

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang
Anglistik/Amerikanistik

Sommersemester 2022

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Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende kann ab Anfang April 2022 in einem Moodle-Kurs "Erstsemester-Einführung Anglistik/Amerikanistik" eingesehen werden. Dort finden Sie auch weitere Informationen zum Aufbau des Studiums, zur Kurswahl und zu den Beratungsangeboten des Englischen Seminars hinterlegt.

Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem 11.04.2022.

Spezielle Einzelstudienberatungen für Erstsemesterstudierende mit besonderem Beratungsbedarf (Studienortwechsler, Studierende in besonderen Lebenslagen etc.) können über das Servicezimmer des Seminars (es-servicezimmer@rub.de) vereinbart werden. Die Sprechzeiten werden voraussichtlich über Zoom abgehalten.

Auch der studentische Fachschaftsrat bietet Informationen und Beratungsangebote zum Studieneinstieg:

Instagram: @franglistik.rub; Facebook: Fachschaftsrat Anglistik/Amerikanistik – RUB

In Ihrem ersten Fachsemester Anglistik/Amerikanistik sollten Sie unbedingt die folgenden **Veranstaltungen der Basismodule** belegen:

Introduction to Literary Studies
English Sounds and Sound Systems
Grammar BM
Academic Skills

Die verbleibenden Basismodulveranstaltungen Introduction to Cultural Studies und Introduction to English Linguistics sind von Ihnen im 2. Fachsemester zu belegen.

Anmeldung zu den Lehrveranstaltungen per eCampus

Wie in den letzten Semestern wird für alle Lehrveranstaltungen ein elektronisches Anmeldeverfahren in eCampus durchgeführt. Das Vergabeverfahren wird in zwei Etappen erfolgen: zunächst also die Anmeldung für die gewünschte Veranstaltung, wobei Sie jeweils auch Ihre 2. und 3. Wahl angeben für den Fall, dass die Veranstaltung Ihrer 1. Wahl überbelegt wird. Auf elektronischem Wege erfolgt dann in einem zweiten Schritt die Zuteilung der Plätze auf der Basis Ihrer Priorisierung. Dies gilt für die Veranstaltungen der Basismodule ebenso wie für die Veranstaltungen der Aufbaumodule.

Bei dieser Form des Anmeldeverfahrens geht es nicht darum, Studierende aus Veranstaltungen auszuschließen, sondern im Rahmen des Möglichen für eine gleichmäßigere Verteilung zu sorgen, damit die Studienbedingungen insgesamt verbessert werden. Mit geringfügigen Einschränkungen wird dies schon jetzt erreicht.

Auch für die Vorlesungen sollten Sie sich anmelden. Hier dient die Anmeldung der Erfassung der Teilnehmernamen bzw. -zahlen. Das ist wichtig für die Erstellung von Skripten (wir kennen frühzeitig die Teilnehmerzahl und können die Druckaufträge entsprechend vergeben). Außerdem können wir mit den Teilnehmerdaten Teilnehmerlisten erstellen und insbesondere zum Semesterende die Notenverwaltung leichter handhaben.

Die Anmeldungen für die **Veranstaltungen der Basismodule** und **Medieval English Literature (MEL)** können in der Zeit

vom 14. März 2022, 10.00 Uhr, bis 06. April 2022, 18.00 Uhr

vorgenommen werden.

Die Anmeldungen für die **Veranstaltungen der Aufbau- und Mastermodule** können in der Zeit

vom 14. März 2022, 10.00 Uhr, bis 30. März 2022, 18.00 Uhr

vorgenommen werden. Wegen des Verteilverfahrens kommt es nicht darauf an, gleich am Starttag alle Anmeldungen durchzuführen. Nach Abschluss der Anmeldungen wird das Verteilverfahren generiert, das dann zu den vorläufigen Teilnehmerlisten führt. Sollten sich nach dem Abschluss des Verteilverfahrens auf der Basis der von Ihnen vorgegebenen Priorisierung Terminkonflikte mit Veranstaltungen des 2. Faches oder des Optionalbereichs ergeben, wenden Sie sich bitte an die Dozenten oder Dozentinnen der betroffenen Lehrveranstaltung. Bitte beachten Sie die von den VeranstaltungsleiterInnen definierten Teilnahmebedingungen. In den allermeisten Fällen reicht eine bloße Anmeldung in eCampus nicht aus, um den Teilnahmestatus zu behalten, sondern ist es erforderlich, in den ersten zwei Sitzungen der Veranstaltung zu erscheinen.

Studienberatung und Service

Studienfachberatung

Mit unserer Studienfachberaterin Frau PD Dr. Monika Müller können Sie offene Fragen klären oder Probleme besprechen. Die Sprechzeiten entnehmen Sie bitte der Homepage des Englischen Seminars (www.es.rub.de).

E-Mail: fachberatungenglisch@rub.de

Servicezimmer

Das Servicezimmer leistet Hilfestellung bei Fragen zum Studienverlauf und zur Notenabbildung in eCampus. Außerdem werden dort Leistungs- und Bafög-Bescheinigungen ausgestellt und die Formblätter zur Prüfungsanmeldung bearbeitet. Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 sowie auf der Homepage des Englischen Seminars bekannt gegeben.

E-Mail: es-servicezimmer@rub.de

Obligatorische Studienberatung

Allen Studierenden wird ein Mentor / eine Mentorin zugeteilt, der/die als Ansprechpartner/in während der gesamten Dauer des Studiums für die Beratung in Studienbelangen zur Verfügung steht. Damit haben alle Studierenden eine feste Bezugsperson unter den Lehrenden. Hierzu gibt es feste Beratungstermine im 2. Studiensemester (vor dem Übergang von den Basis- zu den Aufbaumodulen) und im 4. Studiensemester (vor Beginn der Prüfungsphase) jeweils in der ersten Semesterwoche. Die genauen Termine werden auf geeignetem Wege bekannt gegeben. Die Teilnahme an diesen Beratungen ist Pflicht.

Auslandsberatung

Bei Problemen mit der Organisation des obligatorischen Auslandsaufenthaltes hilft die an das Servicezimmer angegliederte Auslandsberatung. Hier werden Tipps gegeben, welche verschiedenen Möglichkeiten der Organisation sich anbieten und wie bzw. wann die Planung erfolgen sollte. Bei Bedarf gibt es auch Hilfestellung bei der Recherche nach möglichen Plätzen sowie Unterstützung beim Bewerbungsprozess.

Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 sowie auf der Homepage des Englischen Seminars bekannt gegeben.

Beraterin: Hannah Jordan

E-Mail: es-auslandsaufenthalt@rub.de

B.A.-Prüfungsberechtigte im Sommersemester 2022

Dr. Renzo Baas
Prof. Dr. Sebastian Berg
Dr. Svenja Böhm
Dr. Ewan Dow
Prof. Dr. Kornelia Freitag
Dr. Marten Juskan
PD Dr. Uwe Klawitter
Dr. Lena Linne
Prof. Dr. Christiane Meierkord
Dr. Daniel McCann
Dr. Verena Minow
PD Dr. Monika Müller
Dr. Torsten Müller
Prof. Dr. Burkhard Niederhoff
Dr. Claudia Ottlinger
Prof. Dr. Anette Pankratz
Dr. Connor Pitetti
Prof. Dr. Markus Ritter
Dr. Robert Smith
Jun.-Prof. Dr. Heike Steinhoff
Dr. Susanne Strubel-Burgdorf
Dr. Claus-Ulrich Viol
Prof. Dr. Roland Weidle

Die Prüfungsprotokolle werden von BeisitzerInnen geführt, die von den jeweiligen PrüferInnen bestellt werden.

Sprechstunden im Sommersemester 2022

Aufgrund des Corona-Virus werden voraussichtlich standardmäßig keine Präsenz-Sprechstunden angeboten. Alle Informationen zu den Sprechstunden der Lehrenden finden Sie auf der Homepage des Englischen Seminars. Individuelle Vereinbarungen mit den Lehrenden sind immer möglich.

Lehrveranstaltungen B.A.-Studiengang

Basismodule

Sprach- und Textproduktion

Workload/Credits 120 Std. / 4 CP	Semester: 1.	Häufigkeit des Angebots: jedes Semester	Dauer: ein Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 64 Std.	Geplante Gruppengröße: je Übung ca. 30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist die aktive Teilnahme an der Übung „Grammar BM“ Voraussetzung für die Teilnahme an der der Veranstaltung zugehörigen Zentralklausur.			
Grammar BM (2 CP): Lernergebnisse: Die Studierenden konsolidieren ihre englische Sprachkompetenz auf dem Niveau B2 und erweitern die vorhandene sprachliche Kompetenz durch die Vertiefung von Kenntnissen in wichtigen Problemgebieten der englischen Grammatik und Erlangung von Kenntnissen über strukturelle Unterschiede zwischen der deutschen und englischen Sprache (in Richtung Niveau B2/C1). Ziel ist die Fähigkeit zum grammatikalisch angemessenen Ausdruck sowie die Vorbereitung erster sprachanalytischer Kompetenzen, welche als Grundlage für den Erfolg des gesamten weiteren Studiums von zentraler Bedeutung sind. Inhalte: Vermittelt werden kognitive Kenntnisse und analytische Fähigkeiten in Bezug auf grammatische Strukturen der englischen Sprache, die mithilfe von kontextualisierten Aufgaben eingeübt werden. Neben der grammatikalischen Regelvermittlung steht die Einführung in die wissenschaftliche Reflexion von Grammatikalität sowie – im Sinne einer kontrastiven Sprachvermittlung – die Einführung in die Übersetzung ins Englische. Schwerpunkte liegen in den Bereichen <i>non-finites, tense and aspect, modals, relative clauses</i> und <i>word order</i> .			
Academic Skills (2 CP): Lernergebnisse: Befähigung der Studierenden zur kompetenten Teilnahme an der fachwissenschaftlichen Kommunikation sowie Schaffung logischer, methodischer und formaler Grundlagen für die Produktion eigenständiger Forschungsleistungen in den unterschiedlichen fachwissenschaftlichen Bereichen des Anglistik/Amerikanistik-Studiums. Inhalte: Vermittlung grundlegender Zielvorstellungen, Ansätze und Techniken des wissenschaftlichen Arbeitens innerhalb der anglistischen/amerikanistischen Philologie; Hilfsmittelkunde, Vermittlung von Recherchekompetenz, Kompetenz im Bereich der wissenschaftlichen Kommunikation sowie kompositorischer Kompetenzen insbesondere bezüglich der strukturellen, formalen, stilistischen und inhaltlichen Gestaltung von schriftlichen Forschungsarbeiten.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.			
Prüfungsformen: Continuous Assessment in den Veranstaltungen; verschiedene schriftliche Assignments; zentrale schriftliche Studienleistung im Bereich „Grammar BM“ (Zentralklausur).			

Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben; Teilnahme an und Bestehen der zentralen Abschlussklausur im Bereich „Grammar“ BM sowie Bestehen der anderen geforderten Studienleistungen.

Verwendung des Moduls: Der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ ist Voraussetzung für die Teilnahme an allen Aufbaumodulen.

Stellenwert der Note für die Fachnote: Die Benotung der Studienleistung dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/Endnote ein.

Modulbeauftragte: Dr. Claudia Ottlinger, Dr. Claus-Ulrich Viol

050 600

Grammar BM, 2 CP

Gruppe A: 2 st. mo 12-14	GABF 04/413	Müller, M.
Gruppe B: 2 st. di 8.30-10	GABF 04/413	Viol
Gruppe C: 2 st. mo 16-18	GABF 04/413	Zucker
Gruppe D: 2 st. do 14-16	GABF 04/413	Zucker

050 601

Academic Skills, 2 CP

Gruppe A: 2 st. mo 12-14	GABF 04/253	Christinidis
Gruppe B: 2 st. mo 14-16	GABF 04/613	Dow
Gruppe C: 2 st. do 8.30-10	GABF 04/613	Pitetti
Gruppe D: 2 st. fr 8.30-10	GABF 04/613	Pitetti
Gruppe E: 2 st. mi 12-14	siehe Campus	Christinidis

Sprachwissenschaft

Workload/Credits 150 Std. / 5 CP	Semester: 1.-2.	Häufigkeit des Angebots: jedes Semester	Dauer: zwei Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 94 Std.	Geplante Gruppengröße: je Übung ca. 30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist das Bestehen der Veranstaltung „English Sounds and Sound Systems“ Voraussetzung für die Teilnahme an der Veranstaltung „Introduction to English Linguistics“.			
English Sounds and Sound Systems (2 CP): Lernergebnisse: Studierende werden befähigt, die grundsätzlichen artikulatorischen Prozesse bei der Produktion von Sprachlauten, mit besonderem Schwerpunkt auf der englischen <i>received pronunciation</i> (RP), nachzuvollziehen und adäquat, auch mit Hilfe phonemischer Umschrift, beschreiben zu können. Zudem werden den Teilnehmern Grundkenntnisse der Englischen Sprachgeschichte vermittelt, die es den Lernern ermöglicht, allgemeine Sprachwandelprozesse nachzuvollziehen. Inhalte: Die Studierenden werden in die Lautsysteme des Englischen und ihre Entwicklung eingeführt. Sie lernen, einzelne Laute aber auch Wortbetonung und Satzintonation sowie Aspekte des Redezusammenhangs (<i>connected speech</i>) wahrzunehmen und mit linguistischer Terminologie zu beschreiben. Dabei liegt der Schwerpunkt auf der Beschreibung der britischen Standardvarietät RP. Gleichzeitig wird die historische Entwicklung hin zum RP, aber auch zum General American betrachtet. Theoretische Anteile werden durch praktische Übungen ergänzt, in denen Studierende lernen, wie gesprochene Sprache mittels phonemischer Transkription beschrieben werden kann.			
Introduction to English Linguistics (3 CP): Lernergebnisse: Studierende erwerben die Fähigkeit, die Funktion und die fundamentalen Aspekte menschlicher Sprache, insbesondere der englischen, auf Wort- und Satzebene zu erkennen und zu beschreiben. Zudem wird ihnen vermittelt, wie Bedeutung in der Sprachwissenschaft beschrieben wird, und warum sie zwischen kontextunabhängiger und kontextabhängiger Bedeutung unterscheidet. Inhalte: Die Studierenden werden in die Grundlagen der anglistischen Sprachwissenschaft eingeführt und mit den Grundbegriffen und Methoden der modernen Linguistik vertraut gemacht, insbesondere in den Bereichen Morphologie, Syntax, Semantik und Pragmatik. Des Weiteren erwerben die Studierenden Kenntnisse zu Fragen der Funktion von Sprache und der Geschichte der englischen Sprache und zu Grundlagen der Zeichen- und Kommunikationstheorie. Ein besonderer Schwerpunkt liegt auf der praktischen Anwendung der linguistischen Terminologie und Methoden an authentischen Sprachbeispielen des Englischen.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.			
Prüfungsformen: Studienleistungen in Form von kleineren studienbegleitenden Aufgaben und Abschlusstests.			
Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben; Bestehen der Abschlusstests.			
Verwendung des Moduls: Der erfolgreiche Abschluss des Basismoduls „Sprachwissenschaft“ ist Voraussetzung für die Teilnahme an einem Aufbaumodul „Linguistik“.			

Stellenwert der Note für die Fachnote: Die Benotung der Studienleistung dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/Endnote ein.

Modulbeauftragte: Dr. Torsten Müller, Dr. Claus-Ulrich Viol

050 603

English Sounds and Sound Systems, 2 CP

Gruppe A: 2 st. di 12-14	GABF 04/614	Juskan
Gruppe B: 2 st. mo 12-14	GABF 04/613	Müller, T.
Gruppe C: 2 st. mi 12-14	GABF 04/413	Müller, T.
Gruppe D: 2 st. mi 14-16	GABF 04/614	Müller, T.

050 604

Introduction to English Linguistics, 3 CP

Gruppe A: 2 st. do 10-12	GABF 04/613	Juskan
Gruppe B: 2 st. do 12-14	GABF 04/413	Juskan
Gruppe C: 2 st. mi 14-16	GABF 04/413	Kaul
Gruppe D: 2 st. mo 14-16	GABF 04/614	Minow
Gruppe E: 2 st. di 10-12	GABF 04/613	Minow
Gruppe F: 2 st. mo 10-12	GABF 04/413	Strubel-Burgdorf
Gruppe G: 2 st. mi 10-12	GABF 04/614	Strubel-Burgdorf
Gruppe H: 2 st. di 14-16	GABF 04/413	Sadovnikova

Literatur- und Kulturwissenschaft

Workload/Credits 180 Std. / 6 CP	Semester: 1.-2.	Häufigkeit des Angebots: jedes Semester	Dauer: zwei Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 124 Std.	Geplante Gruppengröße: je Übung ca. 30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent).			
Introduction to Literary Studies (3 CP): Lernergebnisse: Die Studierenden werden befähigt, Gegenstände der Literaturwissenschaft zu erkennen, literaturwissenschaftlich relevante Fragen zu diesen Gegenständen stellen zu können sowie die Fragen mit geläufigen literaturwissenschaftlichen Methoden beantworten bzw. bearbeiten zu können. Inhalte: Behandlung von Aspekten wie Raum/Zeit, Handlung, Figur und Symbolik und ihre Funktionen in fiktionalen Texten; rhetorische und poetische Mittel und ihre Funktionen in literarischen Texten; die wichtigsten literarischen Vermittlungsformen und -instanzen; Gattungstypologien, Periodisierung/Kontextualisierung; Kanonbildung.			
Introduction to Cultural Studies (3 CP): Lernergebnisse: Die Studierenden erlernen die Grundlagen über Gegenstände, Modelle und Methoden der Kulturwissenschaft und üben die Techniken kulturwissenschaftlichen Forschens – von der produktiven kulturwissenschaftlichen Frage, bis zu Argumentationsstruktur und Analyse. Im Vordergrund steht die Förderung des eigenständigen, interessegeleiteten Umgangs mit kulturellen Phänomenen (in ihrer ganzen Breite von literarischen Texten bis zu Objekten des Alltags) sowie das kritische Hinterfragen gängiger nationaler Stereotypen und Alltagsmythen über kulturelle Differenz. Inhalte: Thematisierung des Kulturbegriffs; Einführung in die grundlegenden Methoden, Theorien und Arbeitsweisen der Cultural Studies; Behandlung von zentralen kulturwissenschaftlichen Konzepten wie Klasse, Gender, Ethnizität und nationale Identität am Beispiel entweder der US-amerikanischen oder der britischen Kulturen.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.			
Prüfungsformen: Continuous Assessment (Arbeitsaufgaben und/oder Tests) in „Introduction to Literary Studies“; Portfolio Assessment in „Introduction to Cultural Studies“.			
Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben.			
Verwendung des Moduls: Der erfolgreiche Abschluss der Veranstaltung „Introduction to Literary Studies“ ist Voraussetzung für die Teilnahme am Aufbaumodul „Literatur“; der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies“ ist Voraussetzung für die Teilnahme am Aufbaumodul „Cultural Studies“.			
Stellenwert der Note für die Fachnote: Die Benotung der Studienleistungen dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/Endnote ein.			
Modulbeauftragte: Prof. Dr. Sebastian Berg, PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

050 605Introduction to Cultural Studies, 3 CP

Gruppe A: 2 st. mo 16-18 (GB)	GABF 04/253	Christinidis
Gruppe B: 2 st. mi 10-12 (GB)	GABF 05/608	Baas
Gruppe C: 2 st. fr 10-12 (GB)	GABF 04/252	Schlensag
Gruppe D: 2 st. mo 10-12 (US)	GABF 04/613	Zucker
Gruppe E: 2 st. mi 12-14 (US)	GB 6/137	Koberg
Gruppe F: 2 st. do 14-16 (US)	GABF 04/613	Müller, M.
Gruppe G: 2 st. mi 16-18 (GB)	GABF 04/413	Christinidis
Gruppe H: 2 st. di 10-12 (US)	siehe Campus	Zucker

050 606Introduction to Literary Studies, 3 CP

Gruppe A: 2 st. mi 14-16	GABF 04/253	Pitetti
Gruppe B: 2 st. mo 12-14	GB 6/137	Klawitter
Gruppe C: 2 st. fr 10-12	GABF 04/253	Pitetti
Gruppe D: 2 st. do 10-12	GABF 04/413	Weidle

Aufbaumodule

Modulungebundene Übung: MEL

Workload/Credits 3 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1 Semester
Lehrveranstaltungsart: Übung	Kontaktzeit: 2 SWS	Selbststudium: ca. 60 Std.	Geplante Gruppengröße: 40-50
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent).			
Verwendung der Veranstaltung: Die Übung „Medieval English Literature“ (MEL) ist eine Veranstaltung, die Studierende im Laufe ihres B.A.-Studiums erfolgreich absolvieren müssen. Die Veranstaltung kann in jedem Studiensemester belegt werden (wobei die offizielle Empfehlung das zweite oder dritte Semester ist). Die Veranstaltung kann in jedem beliebigen Aufbaumodul „Linguistik“, „Literaturwissenschaft“ oder „Cultural Studies“ anstelle der Übung oder im modulungebundenen Bereich (MUB) angerechnet werden.			

050 609

Medieval English Literature, 3 CP

Gruppe A: 2 st. di 10-12

HZO 90

McCann

Gruppe B: 2 st. mi 10-12

HZO 90

Wellnitz

Each MEL group will have a different overarching theme which may vary from semester to semester. Some of the themes covered so far are: "Woman Defamed, Woman Defended", "Love from the Sacred to the Profane", or "Of Men, Monsters and Marvels". Students must choose a subtopic from within the theme and set up a research project resulting in a mini essay at the end of the course. Several quizzes and a bibliography are also part of the requirements.

The lectures, seminars and virtual teaching sessions (which can be used to 'compare notes' with fellow students and/or consult on an individual or group basis with the lecturer) introduce both medieval literature as well as the more practical aspects of doing actual research: how to formulate an interesting research question, how to structure one's research, where to look for secondary information, how to present one's findings – in short the methodology behind (successful) research.

Assessment/requirements: continuous assessment (quizzes, bibliography) and mini essay.

Linguistik

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Basismodule „Sprach- und Textproduktion“ und „Sprachwissenschaft“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Studierende erhalten einen breiten Überblick über einen Teilbereich oder ein Thema der Linguistik. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der Linguistik, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung sprachwissenschaftliche Fragestellungen und lernen, diese mit dem einschlägigen wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere linguistische Theorien werden vorgestellt und diskutiert. Die Studierenden vertiefen ihre Kenntnisse in ausgewählten Gebieten der englischen Linguistik. Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der Linguistik; eine Einführung in ein ausgewähltes Gebiet der englischen Linguistik; die Möglichkeit zur Einübung bzw. Übung sprachwissenschaftlicher Analysemethoden sowie zur Auseinandersetzung mit linguistischen Theorien; Möglichkeiten zur Vertiefung von Kenntnissen in ausgewählten Teilbereichen der englischen Linguistik.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: Dr. Torsten Müller, Dr. Claus-Ulrich Viol			

Vorlesungen

050 612

Corpus Linguistics, 2,5 CP

2 st. mo 12-14

HGB 10

Meierkord

This series of lectures introduces students to the field of modern corpus linguistics. After a brief look at the history of this discipline and its role in modern linguistics, the lectures will describe how corpora are planned, compiled, annotated and analysed. Students will also get a chance to familiarise themselves with a number of different corpora, most notably with those that are of interest in an English linguistics framework, including the *British National Corpus* (BNC), the *Corpus of Contemporary American English* (COCA) and of *Historical American English* (COHA), the *International Corpus of English* (ICE), the *International Corpus of Learner English* (ICLE) and the *Global Web-Based English* (GloWbE) corpus.

The lecture course is based on the following books:

Crawford, William & Eniko Csomay (2015). *Doing Corpus Linguistics*. London: Routledge.

McEnery, Tony & Andrew Wilson (2001). *Corpus Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

Meyer, Charles F. (2003). *English Corpus Linguistics*. Cambridge: Cambridge University Press. (strongly recommended for purchase)

Weisser, Martin (2016). *Practical Corpus Linguistics: An Introduction to Corpus-Based Language Analysis*. London: Wiley.

Assessment/requirements: written end-of-term exam.

Seminare

050 613

Language and Social Identity, 4 CP

2 st. di 10-12

GABF 04/614

Strubel-Burgdorf

There was a time when the husband's profession determined his wife's social identity and thus, supposedly, her linguistic behavior. That perception has changed – or hasn't it? How do we define our social identity? And how does our social identity define our language? Do we notice various social identities in other language users? The way we use language is heavily influenced by who we are: The region we come from, the socioeconomic or educational background we have (just ours or also our partner's or parents' background?), the gender or ethnicity we associate ourselves with etc. We can claim that our social identity is largely

defined by how we use language, how we speak, write and how we negotiate our social image with others.

In this course, we will have a look at some details of how language use and social identity interact with each other, how we influence our language and how we are defined or categorized (by others) through our language use. For this, we will not only read a lot (e.g., chapters from introductory books as well as original research articles) but also work on our very own ideas on how to collect data and do some research on our own.

Assessment/requirements: *Übung*: active and regular participation in discussions (face to face / online forums), summary of academic research paper; *Seminar*: same as above, plus (empirical) linguistic term paper.

050 614

Word Formation, 4 CP

2 st. do 8.30-10

GABF 04/614

Minow

In this seminar, we will focus on the various ways news words are created in English on the basis of existing words and affixes. We will look at each of the major word formation processes such as derivational affixation, compounding, conversion, blending and truncation. We will first discuss how these processes work in English before taking a closer look at some of the major theories on word formation. A further major aspect to be discussed is the notion of productivity: we will address questions concerning how productivity can be measured and what factors constrain it. In addition, we will look at some varieties of English around the world and how these differ from standard varieties of English when it comes to word formation.

Assessment/requirements: *Übung*: active participation in class discussions and open-book final test; *Seminar*: active participation in class discussions and open-book final exam or research paper (12-15 pages).

050 615

Cultural Linguistics, 4 CP

2 st. do 10-12

GB 6/131

Minow

Cultural linguistics is a fairly new field of study which focusses on the question of how cultural conceptualizations are encoded in language. Since English is used by so many different people around the world from different cultural backgrounds, there is a wealth of aspects to focus on. Some cultural conceptualizations may be unique to a specific culture whereas others may be shared but talked about in different ways. We will start out by familiarizing ourselves with some of the major theoretical concepts before looking at a

selection of case studies. There will also be ample opportunity for the participants to do their own small-scale research projects in class.

Assessment/requirements: *Übung*: active participation in class discussions and open-book final test; *Seminar*: active participation in class discussions and open-book final exam or research paper (12-15 pages).

050 616

Englishes on Social Media, 4 CP

2 st. do 12-14

GABF 04/613

Meierkord

Digital communication has now become an integral part of our daily communication with others. This has gone along with changes in communication technologies, and these have affected the ways people use language(s) in their interactions, for example on Facebook, Instagram, Twitter, Tik Tok, and YouTube. At the same time, English has come to dominate social media channels and its many varieties (such as British, Australian, Indian, Nigerian, or Jamaican English) are no longer confined to geographical and cultural boundaries. In this seminar, we will see how English linguistics has approached this recent trend and carry out mini research projects that look at the form and function of Englishes on social media.

Assessment/requirements: *Übung*: reading and response journal and/or data analysis tasks; *Seminar*: reading and response journal and term paper.

050 617

Change and Variation in English, 4 CP

Blockseminar

Wilson

Introductory meeting: 11.04.2022, mo 10-11 (online)

Workshop days: 22.04., 29.04., 06.05., 13.05.2022, je fr 12-18, GB 6/131

This course looks at variation and change in English, focusing especially on changes in contemporary English. The course looks both at changes in Inner Circle Englishes such as British, American or Australian English, as well as in Outer Circle Englishes such as Indian and Nigerian English. We will look at how variation in pronunciation and grammar in particular lead to change, and how changes spread from one variety of English to another. The course takes a hands on approach to studying language change and variation. Students will gain experience in working with corpora as a means of tracking lexical and grammatical change, and will also be exposed to methods for addressing sound change.

Assessment/requirements: *Übung*: oral presentation in last session; *Seminar*: oral presentation and written exam.

050 618

Psycholinguistic Aspects of Bilingualism, 4 CP

2 st. fr 12-14

GABF 04/413

Kaul

How do bilinguals understand and produce speech? In this seminar, we will have a closer look at bilingualism from a psycholinguistic perspective. We will examine spoken and written language processing, issues in language switching, cognitive effects of bilingualism and models of the bilingual brain.

Assessment/requirements: *Übung*: active participation, presentation, short written assignments; *Seminar*: the above, plus final written exam or 12-page term paper.

Übungen

050 620

Introducing Pragmatics, 3 CP

2 st. mo 14-16

GB 03/42

Strubel-Burgdorf

It's really cold in here.

That sentence is easy enough to understand, right? The speaker just wants to let us know that they are cold. Or don't they? Do they possibly want to say anything more? Maybe for us to turn up the heating? Or close the window? Or hand them their jacket? How does this statement differ from saying, for example, *You should really turn that heater up*? Pragmatics is about language in use and how meanings can shift depending on the context. How do we use language in our world to achieve things, to get things done? And do we adapt our language use if we meet with people of different social ranks? Do our strategies in language use differ according to context? How?

This *Übung* will cover the main research areas in pragmatics, among them Speech Act Theory, the cooperative principle, intercultural pragmatics, as well as pragmatics in language learning and more. The participants of this course will work with textbook chapters, articles from edited volumes that provide an overview in specific areas of this field, as well as with original research articles that show how questions in pragmatics are addressed.

Assessment/requirements: active and regular participation in discussions (face to face / online forums), summary of academic research paper.

050 621

Second Language Acquisition, 3 CP

2 st. mi 12-14

GABF 04/252

Kaul

How do learners create a new language system? What does development in the language learning process look like? Can learners of a second or foreign language become native-like? What is the role of previously learned languages or non-linguistic factors such as motivation, personality or intelligence? To what extent does explicit grammar instruction have an impact on learners' language development? In this course, we will address these and similar questions by looking at the research findings of recent decades in the area of second language acquisition.

Textbook:

VanPatten, B. & A.G. Benato (2015). *Key Terms in Second Language Acquisition*. London: Bloomsbury.

Assessment/requirements: active participation, assignments and final test (oral or written).

Englische Literatur bis 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur vor 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur vor 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur vor 1700. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der englischen Literatur bis 1700; eine Einführung in ein ausgewähltes Gebiet der englischen Literatur vor 1700; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der englischen Literatur vor 1700; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 624

Shakespeare's Intertextual Afterlives: Concepts and Case Studies, 2,5 CP

2 st. do 14-16

synchronous online course

Klawitter/Weidle

This course of lectures – delivered by two lecturers in dialogue with each other and the participants – seeks to generate insights into the rich field of the productive reception of Shakespeare's plays. The 'afterlives' (a term from reception theory) chosen for discussion are representative 20th and 21st-century re-imaginings in narrative fiction, drama, poetry and film. These creative receptions of individual Shakespearean plays (in the case of poetry also individual Shakespearean characters) will be explored by introducing and using concepts of the text-to-text approach in reception theory as well as analytical tools developed by theories of intertextuality and intermediality. Each case study will focus on the aesthetically and ideologically informed selections and alignments which reveal how "we mean by Shakespeare" (Terence Hawkes), i.e. how the plays serve as creative resources for expressing ever new concerns; but also how these receptions enrich our understanding of Shakespeare's plays.

The following texts need to be obtained:

Edward St Aubyn. *Dunbar*. 2017. Vintage, 2018 (ISBN 9781784701697). (We will begin with this novel, which relates to King Lear.)

Margaret Atwood. *Hag-Seed: The Tempest Retold*. 2016. Vintage, 2017 (ISBN 9780099594024).

Edward Bond. *Lear*. 1971. Edited by Patricia Hern. Methuen Drama, 1983 (ISBN 978-0413519504).

Tom Stoppard. *Rosencrantz and Guildenstern are Dead*. 1967. Edited by Henry Popkin. Faber & Faber, 1973 (ISBN 978-0571081820).

Further literary and theoretical texts will be made available through Moodle. As regards Shakespeare's plays, we recommend the latest Arden edition or any other scholarly edition. Participants are kindly asked to have read St. Aubyn's *Dunbar* and Shakespeare's *King Lear* before the first session and Atwood's *Hag-Seed* and Shakespeare's *The Tempest* before the second session.

Assessment/requirements: test (in the last week of term).

Seminare

050 625

Shakespeare: *Much Ado about Nothing*, 4 CP

2 st. di 16-18

GABF 04/614

Klawitter

Much Ado about Nothing is one of Shakespeare's most popular comedies. It is particularly known for the brilliant wit combats between Benedick and Beatrice and their gulling by arranged eavesdropping but also a darker strain, the almost tragically ending slander of Hero.

The class offers the opportunity to practice the analytical skills that are usually required in an academic reading of plays. It has two specific objectives: to explore the employed means of comedy against the background of Renaissance poetics and views on laughter and to show how the two intrigues in the play are concerned with major issues in early modern English culture.

Participants should use the following edition:

William Shakespeare. *Much Ado about Nothing*. Edited by Claire McEachern. Rev. ed. Bloomsbury, 2016. The Arden Shakespeare Third Series; ISBN: 978-1-4725-2029-6.

Assessment/requirements: *Übung*: test in the final week of term; *Seminar*: 12-14-page term paper.

050 626

City Comedies, 4 CP

2 st. di 12-14

GABF 04/413

Mosch

Early modern London was a rapidly expanding city: its population grew from about 80,000 in 1550 to 200,000 in 1600, against a national increase of only 25 percent. Many people looked at London and saw work or business opportunities; others, however, saw traffic jams, pickpockets, prostitutes, and a godless obsession with money. In response to this mood, the theatres pioneered a new type of satirical play that ridiculed social climbers, con artists, and dupes. Ben Jonson even claimed that comedy no longer required an exotic setting or a marvellous plot; it just had to portray the immoral and dumb people that – supposedly – populated the metropolis: "Our Scene is London, 'cause we would make known, / No country's mirth is better than our own."

In this seminar, we will discuss three examples of city comedy: Jonson's *The Alchemist* (1610), Thomas Middleton and Thomas Dekker's *The Roaring Girl* (c. 1611), and Middleton's *A Chaste Maid in Cheapside* (c. 1611). Apart from honing our skills in the analysis of drama,

we will try to locate the plays in London's social history, asking for their functions in their cultural contexts.

Please acquire the following two editions, which contain the relevant plays:

The Alchemist and Other Plays, Oxford World's Classics, ISBN: 9780199537310;

Thomas Middleton: Four Plays, New Mermaid Anthologies, ISBN: 9781408156582.

Assessment/requirements: *Übung*: expert group plus essay; *Seminar*: expert group plus term paper.

050 627

Travel in Early Modern Literature, 4 CP

2 st. mi 14-16

GB 6/137

Mosch

Unlike the relatively recent invention of leisure travel (i.e., tourism), mobility for the sake of economic, religious, or political profit has existed throughout history – albeit not for everybody. Literature is one of the ways in which a culture negotiates the values it assigns to the idea of travel: is the journey its own reward – or plain dangerous and uncomfortable? Who is allowed to hit the road in the first place? How should travellers behave and what should they achieve?

In the decades around 1600, travel writing enjoyed a surge of popularity in England – a trend probably connected to England's booming 'New World' trade and its development into a colonial power. In this class, we will survey both fictional and non-fictional travel accounts from that period. We will compare their representations of mobility and analyse the motives for travelling and travel writing with a view to historical contexts.

Texts to be read include Richard Hakluyt's *Principal Navigations* (1589), Thomas Nashe's *Unfortunate Traveller* (1594), Walter Raleigh's *Discovery of Guiana* (1596), Thomas Coryat's *Crudities* (1611), and Samuel Purchas's *Pilgrimage* (1614). The texts/excerpts will be made available on Moodle.

Assessment/requirements: *Übung*: expert group plus essay; *Seminar*: expert group plus term paper.

050 628

Subjects, Symptoms, Sins: Literature, Medicine, and Theology in the Middle Ages, 4 CP

2 st. di 8.30-10

GB 6/131

McCann

We all remember the salacious bits – those moments when a text lurches into life with a vividly realised depiction of the lurid and the awful. Nowhere is this more apparent than in medieval literature, a poetic corpus that celebrates the sinful by conveying complex narrative psychologies that are as beguiling as they are reprehensible. This course will explore the literary and cultural impact of theology and medicine upon medieval literature. It will provide broad historical contextualisation of the relevant theological and psychological issues, and explore the uses of personification and personification allegory in a range of Middle English texts.

No prior knowledge of Middle English is needed, nor do you require knowledge of medieval theology. As the course will cover a range of texts, an electronic reader will be provided.

Assessment/requirements: *Übung*: six-page essay; *Seminar*: 10-page term paper.

Übungen

050 633

Introduction to the Study of Drama, 3 CP

2 st. di 8.30-10

GABF 04/613

Weidle

The course is intended to further students' understanding of drama and theatre and to familiarize them with the basic tools of analysis. We will look at the generic features of the dramatic genre/medium taking into account its performative and pragmatic nature and contexts. Sessions will be devoted to different aspects such as 'story', 'characterization', 'language', 'setting' and 'time'.

The course will rely heavily on Manfred Pfister's *The Theory and Analysis of Drama*, Cambridge UP, 1991. Excerpts will be made available on Moodle.

In the course we will engage with two plays:

William Shakespeare, *A Midsummer Night's Dream* (c. 1594)

Samuel Beckett, *Waiting for Godot* (1953)

For *A Midsummer Night's Dream* I recommend either the Arden edition by Sukanta Chaudhuri (first published 2017) or the Oxford World's Classics edition by Peter Holland (first published 1994). For *Waiting for Godot* I recommend the Faber & Faber edition (first published 2010).

Please make sure to have read *A Midsummer Night's Dream* by the first session.

Assessment/requirements: active participation; thorough preparation of the individual scenes and the secondary material; test in final session.

050 634

How to Do Things with Poems, 3 CP

2 st. fr 10-12

GB 6/137

Niederhoff

There is a notion abroad that analysing poems is an occult gift that you are either born or – more likely – not born with. This course builds on the assumption that analysing poems is a skill that can be acquired, much like swimming, playing the piano or learning a foreign language. We will focus on different aspects such as genre, syntax, metre and metaphor to work our way into the complex structures of form and meaning provided by a selection of mostly canonical poems. We will also try our hand at the so-called 'production-oriented' method, i.e. the rewriting of a poem as a parody or the filling in of blanks, which is also taught in German schools and should therefore be interesting to students who aspire to be teachers. Covid permitting, this course will be taught on campus.

Required texts: the poems will be provided by way of Moodle and/or a reader.

Assessment/requirements: active participation in the lessons and a short paper (ca. 2500 words); the short paper will consist in a close reading of a poem or in an explanation of a production-oriented approach to a poem.

Englische Literatur nach 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
<p>Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur nach 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur nach 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur nach 1700. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.</p> <p>Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der englischen Literatur nach 1700; eine Einführung in ein ausgewähltes Gebiet der englischen Literatur nach 1700; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der englischen Literatur nach 1700; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.</p>			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 624

Shakespeare's Intertextual Afterlives: Concepts and Case Studies, 2,5 CP

2 st. do 14-16

synchronous online course

Klawitter/Weidle

This course of lectures – delivered by two lecturers in dialogue with each other and the participants – seeks to generate insights into the rich field of the productive reception of Shakespeare's plays. The 'afterlives' (a term from reception theory) chosen for discussion are representative 20th and 21st-century re-imaginings in narrative fiction, drama, poetry and film. These creative receptions of individual Shakespearean plays (in the case of poetry also individual Shakespearean characters) will be explored by introducing and using concepts of the text-to-text approach in reception theory as well as analytical tools developed by theories of intertextuality and intermediality. Each case study will focus on the aesthetically and ideologically informed selections and alignments which reveal how "we mean by Shakespeare" (Terence Hawkes), i.e. how the plays serve as creative resources for expressing ever new concerns; but also how these receptions enrich our understanding of Shakespeare's plays.

The following texts need to be obtained:

Edward St Aubyn. *Dunbar*. 2017. Vintage, 2018 (ISBN 9781784701697). (We will begin with this novel, which relates to King Lear.)

Margaret Atwood. *Hag-Seed: The Tempest Retold*. 2016. Vintage, 2017 (ISBN 9780099594024).

Edward Bond. *Lear*. 1971. Edited by Patricia Hern. Methuen Drama, 1983 (ISBN 978-0413519504).

Tom Stoppard. *Rosencrantz and Guildenstern are Dead*. 1967. Edited by Henry Popkin. Faber & Faber, 1973 (ISBN 978-0571081820).

Further literary and theoretical texts will be made available through Moodle. As regards Shakespeare's plays, we recommend the latest Arden edition or any other scholarly edition. Participants are kindly asked to have read St. Aubyn's *Dunbar* and Shakespeare's *King Lear* before the first session and Atwood's *Hag-Seed* and Shakespeare's *The Tempest* before the second session.

Assessment/requirements: test (in the last week of term).

050 636

The Literature of Sensibility, 2,5 CP

2 st. do 8-10

HGB 30

Niederhoff

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German). Sensibility has often been dismissed as sentimental, but it has been going surprisingly strong ever since its beginning about three hundred years ago, surfacing in today's culture primarily in advertising and film. The lecture will focus on literary works from the eighteenth century, including masterpieces like Laurence Sterne's *Tristram Shandy*, while also analysing the presence of sensibility in related cultural fields such as philosophy or painting. Other topics to be dealt with include the backlash against sensibility (how did such authors as Richard Sheridan or Jane Austen make fun of sensibility?), the politics of sensibility (is it conservative or progressive?) and the origin of sensibility (where did it come from?). The lecture will be offered as a videocast with three additional Zoom sessions (not mandatory), in which students will have a chance to ask questions. I am aiming to make the entire lecture available at the beginning of the semester to make it possible for students to study at their own pace.

Assessment/requirements: reading a selection of texts; response sheet and oral exam.

Seminare**050 637**

From *Look Back in Anger* to 'In-Yer-Face': GB Theatre Post-1945, 4 CP

2 st. di 10-12

GABF 04/413

Dow

Presentations of full-length plays, excerpts and clips in the explosion of drama from John Osborne to Sarah Kane, covering such issues as class, race, violence and gender politics.

Assessment/requirements: *Übung*: continuous assessment, one in-class presentation; *Seminar*: the above, plus either a *Hausarbeit* or a *Klausur*.

050 638

James Joyce: *Ulysses*, 4 CP

2 st. di 14-16

GABF 04/614

Niederhoff

After having been serialised in a magazine, James Joyce's *Ulysses* was published as a book in 1922. The seminar is offered with a nod in the direction of this anniversary. Students should be aware that, while *Ulysses* is one of the greatest novels (perhaps: *the* greatest) in the English language, it is also very demanding. It has been claimed that *Ulysses* cannot be read; it has to be studied. But for those who make the effort to study it, the rewards are immense; students who complete the course will have broadened their literary horizons and become more sophisticated readers. In the course, we will proceed at the rate of a chapter a week (skipping some chapters), with expert groups giving brief introductions. Those who want to prepare for the seminar, might want to read one or both of Joyce's earlier works, *Dubliners* and *A Portrait of the Artist as Young Man*. Covid permitting, this course will be taught on campus.

Required text:

James Joyce, *Ulysses*, edited by Declan Kibberd and Seamus Deane, Penguin, 1992.

Assessment/requirements: active participation; being part of an expert group preparing a chapter; a paper on one aspect of the chapter prepared.

050 639

English Romantic Poetry, 4 CP

2 st. mi 10-12

GB 6/131

Linne

In his preface to the *Lyrical Ballads*, William Wordsworth famously defined poetry as "the spontaneous overflow of powerful feelings". Still, 'Romantic poetry' is notoriously difficult to define and the poetry commonly lumped together under this heading is extremely diverse.

In the class, we will approach Romantic poetry through its variety: we will read poems by the first generation (Wordsworth, Coleridge) and second generation (Keats, Shelley, Byron) of Romantic poets as well as by some lesser-known female representatives of the period (e.g. Felicia Hemans). We will also discuss the role of the poet, familiarise ourselves with various themes (nature, childhood, love) and genres (the ode, the sonnet) associated with Romanticism. Students will get an overview of one of the most influential periods of English poetry; they will also practise and improve their skills in the analysis of poetry.

Texts will be made available via Moodle.

Assessment/requirements: *Übung*: writing assignments and essay; *Seminar*: writing assignments and research paper.

050 640

British/Irish Poetry Post-1945, 4 CP

2 st. mi 12-14

GABF 04/613

Dow

Based loosely on the Lucie-Smith Penguin anthology 'British Poetry' (revised edition, 1985) and supplemented by later poets widely available online, this course will examine the diverse range from the post-war 'Movement' to contemporary 'instapoets'.

Assessment/requirements: *Übung*: continuous assessment, one in-class presentation; *Seminar*: the above, plus either a *Hausarbeit* or a *Klausur*.

050 641

Metahistorical Fiction, 4 CP

2 st. do 10-12

GB 6/137

Linne

As the prefix 'meta' indicates, 'metahistorical fiction', sometimes also known as 'historiographic metafiction' (Linda Hutcheon's term), belongs to the category of self-reflexive fiction. More specifically, metahistorical fiction reflects upon the past and upon how it is (re-)constructed and narrated. Novels of this genre, many of which feature historians among their central characters, ask questions about 'history' (i.e. about past events and about the academic discipline): what is history and how do historians reconstruct the past? How do historians and novelists differ? Where does historiography end and historical fiction begin?

In the class, we will read A.S. Byatt's *Possession* (1990) as well as excerpts from Penelope Lively's *Moon Tiger* (1987), Julian Barnes's *A History of the World in 10½ Chapters* (1989) and some texts yet to be determined.

Required book: Byatt, A.S. *Possession: A Romance*. Vintage, 2018.

Assessment/requirements: *Übung*: writing assignments and essay; *Seminar*: writing assignments and research paper.

050 642

Women and the Great War, 4 CP

2 st. do 12-14

GABF 04/253

Schürmann

The memory of the First World War has been dominated by the experiences of men, especially white soldiers serving at the Western Front. In this seminar, we will instead focus on women and how they experienced the 1914-1918 war. How did women of different social and racial backgrounds live during the war? How did the war change their lives? In which ways did women contribute to the war and which work did they take up on the front and the home front? And finally, how did they write about their varied experiences?

We will take a look at the historical background and the social, political and cultural roles of women during the Great War. We will read texts of a broad thematic and stylistic range, including (extracts from) autobiographies, novels, short stories and poems by women who lived and wrote during the war, such as Mary Borden, Vera Brittain and Margaret Postgate Cole, as well as by contemporary authors who write about women in the Great War today, such as Malika Booker, Hollie McNish and Clare Pollard.

Assessment/requirements: *Übung*: active participation, expert group plus short paper;
Seminar: active participation, expert group and regular term paper.

Übungen

050 633

Introduction to the Study of Drama, 3 CP

2 st. di 8.30-10

GABF 04/613

Weidle

The course is intended to further students' understanding of drama and theatre and to familiarize them with the basic tools of analysis. We will look at the generic features of the dramatic genre/medium taking into account its performative and pragmatic nature and contexts. Sessions will be devoted to different aspects such as 'story', 'characterization', 'language', 'setting' and 'time'.

The course will rely heavily on Manfred Pfister's *The Theory and Analysis of Drama*, Cambridge UP, 1991. Excerpts will be made available on Moodle.

In the course we will engage with two plays:

William Shakespeare, *A Midsummer Night's Dream* (c. 1594)

Samuel Beckett, *Waiting for Godot* (1953)

For *A Midsummer Night's Dream* I recommend either the Arden edition by Sukanta Chaudhuri (first published 2017) or the Oxford World's Classics edition by Peter Holland (first published 1994). For *Waiting for Godot* I recommend the Faber & Faber edition (first published 2010).

Please make sure to have read *A Midsummer Night's Dream* by the first session.

Assessment/requirements: active participation; thorough preparation of the individual scenes and the secondary material; test in final session.

050 634

How to Do Things with Poems, 3 CP

2 st. fr 10-12

GB 6/137

Niederhoff

There is a notion abroad that analysing poems is an occult gift that you are either born or – more likely – not born with. This course builds on the assumption that analysing poems is a skill that can be acquired, much like swimming, playing the piano or learning a foreign language. We will focus on different aspects such as genre, syntax, metre and metaphor to work our way into the complex structures of form and meaning provided by a selection of mostly canonical poems. We will also try our hand at the so-called “production-oriented” method, i.e. the rewriting of a poem as a parody or the filling in of blanks, which is also taught

in German schools and should therefore be interesting to students who aspire to be teachers. Covid permitting, this course will be taught on campus.

Required texts: the poems will be provided by way of Moodle and/or a reader.

Assessment/requirements: active participation in the lessons and a short paper (ca. 2500 words); the short paper will consist in a close reading of a poem or in an explanation of a production-oriented approach to a poem.

Amerikanische Literatur

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der US-amerikanischen Literatur geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der US-amerikanischen Literatur, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der US-amerikanischen Literatur. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der US-amerikanischen Literatur; eine Einführung in ein ausgewähltes Gebiet der US-amerikanischen Literatur; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der US-amerikanischen Literatur; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 646

US Literary and Cultural Practices in the Long 20th Century, 2,5 CP

2 st. mo 16-18

HGA 10

Lüthe

The (long) 20th century encompasses a broad range of literary and cultural practices, forms, innovations, and interventions. For example, a variety of texts from so-called ethnic literatures came to be slowly but surely included into the US literary canon. Texts written by Native Americans, African Americans, Mexican Americans, and Asian Americans have been published in big publishing houses, reviewed on the pages of the *New York Times Book Review*, and added to the reading lists of schools and colleges, which also brought about a backlash from institutions and agents of cultural gatekeeping. Similarly, cultural practices that are not primarily textual, such as music, performance, and film and television, have garnered increasing academic and critical attention; consider Kendrick Lamar's Pulitzer price win (2017) for his "vernacular authenticity and rhythmic dynamism" here. In the course of this lecture, we will focus on important moments and crucial cultural texts from roughly the 1920s through the 1990s and thus aspire to come to terms with the changes and continuities of the last century in US cultural production.

Texts will be made available on Moodle.

The content of this lecture will be made available in an asynchronous format. The lectures will be published by Monday, 16.00 o'clock and I will be available on Mondays at 17.00 in Zoom for inquiries and discussions.

The lecture on April 24th and the lecture before the written exam, on June 27th will be held in person in HGA 10, starting at 16.15, their recordings will be published by the end of the week on Moodle. The in-person written exam is scheduled for July 4th 2022, in HGA 10.

Assessment/requirements: attendance, reading, written test.

Seminare

050 647

African-American Science Fiction: Octavia Butler and Samuel Delany, 4 CP

2 st. do 14-16

GB 6/131

Pitetti

According to the novelist Nalo Hopkinson, science fiction is an inherently “subversive literature” because it forces us to “think twice and thrice about... sexuality, race, class, color, [and] history”. The irony, of course, is that for much of its history, science fiction has been a very ‘white’ genre; if asked to name major science fiction authors or characters, many people would end up with a very monochromatic canon. When race does show up in science fiction, it often does so in ways that reproduce or excuse racist histories, with battles against ‘savage’ aliens providing readers with an opportunity to relive fantasies of colonial adventure, racial superiority, and the ‘white man’s burden’. Nonetheless, generations of African American writers have recognized the progressive potential of science fiction and have used the genre as a vehicle for exposing the ills and faults of American society and exploring alternative social and political visions.

This course focuses on two important authors of African American science fiction, Samuel Delany and Octavia Butler. Our discussions of these authors and their work will be structured around a number of interrelated questions: what are the characteristic features and themes of the black speculative fiction tradition? How do these writers negotiate and politicize their chosen genre, pushing back against its often conservative and implicitly racist traditions and history? How does the history of race and racism, including colonialism, slavery, the denigration of African cultural traditions, and the ongoing struggle for equal rights, shape black science fiction? Ultimately, the goal of the seminar will be to explore together the myriad ways in which the broad canvases offered by speculative fiction allow minority writers to critique a hostile society and to explore alternatives to the ‘real world’ that society has created.

Students interested in participating in the course will require copies of the following texts. Please try to purchase the editions indicated here, to ensure that we all have copies with the same page numbers. Do not wait until the semester begins to buy these books! We will begin our discussion of texts in the first weeks of the semester, so make sure that you purchase the books in advance so that you have them before the first session.

Octavia Butler, *Dawn* (978-0446603775)

Octavia Butler, *Bloodchild and Other Stories* (978-1583226988)

Samuel Delany, *Trouble on Triton* (978-0819562982)

Samuel Delany, *Aye, and Gomorrah and Other Stories* (978-0375706714)

Assessment/requirements: *Übung*: active participation in class discussions, mini term paper; *Seminar*: active participation in class discussions, regular term paper.

050 648

The African American Novel, 4 CP

2 st. mo 16-18

GABF 04/613

Zimmermann

“Janie saw her life like a great tree in leaf with the things suffered, things enjoyed, things done and undone.” Zora Neale Hurston’s 1937 novel *Their Eyes Were Watching God* retraces the life of its main character Janie Crawford, following her three marriages up to her return to Eatonville, Florida from the Everglades. It is a classic of African American literature which had significant influence on later writers such as Alice Walker and Toni Morrison. In this seminar we are going to read selected African American novels, including modernist texts such as Zora Neale Hurston’s *Their Eyes Were Watching God* and Ralph Ellison’s *Invisible Man*. Toni Morrison’s *Beloved* tells the story of Sethe, a formerly enslaved woman, and her daughter Denver, who live at 123 Bluestone Road in Cincinnati, Ohio; a house which is haunted by a ghost. We are going to explore how Morrison’s neo-slave narrative engages with the remembrance of the trauma of slavery. In this course students will be introduced to significant works of African American literature, and we are going to explore aspects of race, gender and the experiences of racism and slavery as reflected in these literary texts.

Texts:

Ellison, Ralph. *Invisible Man*. Penguin, 2016.

Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper Collins, 2013.

Morrison, Toni. *Beloved*. Vintage, 1997.

Additional primary and secondary literature will be made available on Moodle.

Assessment/requirements: *Übung*: active participation, essay, oral presentation; *Seminar*: the above plus research paper.

050 649

American Literature of the First World War, 4 CP

2 st. fr 14-16

GABF 04/614

Pitetti

The relationship between war and literature is long and interesting. Many of the great works of world literature are wholly or partly accounts of war; we would have no *Iliad* or *Odyssey* without the Trojan War, for example. Whether authors condemn it, celebrate it, or record it, war has long acted as an inspiration to literary art, and the ways in which writers respond to the reality and subjective experience of armed conflict can tell us a great deal about those writers' culture and about the role that specific wars play in that culture's discourses and understanding of itself.

In this class we will read a selection of American literary responses to the First World War, the conflict that, above all others, challenged and reshaped Western cultural assumptions at the beginning of the twentieth century. As we will see, American literary accounts of the War display a curious mixture of responses to and treatments of the conflict. On the one hand, the War precipitated modernist innovation and the rise of moral pacifism in American literary culture, as new forms of writing and thinking about violence were developed to cope with and describe the experience of brutal and often pointless slaughter in the trenches. On the other hand, the American experience of the war was very different from that of the British, French, and German soldiers and citizenry who bore the brunt of the fighting, and American literary treatments of the conflict often deploy traditional images of war as a glorious proving ground for great men and a morally necessary struggle against evil. In this class, we will concentrate on exploring not just how American writers describe the battles of the Great War, but on the literary strategies they employed in bringing the war to the page, and the purposes, political, moral, and philosophical, that the war serves in their writing.

Students who wish to participate in the class will need to purchase copies of the following texts (if possible, please purchase the editions indicated here). Do not wait until the semester begins to buy these books! We will begin our discussion of texts in the first weeks of the semester, so make sure that you purchase the books in advance so that you have them before the first session.

Ernest Hemingway, *A Farewell to Arms* (978-0099273974)

e.e. cummings, *The Enormous Room* (978-0141181240)

Willa Cather, *One of Ours* (978-0679737445)

Victor Daly, *Not Only War* (978-0813929712)

Assessment/requirements: *Übung*: active participation in class discussions, mini term paper;
Seminar: active participation in class discussions, regular term paper.

050 650

Edgar Allan Poe, 4 CP

2 st. do 8.30-10

GABF 04/413

Ottlinger

Edgar Allan Poe (1809-1849) is frequently designated as the originator of the modern short story and definitely excelled in being the first and most influential critical theorist of this genre which emerged as a form in its own right in the 19th century. Moreover, he distinguished himself as the writer of a relatively small yet fantastic body of poems. Accordingly, we will analyse and discuss a representative selection of his narrative fiction, poetry, literary theory and criticism in detail to get an overview of his innovative achievements and powerful contributions to the canon of American literature.

All the texts will be provided on Moodle.

Assessment/requirements: *Übung*: active class participation, thorough preparation of the texts, short end-of-term test; *Seminar*: active class participation, thorough preparation of the texts, term paper or end-of-term exam.

050 655

"I miss you more than I remember you" – Introduction to Contemporary South and Southeast Asian American Literature, 4 CP

2 st. di 16-18

GABF 04/613

Machtenberg

In this class, students are introduced to key texts from South and Southeast Asian American literature, covering a variety of texts from Indian American and Vietnamese American authors. By engaging with contemporary short stories, novels, and poetry from writers such as Bharati Mukherjee, Meena Alexander, Viet Thanh Nguyen, and Ocean Vuong, students will gain a deeper understanding of US-American cultural constructions of race and ethnicity and evolving counter-narratives by South and Southeast Asian American writers. Topics discussed include immigration, war, and refugee experiences, as well as queer perspectives. Through class discussions and assignments, students will work on their analytical reading skills and develop their skills in academic writing and discussion.

Students will be expected to purchase or borrow a total of four books, which will be announced on Moodle at the beginning of the semester.

Assessment/requirements: *Übung*: regular reading, active participation, written assignments, and group work; *Seminar*: the above, plus term paper or oral examination.

Übungen

050 656

Transnational Life Writing: American Selves Beyond Borders, 3 CP

2 st. mi 10-12

GABF 04/413

Koberg

This course will introduce students to the field of Transnational American Studies and the genre of life writing. Life narratives that create imaginary spaces beyond national territories and construct identities across national borders have become the object of Transnational American Studies. Some of these autobiographical texts not only present “sustained cross-border relationships, patterns of exchange, affiliations and social formations spanning nation-states” (Vertovec 2009, 2) but also criticize national ideology and its exclusion of minorities.

We will discuss concepts such as globalization, transnationalism, ethnicity, and cultural hybridity and use them in our readings of (excerpts of) African American, Asian American, Jewish American, and Mexican American life narratives from the second half of the 20th century up to today. We will deal with cross-cultural encounter and displacement as represented in autobiographical texts. From cultural assimilation to the imagination of new forms of transnational belonging, the texts present complex interrogations of what it means to be an American self beyond national and cultural borders.

Please obtain and start reading *Zami* by Audre Lorde (Penguin Classics, 978-0241351086). Other readings will be provided via Moodle.

Assessment/requirements: active participation, written assignments, expert group, essay.

Cultural Studies (GB)

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies“ und des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme am Modul.			
<p>Lernergebnisse: Die Studierenden erweitern ihre Kenntnisse über einen Teilbereich, ein Thema oder eine Epoche der britischen Kultur bzw. einen Teilbereich, ein Thema oder eine Epoche britischer Kultur im Vergleich mit anderen Kulturen. Die Studierenden erweitern ihre im Basismodul gewonnenen Fertigkeiten der kulturwissenschaftlichen Analyse. Sie entwickeln einen präzisen Blick für kulturwissenschaftliche Problemstellungen und die wissenschaftliche Bearbeitung von Themen der British Cultural Studies. In den Seminaren vertiefen die Studierenden ihre Kenntnisse in britischer Geschichte und Kultur im Hinblick auf einen enger begrenzten Gegenstand. Sie erwerben in diesem Rahmen weiterführende methodologische und theoretische kulturwissenschaftliche Kenntnisse, entwickeln unter Anleitung kulturwissenschaftliche Fragestellungen und lernen diese, mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten.</p> <p>Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick von Teilbereichen, Themen oder Epochen der britischen Kultur; die Möglichkeit zur Vertiefung der theoretischen Grundlagen und Methoden der Cultural Studies; theoretisch reflektierte Beschäftigung mit einem enger begrenzten Gebiet/Phänomen der britischen Kultur; Ausbildung und Verfeinerung kulturwissenschaftlicher Analysetechniken; Auseinandersetzung mit kulturwissenschaftlichen Theorien.</p>			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: Prof. Dr. Sebastian Berg, Dr. Claus-Ulrich Viol			

Vorlesungen

050 657

Renaissance Culture, 2,5 CP

2 st. di 14-16

HGB 10

Pankratz

Until today, the English Renaissance is deeply embedded in cultural memory: Henry VIII and his wives, Shakespeare in and out of love, Queen Elizabeth and Walter Raleigh bowling against the Armada. The aim of the lecture course is to put all these images connected with 16th-century England between the reigns of Henry VII and James I into the broader framework of the European Renaissance, i.e. the rediscovery of classical antiquity and the beginning of the modern world. It will look at the changes in the world picture, the Reformation and its consequences, the system of Tudor foreign and domestic politics, Elizabethan court culture, the beginnings of capitalism, colonialism and self-fashioning. Last but not least, the lecture course will focus on the flourishing Renaissance literature: from the sonnets and epics to the plays written for the newly established professional theatres.

This will be an asynchronous online course, credited on a pass/fail basis. The weekly Units will contain pre-recorded Power Point Presentations and quizzes. There will be bi-weekly non-obligatory Zoom meetings for questions, clarifications and discussions.

Assessment/requirements: passing the weekly online quizzes.

Seminare

050 642

Women and the Great War, 4 CP

2 st. do 12-14

GABF 04/253

Schürmann

The memory of the First World War has been dominated by the experiences of men, especially white soldiers serving at the Western Front. In this seminar, we will instead focus on women and how they experienced the 1914-1918 war. How did women of different social and racial backgrounds live during the war? How did the war change their lives? In which ways did women contribute to the war and which work did they take up on the front and the home front? And finally, how did they write about their varied experiences?

We will take a look at the historical background and the social, political and cultural roles of women during the Great War. We will read texts of a broad thematic and stylistic range,

including (extracts from) autobiographies, novels, short stories and poems by women who lived and wrote during the war, such as Mary Borden, Vera Brittain and Margaret Postgate Cole, as well as by contemporary authors who write about women in the Great War today, such as Malika Booker, Hollie McNish and Clare Pollard.

Assessment/requirements: *Übung*: active participation, expert group plus short paper; *Seminar*: active participation, expert group and regular term paper.

050 659

British Cold War Culture, 4 CP

2 st. di 10-12

GABF 04/252

Böhm

Today, the Cold War often seems to be a distant, post-war conflict between the two superpowers, the communist Soviet Union and the capitalist USA and their respective allies, which ended a long time ago. But the Cold War still affects our lives and cultures. For example, the current relationship between Russia and the West has been called the “new Cold War” and framed by the media within binary Cold War thinking. At the same time, (pop)cultural products of the Cold War are still popular – already in the 1950s British agent James Bond saved Britain and the West from evil communists –, and the same goes for contemporary products dealing with Cold War issues that were created a long time after the Cold War: British, German, and American series and films such as *The Americans* (2013-2018), *Bridge of Spies* (2015), *Cambridge Spies* (2003), *Das Leben der Anderen* (2006), *Deutschland 83, 86, 89* (2015, 2018, 2020) show a fascination with the era that hints at an ongoing Cold War nostalgia.

In this class, students will receive an overview of Cold War history and politics, discuss different phases of the Cold War conflict and position Britain's role in that conflict. They will examine British anti-communist propaganda campaigns and institutions such as the secret Information Research Department (IRD) and look at the constructions of Self vs. Enemy produced. They will analyse a variety of (pop)cultural examples (e.g. thrillers, newspaper coverage, invasion narratives, sports) for their representations of Cold War values and anxieties, ranging from fears of Soviet infiltration, subversion, spy scares and scandals – including the famous Cambridge Spies – to fears of ‘the bomb’ as well as normative constructions of gender and sexuality.

Students should be willing to participate in an expert group, in which they conduct their own small research projects and present and discuss their results in class.

The obligatory texts and films will be made available.

Assessment/requirements: *Übung*: active participation, participation in one expert group, short essay; *Seminar*: active participation, participation in one expert group, seminar paper (*wissenschaftliche Hausarbeit*).

050 660

Scotland and Scottishness, 4 CP

2 st. do 10-12

GABF 04/253

Böhm

This course aims at discussing and practising contextual analyses of changing representations of Scotland and Scottishness in a variety of contemporary texts. Theoretical concepts such as national identity, myth, stereotyping and representation will be employed to analyse and discuss constructions of Scottish identity against the background of Scottish history and politics. Among other examples, we will deal with Rona Munro's award-winning *The James Plays* (2014), a cycle of plays which imagines Scottishness by narrating Scottish history in connection with the independence referendum of 2014, the Hollywood movie *Braveheart* (1995), which offers stereotypical images about the 'wild' Scots and their struggle for independence, and *Trainspotting* (1996) as an alternative version of contemporary Scotland.

Students should be willing to participate in an expert group, in which they conduct their own small research projects and present and discuss their results in class.

The obligatory texts and films will be made available.

Assessment/requirements: *Übung*: active participation, participation in one expert group, short essay; *Seminar*: active participation, participation in one expert group, seminar paper (*wissenschaftliche Hausarbeit*).

050 661

Riots, Sabotage, Molotov Cocktails: Radical Political Protest in the UK, 4 CP

2 st. mi 12-14

GABF 04/253

Kurunczi

Depending on one's point of view, direct action — political protest outside the well-established realm of elections, political parties, and parliament — can be seen as a crucial feature of a healthy democracy, or, alternatively, as the juvenile power play of a destructive and apolitical mob inevitably leading to vandalism, criminality, and destruction. While some have understood riots, the sabotaging of pipelines, or the destruction of military infrastructure as profoundly political events in which the “voices of the unheard” (Martin Luther King) are articulated, others have suggested radical protest needs to be relentlessly suffocated by the forces of the state: this perspective has included fantasising about rioters being clubbed down by the police “like baby seals” (Richard Littlejohn) as well as disparaging protestors' actions as the criminal doing of political terrorists or the mere escalations of morally degenerated “feral fatherless youths”. A critical examination of these attempts at making sense of radical political protest brings up several important questions: when is militant protest legitimate and where does it originate from? What distinguishes ‘radical’ protest from family-friendly and ‘respectable’ protest? What is the place of violence in politics (both on the side of protestors as well as from the state/law enforcement)? Do these protests actually yield the intended political changes or are they ultimately futile endeavours (given that, after all, contemporary capitalism is pretty much alive and kicking)?

This course explores the multi-faceted field of social movement studies and the theory of radical democracy, dissidence, and disobedience, while offering an overview over key issues and events in the history of British radical thought and their espousal and critique in British culture and politics, respectively. In particular, we will discuss, compare, and assess the multitude of practices that flourish in contemporary protest culture — from techniques of sabotage in environmentalism and the ubiquitous looting during the 2011 England riots to the gendered dimensions of militant protest and the cultivation of anti-racist and anti-police prefigurative practices.

Assessment/requirements: *Übung*: active participation, plus either a short presentation or a response paper (approx. 900 words); *Seminar*: active participation plus research paper (10-12 pages).

050 662

Snakes and Ladders: Social Mobility and Social Identity in Britain, 4 CP

2 st. di 16-18

GABF 04/413

Christinidis

In contemporary discourses, social mobility tends to be closely linked to social justice. This seminar will examine and critically reflect on this link, often expressed through the term 'meritocracy'. We will explore three different, but crucial historical moments, during which the experience of social mobility in Britain changed significantly: in the Victorian period, the emergence of mass production changed both the class structure, opening up new possibilities for self-made men [sic], and the ways in which social status was performed through consumption (e.g. of fashion and home décor). Meanwhile, the conditions under and the extent to which social mobility could be achieved differed sharply for different people, with gender being one important differentiating factor. During the post-war period, the expansion of the higher education sector opened up new pathways for both men and women, but individuals from different class backgrounds experienced the possibilities offered by higher education very differently. Lastly, in the present, it is increasingly acknowledged that equal access is not enough to level the differences between members of different social group: affirmative action is one way of tackling the problem. On the other hand, criticisms of the very ideal of meritocracy are increasingly voiced, and we may need to turn, once again, not only to who gets to profit from opportunities, but also to the level of inequality that is 'just' within a meritocratic system.

We will look at a variety of sources, from life-writing texts to political speeches, etiquette manuals to self-help books to better understand how people at various times experienced the conditions under which they might improve their lives, paying special attention not only to the different identities (ethnicity, gender, class, sexuality etc.) discussed in the "Introduction to Cultural Studies", but also to how they intersect in particular social situations (intersectionality).

Assessment/requirements: *Übung*: portfolio; *Seminar*: term paper.

Übungen

050 664

Cultural Political Economy: Understanding How Hegemony Works, 3 CP

Blockveranstaltung

je GABF 04/614

Christinidis

20.07.2022, 14-18 /

21.-22.07.2022, je 12-18 /

03.-05.8.2022, je 14-18

In Cultural Studies, we often hear and think about how ideologies and power structures become 'hegemonic' in a particular society, and analyse texts in terms of how they consolidate or challenge hegemonic ideologies or power relations. 'Cultural Political Economy' addresses these (and some other) questions in a new, interdisciplinary and comprehensive way. Its aim is to gain a more in-depth understanding of the relationship between the socio-economic structures that shape our daily lives on the one hand, and the semiotic processes through which we perceive the world and make sense of these lives on the other. The relationship between social and cultural phenomena, as Cultural Political Economy sees it, is not a one-way street: socio-economic structures affect semiotic processes, but semiotic processes also influence the development of socio-economic structures. As an approach, it often begins by analysing a moment of social, economic, or cultural crisis, because these are the times when existing ways of explaining the world are destabilised and we are looking for new 'stories' to make sense of what is happening to us.

This course will build on and deepen the understanding of hegemony you attained in the "Introduction to Cultural Studies", and give you a more interdisciplinary perspective on the processes involved. During the first part of the block, we will be focusing on the method and look at one or more sample 'case studies' where others have used the method to explain social phenomena. Then, you will undertake your own case studies on a topic of your choice, which you will present and discuss with the rest of the course during the second block of the seminar.

Assessment/requirements: active participation, case study and reflection paper.

Cultural Studies (US)

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies“ und des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Studierenden erweitern ihre Kenntnisse über einen Teilbereich, ein Thema oder eine Epoche der US-amerikanischen Kultur bzw. einen Teilbereich, ein Thema oder eine Epoche US-amerikanischer Kultur im Vergleich mit anderen Kulturen. Die Studierenden erweitern ihre im Basismodul gewonnenen Fertigkeiten der kulturwissenschaftlichen Analyse. Sie entwickeln einen präzisen Blick für kulturwissenschaftliche Problemstellungen und die wissenschaftliche Bearbeitung von Themen der American Studies. In den Seminaren vertiefen die Studierenden ihre Kenntnisse in US-amerikanischer Geschichte und Kultur im Hinblick auf einen enger begrenzten Gegenstand. Sie erwerben in diesem Rahmen weiterführende methodologische und theoretische kulturwissenschaftliche Kenntnisse, entwickeln unter Anleitung kulturwissenschaftliche Fragestellungen und lernen diese, mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche, Themen oder Epochen der US-amerikanischen Kultur; die Möglichkeit zur Vertiefung der theoretischen Grundlagen und Methoden der Cultural Studies; theoretisch reflektierte Beschäftigung mit einem enger begrenzten Gebiet/Phänomen der US-amerikanischen Kultur; Ausbildung und Verfeinerung kulturwissenschaftlicher Analysetechniken; Auseinandersetzung mit kulturwissenschaftlichen Theorien.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: Dr. habil. Sebastian Berg, Dr. Claus-Ulrich Viol			

Vorlesungen

050 646

US Literary and Cultural Practices in the Long 20th Century, 2,5 CP

2 st. mo 16-18

HGA 10

Lüthe

The (long) 20th century encompasses a broad range of literary and cultural practices, forms, innovations, and interventions. For example, a variety of texts from so-called ethnic literatures came to be slowly but surely included into the US literary canon. Texts written by Native Americans, African Americans, Mexican Americans, and Asian Americans have been published in big publishing houses, reviewed on the pages of the *New York Times Book Review*, and added to the reading lists of schools and colleges, which also brought about a backlash from institutions and agents of cultural gatekeeping. Similarly, cultural practices that are not primarily textual, such as music, performance, and film and television, have garnered increasing academic and critical attention; consider Kendrick Lamar's Pulitzer price win (2017) for his "vernacular authenticity and rhythmic dynamism" here. In the course of this lecture, we will focus on important moments and crucial cultural texts from roughly the 1920s through the 1990s and thus aspire to come to terms with the changes and continuities of the last century in US cultural production.

Texts will be made available on Moodle.

The content of this lecture will be made available in an asynchronous format. The lectures will be published by Monday, 16.00 o'clock and I will be available on Mondays at 17.00 in Zoom for inquiries and discussions.

The lecture on April 24th and the lecture before the written exam, on June 27th will be held in person in HGA 10, starting at 16.15, their recordings will be published by the end of the week on Moodle. The in-person written exam is scheduled for July 4th 2022, in HGA 10.

Assessment/requirements: attendance, reading, written test.

Seminare

050 648

The African American Novel, 4 CP

2 st. mo 16-18

GABF 04/613

Zimmermann

“Janie saw her life like a great tree in leaf with the things suffered, things enjoyed, things done and undone.” Zora Neale Hurston’s 1937 novel *Their Eyes Were Watching God* retraces the life of its main character Janie Crawford, following her three marriages up to her return to Eatonville, Florida from the Everglades. It is a classic of African American literature which had significant influence on later writers such as Alice Walker and Toni Morrison. In this seminar we are going to read selected African American novels, including modernist texts such as Zora Neale Hurston’s *Their Eyes Were Watching God* and Ralph Ellison’s *Invisible Man*. Toni Morrison’s *Beloved* tells the story of Sethe, a formerly enslaved woman, and her daughter Denver, who live at 123 Bluestone Road in Cincinnati, Ohio; a house which is haunted by a ghost. We are going to explore how Morrison’s neo-slave narrative engages with the remembrance of the trauma of slavery. In this course students will be introduced to significant works of African American literature, and we are going to explore aspects of race, gender and the experiences of racism and slavery as reflected in these literary texts.

Texts:

Ellison, Ralph. *Invisible Man*. Penguin, 2016.

Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper Collins, 2013.

Morrison, Toni. *Beloved*. Vintage, 1997.

Additional primary and secondary literature will be made available on Moodle.

Assessment/requirements: *Übung*: active participation, essay, oral presentation; *Seminar*: the above plus research paper.

050 655

“I miss you more than I remember you” – Introduction to Contemporary South and Southeast Asian American Literature, 3 CP

2 st. di 16-18

GABF 04/613

Machtenberg

In this class, students are introduced to key texts from South and Southeast Asian American literature, covering a variety of texts from Indian American and Vietnamese American authors. By engaging with contemporary short stories, novels, and poetry from writers such as Bharati Mukherjee, Meena Alexander, Viet Thanh Nguyen, and Ocean Vuong, students will gain a deeper understanding of US-American cultural constructions of race and ethnicity and

evolving counter-narratives by South and Southeast Asian American writers. Topics discussed include immigration, war, and refugee experiences, as well as queer perspectives. Through class discussions and assignments, students will work on their analytical reading skills and develop their skills in academic writing and discussion.

Students will be expected to purchase or borrow a total of four books, which will be announced on Moodle at the beginning of the semester.

Assessment/requirements: *Übung*: regular reading, active participation, written assignments, and group work; *Seminar*: the above, plus term paper or oral examination.

050 663

Utopia, 4 CP

2 st. di 14-16

GABF 04/613

Zucker

The European settlement of the American continent as well as the subsequent establishment of an American nation have long since been read as carrying utopian connotations, as is reflected in many an American myth, e.g. the Puritan 'City upon a Hill', the 'American Dream' as well as the Frontier and 'Manifest Destiny'. These dominant ideologies of American *purpose* in turn have been constantly reproduced and reimagined as visions of future or alternative societies on American (or American-coded) soil in literature, film and television narratives – some of them highly optimistic to the point of naiveté (e.g. *Star Trek*), some of them bleak and cautionary (e.g. *The Handmaid's Tale*). In such stories, past ideals and future conceptions converge to make comment on and guide the political and cultural discourses of the present.

In this class, we will analyze the above examples as well as a variety of other classic and modern utopian/dystopian narratives to come to a deeper understanding of how US culture is perennially shaped by notions of attaining a state of perfection, and how contemporary cultural developments are perceived as challenges, if not outright threats to such aspirations.

Reading and screening assignments will be made available in a Moodle class.

Assessment/requirements: *Übung*: active participation in class and/or Moodle; short test or short paper; *Seminar*: active participation in class and/or Moodle; written exam or full-length term paper.

Übungen

050 656

Transnational Life Writing: American Selves Beyond Borders, 3 CP

2 st. mi 10-12

GABF 04/413

Koberg

This course will introduce students to the field of Transnational American Studies and the genre of life writing. Life narratives that create imaginary spaces beyond national territories and construct identities across national borders have become the object of Transnational American Studies. Some of these autobiographical texts not only present “sustained cross-border relationships, patterns of exchange, affiliations and social formations spanning nation-states” (Vertovec 2009, 2) but also criticize national ideology and its exclusion of minorities.

We will discuss concepts such as globalization, transnationalism, ethnicity, and cultural hybridity and use them in our readings of (excerpts of) African American, Asian American, Jewish American, and Mexican American life narratives from the second half of the 20th century up to today. We will deal with cross-cultural encounter and displacement as represented in autobiographical texts. From cultural assimilation to the imagination of new forms of transnational belonging, the texts present complex interrogations of what it means to be an American self beyond national and cultural borders.

Please obtain and start reading *Zami* by Audre Lorde (Penguin Classics, 978-0241351086). Other readings will be provided via Moodle.

Assessment/requirements: active participation, written assignments, expert group, essay.

050 673

Critical Tele-Visions, 3 CP

2 st. mi 14-16

GABF 04/613

Zucker

The last 20+ years have seen dramatic shifts in the US television landscape: premium cable networks like HBO have done away with broadcast television's singular obsession with ratings, leading to challenging long-form series that allowed themselves to unfold more like a great novel than a formulaic procedural. Streaming services like Netflix, Amazon Prime or Disney+ have not only granted subscribers access to TV classics, but also produced original formats that have attained significant cultural relevance and created a completely new phenomenon along the way: 'binge-watching'.

In this class, we will not necessarily binge, but certainly watch a variety of TV/streaming formats, ranging from the traditional series to documentaries and reality TV, to analyze both the medium itself and its products for what they tell us about a changing America. Questions we might ask include: have the shenenigans of fictional US presidents as seen on *House of Cards* or *Veep* set the stage for the shenenigans in a certain (now-former) White House? Is reality TV strictly a Foucauldian 'panopticon' or have recent examples like *RuPaul's Drag Race* introduced a more positive, empowering spin on the genre? Has online streaming changed the nature of 'the viewer' – and if so, is there more agency now or have we become subordinate to the whims of the algorithm?

This and much more will guide our week-to-week discussions as we attempt to look beyond the mere entertainment and find points of departure that might lead to a fruitful critical engagement with the medium television.

Assessment/requirements: short test and/or analytical essay.

Fachsprachen

Workload/ Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Seminar + Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Studierenden erwerben fundierte Kenntnisse in der Fachsprachenlinguistik (v.a. Lexikologie, Syntax, kontrastive Linguistik) und werden in das soziokulturelle Umfeld bestimmter Fachsprachen eingeführt. Sie können fachspezifische Sprachfertigkeiten in Lexis und Syntax erkennen und auch selbst anwenden. Sie erweitern ihre Kommunikationskompetenz in einzelnen fachsprachlichen Bereichen. Außerdem erwerben sie Kompetenzen im Bereich der interkulturellen wie sprachlichen Übersetzung fachsprachlicher Phänomene. Inhalte: Neben der konkreten Beschäftigung mit fachsprachlichen Texten zum Erwerb spezifischer sprachlicher Kenntnisse und Fertigkeiten werden die linguistischen Merkmale fachsprachlicher Texte analysiert und produktiv angewandt. Spezialisierungen und sprachpraktische Kompetenzerweiterungen v.a. in den Bereichen Wirtschaftsentenglisch, Technisches Englisch und Rechtsenglisch.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Klausur (90-120 Minuten), in Ausnahmefällen einer schriftlichen Hausarbeit (10-15 Seiten) oder mündlichen Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: Dr. Robert Smith, Dr. Claus-Ulrich Viol			

Seminare

050 685

Strategies of Conflict Management, 4 CP

2 st. mo 8-10

GABF 04/614

Bachem

The modern business environment offers prime examples of critical and goal-driven scenarios – often resulting in conflict situations. Common perceptions of business being all about profit generation and maximisation as well as the need to measure individual performance and economic success are reflected in highly competitive and conflictive situations. Thus, in order to achieve the planned and expected business objectives, communication and negotiation tools and skills are required for any kind of professional encounter. Since such encounters often result in a stalemate or, even worse, in continued and frequently escalating conflicts between the parties involved, a number of tools are needed to resolve such disputes successfully. In fact, similar conflict potential can be found in an educational environment, too. Therefore, this seminar is designed to offer a toolbox of approaches and strategies that enable parties involved in disputes to professionally handle critical and crucial situations.

Course materials will be provided in a digital format.

Assessment/requirements: term paper or final written exam.

050 686

From Globalisation 1.0 to Globalisation 4.0 in Business, 4 CP

2 st. do 8-10

GB 03/42

Bachem

In this seminar students will learn that globalisation is by no means only a buzzword used or abused excessively in the world of business and social interaction. Globalisation describes the development of an ever more integrated global economy. In essence, globalisation does not only reflect a particular frame of mind but also a complex network of commercial, financial and political practices across national borders. Actually, the literature defines globalisation as being characterized by clearly distinct stages, culminating in the current stage also known as globalisation 4.0. In order to better understand the complexity of this development, light has to be shed on the needs of international marketing and management as well as on precarious employment relations set against the background of emerging markets and national cultures.

Still, in the light of this seemingly endless potential of growth and global integration, nations start to realise the negative impacts of a pseudo-global economy. Concepts like 'semi-

globalisation' or even 'deglobalisation' have emerged and gained momentum – particularly since the Corona pandemic has forced both the world of social interaction and of business into temporary lockdowns.

Text material as well as audio and video material will provide the basis of the weekly seminar units. Course materials will be provided in a digital format.

Assessment/requirements: final written exam or term paper.

050 687

Science and Technology, 4 CP

2 st. mo 10-12

GABF 04/252

Smith

The course will take in a wide variety of ESP texts including articles from information and computer science, the sciences of physics, astronomy, geology, (evolutionary) biology, history, anthropology, archaeology, medicine as well as from several fields of engineering. The study of the characteristics of specialist languages in general and of each of these specialist languages in particular will be complemented by exercises in terminology work and glossary management. Student input will be allowed to expand the range of texts and/or shift the analytical focus of sessions. Having said that, no detailed analysis of an ESP text or related terminology work is possible without simultaneously engaging with the ideas conveyed with the help of the ESP language in question.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 688

The Language of Medical English, 4 CP

2 st. di 10-12

GB 02/160

Smith

After taking a tour of the human organs and senses from top to toe, their functions, pathologies and treatments of the latter, the course will spread out into the realm of medical ethics, (previously) mysterious diseases and rare ailments, looking at the latter two through the lens of medical history, before ending on a more hopeful note with an overview of medical frontiers and anticipated future medical developments.

Materials will be supplied.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

Übungen

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/614	Bachem
Gruppe B: 2 st. di 12-14	GABF 04/613	Bachem

This course will deal with central topics in business such as brands, aspects of change, organisational structures, advertising as well as the financial dimension of business. Apart from text material, we will also make use of most recent audio/video materials in order to relate course topics to current developments in the global business environment. Students are expected to actively participate in our weekly discussions on the respective business topics.

Course materials will be provided in a digital format.

Assessment/requirements: presentation, preparing a glossary of topic-related terms, active participation.

Gruppe C: 2 st. mo 12-14	GB 6/131	Smith
Gruppe D: 2 st. mi 10-12	GABF 04/253	Smith

On the basis of the textbook: Herbert Geisen, Dieter Hamblock, John Poziemski, Dieter Wessels, *Englisch in Wirtschaft und Handel* (Berlin: Cornelsen & Oxford University Press, 2002) and with the help of additional material the course will introduce some of the basic terminology and concepts of Business English.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 691

Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GABF 04/614	Bachem
Gruppe B: 2 st. di 10-12	IC 03/606	Bachem
Gruppe C: 2 st. do 12-14	GB 6/131	Bachem

This course is designed to make students aware of topics highly relevant in an international business environment: cultures, human resources management, international markets, business ethics, styles of leadership and, last but not least, competition in the global marketplace.

We will use text material as well as additional audio and video materials to gain a realistic and in-depth understanding of these fields of business. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

Course materials will be provided in digital format.

Assessment/requirements: presentation, preparing a glossary of topic-related terms, active participation.

Gruppe D: 2 st. di 12-14	GABF 04/253	Smith
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This course is a continuation of Business English I. On the basis of the textbook: Herbert Geisen, Dieter Hamblock, John Poziemski, Dieter Wessels, *Englisch in Wirtschaft und Handel* (Berlin: Cornelsen & Oxford University Press, 2002) and with the help of additional material the course will introduce further basic terminology and concepts of business English.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 692

Legal English, 3 CP

2 st. mi 12-14

GB 6/131

Smith

The course will look in detail at a variety of legal texts – and hence legal concepts – from both a legal theory and a legal practice perspective. While the legal theory part will cover basic notions and schools of jurisprudence that should permit the analysis of legal systems and their evolution over large stretches of space and long periods of time, the model chosen for understanding the language of the common law system will be the legal system of England and Wales. By breaking down the system into its (historical) components the language and terminology of (and hence the ideas behind) this intricate system will be brought to light. By the same token the language of the common law system will be used to elucidate the inner workings of the model. As a result students should subsequently be in a better position to consider and appreciate legal English texts with the eye of a linguist, a lawyer and a (moral) philosopher.

Recommended reading:

Ian McLeod: *Legal Theory*. Houndmills: Palgrave Macmillan, 2007.

Ian McLeod: *Legal Method*. Houndmills: Palgrave Macmillan, 2007.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 693

Technical English, 3 CP

2 st. do 10-12

HGB 50

Bachem

This course will address technical developments that have shaped and revolutionised our modern world. We will look at the importance of technical innovation, design, systems and procedures and we will deal with some of the most pertinent issues. Why and in which ways does the world gradually turn into a smart world? Which spin-offs from space technology facilitate our daily life and make it much more comfortable? What are the ramifications of Industry 4.0?

In addition to text material, we will also benefit from most recent video materials illustrating the various kinds of technological progress in today's world. Course materials will be provided in a digital format.

Assessment/requirements: presentation, preparing a glossary of topic-related terms, active participation.

Modulungebundene Übungen: Fremdsprachenausbildung

Workload/Credits 3 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1 Semester
Lehrveranstaltungsart: Übung	Kontaktzeit: 2 SWS	Selbststudium: ca. 60 Std.	Geplante Gruppengröße: 20-30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme an den Veranstaltungen.			
Verwendung der Veranstaltung: In der Aufbauphase des Studiums ist der erfolgreiche Besuch zweier sprachpraktischer Übungen aus den Bereichen „Fremdsprachenausbildung“ oder „Fachsprachen“ obligatorisch. Diese können im modulungebundenen Bereich (MUB) oder anstelle der fachwissenschaftlichen Übungen in den Aufbaumodulen Linguistik, Literaturwissenschaft oder Cultural Studies angerechnet werden. Studierende können die Sprachpraxis-Obligatorik auch erfüllen, indem sie ein komplettes Aufbaumodul „Fachsprachen“ absolvieren. (Ein darüber hinausgehendes Ersetzen fachwissenschaftlicher durch sprachpraktische oder fachsprachliche Übungen in den Aufbaumodulen ist nicht möglich; möglicherweise zusätzlich belegte sprachpraktische oder fachsprachliche Übungen müssen im modulungebundenen Bereich angerechnet werden.)			

050 695

Communication AM, 3 CP

Gruppe B: 2 st. mo 10-12

GB 6/137

Minow

This course aims to improve your written and spoken communication skills through a variety of exercises and tasks. While we will focus to some extent on different forms of communication in an academic setting, we will also devote quite a bit of time to communication in other areas of every-day life. In addition, there will be ample opportunity to use English in a more creative way, for example in script- and prose-writing tasks.

Assessment/requirements: active participation, a TED-style presentation on a non-academic topic, written assignments.

Gruppe C: 2 st. mi 10-12

GB 6/137

Pitetti

Gruppe D: 2 st. do 10-12

GB 02/160

Pitetti

We live in a world in which writing and reading are primary means of communication, and it is important for us all not only to be able to write well, but to understand the role that written communication plays in our lives and our societies. This is a class about writing, but it is not a writing class—will not give step-by-step advice about how to draft a term paper or where

the commas should go in your sentences. Instead, it will introduce you to the field of literacy studies, which focuses on written communication as a social phenomenon and activity and examines the ways in which people learn to read and write and how they use different reading and writing skills to negotiate and shape social life.

In this class, we will read and discuss a range of scholarly texts that introduce some of the terms, concepts, and interpretive frameworks that literacy studies scholars have used to study the function of reading and writing in contemporary society. We will apply these concepts and frameworks to our own experiences with written communication and to the social groups and communities of which we are a part in various in-class exercises and in your final written assignment. In this way, we will use the theoretical tools of literacy studies to better understand the way reading and writing work in our own lives, and we will use the example of our own lives and experiences to help illustrate and explicate the theoretical concepts. Topics we will explore include the ways in which reading and writings practices are shaped by class and other social factors, the ways in which different forms of literacy are linked to specific social contexts and activities, the reasons that certain forms of literacy are considered to be more 'valuable' or 'powerful' than others, and the ways in which language-based practices define and structure social activities and group identities.

Assessment/requirements: active participation in class discussions, final essay (~3,000 words).

050 696

Grammar AM, 3 CP

Gruppe A: 2 st. mo 14-16

GABF 04/253

Müller, T.

This course will build on what you have learned in Grammar BM and will focus on a number of problem areas of English grammar, e.g. tense, aspect, clause structure, prepositions, adverbs and participles.

Assessment/requirements: homework and final test.

Gruppe B: 2 st. fr 8.30-10

GABF 04/614

Ottlinger

This class is intended to offer intensive practice in two select problem areas of English grammar, i.e. finite and non-finite verb forms. The aims of the course are twofold: to help you use your grammar correctly, and to help you identify typical errors and explain your corrections.

Assessment/requirements: thorough preparation, active class participation, diagnostic test at the beginning of the course, end-of-term test.

050 697

Translation AM, 3 CP

Gruppe A: 2 st. mo 16-18

GABF 04/614

Klawitter

In this course we will translate intermediate level texts from the fields of culture and literature from German into English. We will consider translation strategies, the use of dictionaries and other useful reference books and deal with typical translation problems.

Materials will be made available on Moodle.

Assessment/requirements: preparation of homework tasks, two written tests.

Gruppe B: 2 st. di 14-16

GB 6/131

Minow

Intermediate-level texts addressing the fields of culture, language and everyday life will be translated from German into English with a focus on recurring grammatical and terminological problems.

Assessment/requirements: weekly translation exercises, a final written test.

Gruppe C: 2 st. fr 12-14

GABF 04/613

Ottlinger

Intermediate-level texts from the fields of literature and culture will be translated from German into English with the focus on recurring grammatical and terminological problems.

Assessment/requirements: thorough preparation of the texts, active class participation, two written tests.

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/614	Bachem
Gruppe B: 2 st. di 12-14	GABF 04/613	Bachem

This course will deal with central topics in business such as brands, aspects of change, organisational structures, advertising as well as the financial dimension of business. Apart from text material, we will also make use of most recent audio/video materials in order to relate course topics to current developments in the global business environment. Students are expected to actively participate in our weekly discussions on the respective business topics.

Course materials will be provided in a digital format.

Assessment/requirements: presentation, preparing a glossary of topic-related terms, active participation.

Gruppe C: 2 st. mo 12-14	GB 6/131	Smith
Gruppe D: 2 st. mi 10-12	GABF 04/253	Smith

On the basis of the textbook: Herbert Geisen, Dieter Hamblock, John Poziemski, Dieter Wessels, *Englisch in Wirtschaft und Handel* (Berlin: Cornelsen & Oxford University Press, 2002) and with the help of additional material the course will introduce some of the basic terminology and concepts of Business English.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 691

Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GABF 04/614	Bachem
Gruppe B: 2 st. di 10-12	IC 03/606	Bachem
Gruppe C: 2 st. do 12-14	GB 6/131	Bachem

This course is designed to make students aware of topics highly relevant in an international business environment: cultures, human resources management, international markets, business ethics, styles of leadership and, last but not least, competition in the global marketplace.

We will use text material as well as additional audio and video materials to gain a realistic and in-depth understanding of these fields of business. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

Course materials will be provided in digital format.

Assessment/requirements: presentation, preparing a glossary of topic-related terms, active participation.

Gruppe D: 2 st. di 12-14	GABF 04/253	Smith
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This course is a continuation of Business English I. On the basis of the textbook: Herbert Geisen, Dieter Hamblock, John Poziemski, Dieter Wessels, *Englisch in Wirtschaft und Handel* (Berlin: Cornelsen & Oxford University Press, 2002) and with the help of additional material the course will introduce further basic terminology and concepts of business English.

Assessment/requirements: the requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 692

Legal English, 3 CP

2 st. mi 12-14

GB 6/131

Smith

The course will look in detail at a variety of legal texts – and hence legal concepts – from both a legal theory and a legal practice perspective. While the legal theory part will cover basic notions and schools of jurisprudence that should permit the analysis of legal systems and their evolution over large stretches of space and long periods of time the model chosen for understanding the language of the common law system will be the legal system of England and Wales. By breaking down the system into its (historical) components the language and terminology of (and hence the ideas behind) this intricate system will be brought to light. By the same token the language of the common law system will be used to elucidate the inner workings of the model. As a result students should subsequently be in a better position to consider and appreciate legal English texts with the eye of a linguist, a lawyer and a (moral) philosopher.

Recommended reading:

Ian McLeod: *Legal Theory*. Houndmills: Palgrave Macmillan, 2007.

Ian McLeod: *Legal Method*. Houndmills: Palgrave Macmillan, 2007.

Assessment/requirements: the digital requirements for receiving the CPs (podcasts, videos, written assignments and the like) will be discussed in detail during the first session.

050 693

Technical English, 3 CP

2 st. do 10-12

HGB 50

Bachem

This course will address technical developments that have shaped and revolutionised our modern world. We will look at the importance of technical innovation, design, systems and procedures and we will deal with some of the most pertinent issues. Why and in which ways does the world gradually turn into a smart world? Which spin-offs from space technology facilitate our daily life and make it much more comfortable? What are the ramifications of Industry 4.0?

In addition to text material, we will also benefit from most recent video materials illustrating the various kinds of technological progress in today's world. Course materials will be provided in a digital format.

Assessment/requirements: presentation, preparing a glossary of topic-related terms, active participation.

Summer School 2022 - Canterbury

Details concerning the academic and social programme, accommodation, costs, and registration can be found here: <http://www.es.rub.de/downloads/Kent-2022-slides.pdf>.

050 629

Seminar/Übung: Linguistik, Englische Literatur bis 1700

The Canterbury Tales: How to Do Things with Words and Narrative, 4 CP

Wellnitz

Geoffrey Chaucer's *The Canterbury Tales* features a multiplicity of voices. This variety is created by the frame story in which a group of 30 pilgrims meet to go on a pilgrimage from Southwark in London to the shrine of St Thomas Becket in Canterbury. The pilgrims' destination is Canterbury Cathedral, which is located in the historic centre of the city and less than two miles away from our Summer School venue at the University of Kent. 2020 was the 850th anniversary of the murder of Becket in Canterbury Cathedral, and the cathedral is still a place for pilgrims to halt today. Hence, this seminar will give you the chance to experience and explore Chaucer's and the pilgrims' voices in an authentic setting.

Chaucer's pilgrims come from various social backgrounds and include, among others, a miller, a man of law, a pardoner and a prioress. They do not only tell tales but they also interact with each other, that is, they tease, interrupt and insult each other. This situation invites a double approach to the tales, which we will take in this seminar. On the one hand, we will adopt a narratological perspective and examine the tales as narratives that tell stories. On the other hand, the various forms of speech and dialogues in the work invite the perspective of a field that deals with language use in context and with meaning created in interactions between speakers, pragmatics. Other than conversations in Modern English, historical texts like *The Canterbury Tales* are usually only preserved in written form. We will look at how historical pragmatics can help us to gain insights into written texts from an earlier stage of the English language.

This course will introduce students to central concepts, approaches and methods in historical pragmatics and modern narratology. From a pragmatic perspective, these will include speech act theory, implicature and deixis. From a narratological perspective, we will investigate some recent approaches to narratives, such as the theories offered by Gérard Genette and Franz Karl Stanzel. In particular, modern concepts like focalisation and the narrator will be considered as well as questions of their helpfulness in discussing medieval texts. These concepts and theories will also be scrutinised in practice. We will engage with medieval texts and investigate strategies and purposes of social interaction as well as poetic and narrative construction. The focus will be on *The Canterbury Tales*, but we will also

analyse other selected Middle English texts. We will also ask the question in what ways historical pragmatics and modern narratology differ from or complement each other when it comes to their usefulness for examining literary texts.

Willingness to engage with theory, basic knowledge of Middle English will be helpful but is no prerequisite.

Assessment/requirements: *Übung*: smaller analysis of a text sample based on the theoretical concepts and approaches discussed in the seminar; *Seminar*: term paper.

050 643

Seminar/Übung: Englische Literatur nach 1700, Amerikanische Literatur, Cultural Studies GB, Cultural Studies US

Nineteenth-Century Cultural Discourses, GB and US, 4 CP

Müller, M.

Due to industrialization and advances in the science of biology, the nineteenth century was a period of rapid social change in both GB and the US. Industrialization occasioned a move from rural areas to the cities and biological findings caused a crisis of faith in the Western world. The study of nineteenth-century social discourses provides a deepened understanding of these transformations and their public representations. The social models presented in various, highly fascinating nineteenth-century sociological, philosophical, and biological treatises shed light on contemporaneous constructions of class, race and gender.

Proceeding from an analysis of texts by theorists such as Charles Darwin, Ralph Waldo Emerson, Charles Henry Lewes, and Herbert Spencer, we will investigate how these discourses are both reflected and criticized in nineteenth-century British and American print media and literature. While British authors, apart from an ever-present interest in gender often focused on the possible effects of evolution and devolution (e.g. Charles Kingsley in his book *The Water Babies* [1863]), American writers – such as Harriet Beecher Stowe – also worried about the effect that evolutionary theories had on the public representation of race and religion. In addition to the print media of the time, the new technology of photography also served to document and evaluate social change, and thus will also be considered in our discussions.

Please buy a copy of Charles Kingsley's *The Water-Babies* (1863). Additional primary and secondary materials will be made available on Moodle.

Assessment/requirements: active participation, assignments, presentation, final test (or term paper to be handed in after the course).

050 695

Übung: Fremdsprachenausbildung

Communication AM, Gruppe A, 3 CP

Juskan

After a brief general discussion of relevant factors in human communication you will get to practise and hone your linguistic skills in concrete scenarios. Communicative tasks include – for example – abstracts, emails, and covering letters, in each case with a special focus on the requirements of communicating successfully in (an academic) context. A significant part of the class will be based on discussion of anonymous writing samples handed in by students.

Assessment/requirements: active participation, several written assignments.