.N.
Mi	16:00 - 18:00	LS6 - R.24/25	N.N.
Mi	16:00 - 18:00	LS10 - R.201	N.N.
Do	18:00 - 20:00	LS10 - R.201	N.N.
Fr	8:00 - 10:00	LS10 - R.201	N.N.

Sprachpraxis

Producing texts: Text Production

In this practice-based course you will learn how to write argumentative written work, involving authentic communication in a variety of situations, text genres and registers. The main focus of the course will be on learning how to write paragraphs, letters, commentaries and/or articles.

Mo	8:00 - 10:00	LS10 - R.225	Hodgson-Möckel, D.
Mo	14:00 - 16:00	LS10 - R.201	Imsdahl
Mo	14:00 - 16:00	LS6 - R.24/25	Johnson
Di	12:00 - 14:00	LS10 - R.225	Imsdahl
Di	14:00 - 16:00	Raum siehe UNIVIS	Johnson
Do	10:00 - 12:00	LS6 - R.24/25	Howard
Do	12:00 - 14:00	LS6 - R.24/25	Howard
Fr	12:00 - 14:00	LS10 - R.02/04	Hodgson-Möckel

Fachdidaktik

Projekt: Vorbereitung auf das dreiwöchige Praktikum (050386)

Jörg Heinke, Mi, 8:00 - 10:00, LS6 - R.24/25

Die Veranstaltung dient der Vorbereitung auf das fachspezifische Schulpraktikum. Dabei geht es in erster Linie um eine grundlegende Hinführung auf die Prinzipien und Modelle der Planung größerer Unterrichtseinheiten sowie einzelner Unterrichtsstunden. Inhaltlicher Ausgangspunkt der Arbeit in dieser Veranstaltung sind die jeweils aktuellen Vorgaben in den Fachlehrplänen. Das Praktikum, auf das diese Veranstaltung vorbereitet, wird zusätzlich durch die Lehrenden betreut, z.B. durch Unterrichtsbesuche und Nachbesprechungen des durch die Studierenden erteilten Unterrichts.

Lernziele:

Die Studierenden sollen

- Kenntnis der Prinzipien und Modelle der Unterrichtsplanung gewinnen
- die aktuellen Vorgaben der Fachlehrpläne für den Englischunterricht an Gymnasien interpretieren, umsetzen und bewerten können
- ihr Wissen und Verstehen der Theorien der englischen Fachdidaktik auf die Unterrichtspraxis anwenden können.

Die folgenden Veranstaltungen sind optional:

Thesis Mentoring (050829)

Anna Margaretha Horatschek, Fr, 12:00 - 13:00, **LS10-R.213 (Büro Prof. Horatschek)**

In-depth individual mentoring of a thesis written – or planned to be written - under my supervision for B.A., M.A., Staatsexamen, Magister or Ph.D. Please sign up with Frau Soll (R 222) beforehand.

Tutorenbetreuung zur VL 'Identity, Alterity, Hybridity: Conrad, Forster, Rushdie' (050406)

Anna Margaretha Horatschek, Do, 16:00 - 18:00, LS10 - R.201

In den wöchentlichen Betreuungssitzungen werden vor allem die theoretischen Ansätze der VL für die TutorInnen nachgearbeitet sowie die selbständig geleiteten Tutoriensitzungen vorbereitet und besprochen. Evtl. werden außerdem anhand eines Casebooks zusätzliche theoretische Modelle am Beispiel von Joseph Conrads *Heart of Darkness* eingeführt. Das Seminar steht interessierten Studierenden (Hauptstudium oder **BA 3. Jahr**) offen.

Die MA-Studierenden fertigen am Ende des Semesters einen Tutoriumsbericht an.

Visual and Media Theory (050582)

Kai Merten, Di, 14:00 - 16:00, Raum siehe UNIVIS

Das Textkorpus richtet sich auch nach den Interessen der Teilnehmenden und soll sich im weitesten Sinne im Bereich der Medien- und Visualitätstheorie bewegen. Neben Theorie und (Literatur-) Geschichte der Visualität würden mich etwa auch Theorie und Geschichte des Gedankens einer ‚Mediendemokratie‘ interessieren. Zu den Sitzungen werden Textauszüge, nicht ganze Bände vorbereitet. Unverbindliche Textvorschläge für die ersten Sitzungen wären z.B.: Whitney Davis, *A General Theory of Visual Culture*. Princeton: Princeton UP, 2011. Jacques Rancière, *Der emanzipierte Zuschauer*. Wien: Passagen Verlag, 2009.