

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang
Anglistik/Amerikanistik

Sommersemester 2025

(Stand: 25.02.2025)

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Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende findet statt

Dienstag, 08.04.2025, von 12.00-14.00 Uhr im Hörsaal HGB 40.

Zusätzlich zu der persönlichen Begrüßung stellen wir Ihnen ab Anfang Oktober in einem Moodle-Kurs die "Erstsemester-Einführung Anglistik/Amerikanistik" bereit. 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 14.04.2025.

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. Diese Beratungen finden in der Woche vom 07.04.2025-11.04.2025 statt.

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 müssen Sie sich anmelden. Hier dient die Anmeldung der Erfassung der Teilnehmernamen bzw. -zahlen und somit der Notenverwaltung.

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

vom 26.02.2025, 08.00 Uhr, bis 09.04.2025, 21.00 Uhr

vorgenommen werden.

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

vom 26.02.2025, 08.00 Uhr, bis 19.03.2025, 21.00 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:

(<https://www.es.ruhr-uni-bochum.de/es/studium/beratung/studienfachberatung.html.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.

Berater: Nick Emmerich

E-Mail: es-auslandsaufenthalt@rub.de

B.A.-Prüfungsberechtigte im Sommersemester 2025

Prof. Dr. Sebastian Berg
Prof. Dr. Laura Bieger
Dr. Ewan Dow
Dr. Lee Flamand
Prof. Dr. Kornelia Freitag
Dr. Marten Juskan
PD Dr. Uwe Klawitter
Jun.-Prof. Dr. Kerstin Majewski
Prof. Dr. Christiane Meierkord
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. Karin Stoklasa
Dr. Susanne Strubel-Burgdorf
Dr. Claus-Ulrich Viol
Prof. Dr. Roland Weidle
Dr. Matthias Zucker

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

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): Austausch-Studierende können an dieser Veranstaltung nicht teilnehmen. 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. Marten Juskan

050 600

Grammar BM, 2 CP

Gruppe A	2 st.	fr 12-14	GA 04/149	Liebel
Gruppe B	2 st.	mo 10-12	GABF 04/413	Minow
Gruppe C	2 st.	mo 12-14	GABF 04/413	Müller, M.
Gruppe D	2 st.	mo 16-18	GABF 04/614	Zucker
Gruppe E	2 st.	mi 14-16	GABF 04/413	Zucker

050 601

Academic Skills, 2 CP

Gruppe A	2 st.	mo 14-16	GABF 04/413	Dow
Gruppe B	2 st.	mi 12-14	GABF 04/413	Pitetti
Gruppe C	2 st.	do 10-12	GABF 04/413	Pitetti
Gruppe D	2 st.	di 10-12	GABF 04/413	Zucker

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. Marten Juskan

050 603

English Sounds and Sound Systems, 2 CP

Gruppe A	2 st.	mi 14-16	GABF 04/613	Juskan
Gruppe B	2 st.	mo 8.30-10	GABF 04/413	Kaul
Gruppe C	2 st.	mo 14-16	GABF 04/613	Müller, T.
Gruppe D	2 st.	di 14-16	GABF 04/413	Müller, T.

050 604

Introduction to English Linguistics, 3 CP

Gruppe A	2 st.	do 14-16	ID 03/419	Durgasingh
Gruppe B	2 st.	di 12-14	ID 03/419	Marzinkowski
Gruppe C	2 st.	mi 12-14	GA 04/149	Rettweiler
Gruppe D	2 st.	do 12-14	GABF 04/614	Meierkord
Gruppe E	2 st.	mo 12-14	GABF 04/613	Minow
Gruppe F	2 st.	do 8.30-10	GABF 04/614	Minow
Gruppe G	2 st.	mo 10-12	GABF 04/613	Strubel-Burgdorf
Gruppe H	2 st.	di 10-12	GABF 04/614	Strubel-Burgdorf

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. Marten Juskan			

050 605Introduction to Cultural Studies, 3 CP

Gruppe A, GB	2 st.	mo 12-14	GABF 04/614	Pankratz
Gruppe B, GB	2 st.	di 12-14	GABF 04/413	Berg
Gruppe C, GB	2 st.	di 16-18	GABF 04/613	Berg
Gruppe D, GB	2 st.	fr 10-12	GABF 04/614	Viol
Gruppe E, US	2 st.	mo 10-12	GABF 04/614	Zucker
Gruppe F, US	2 st.	do 10-12	GABF 04/613	Zucker
Gruppe G, US	2 st.	do 14-16	GABF 04/413	Müller, M.
Gruppe H, US	2 st.	di 8.30-10	GABF 05/703	Laemmerhirt

050 606Introduction to Literary Studies, 3 CP

Gruppe A	2 st.	mo 10-12	GB 03/46	Pitetti
Gruppe B	2 st.	di 8.30-10	GABF 04/614	Pitetti
Gruppe C	2 st.	do 8.30-10	GABF 04/613	Ottlinger
Gruppe D	2 st.	do 14-16	GABF 04/613	Klawitter

Aufbaumodule

Modulungebundene Übung: MELL

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 Language and Literature“ (MELL) 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 modul-ungebundenen Bereich (MUB) angerechnet werden.			

050 609

Medieval English Language and Literature, 3 CP

Gruppe A	2 st.	di 10-12	HZO 60	Majewski
Gruppe B	2 st.	mi 12-14	HGB 20	Henk

This *Übung* introduces students to the rich panorama of medieval English literature; it also provides intriguing insights into the language and culture of the British Isles between c. 500 and 1500. Throughout the semester, students will read and analyse excerpts from selected canonical literary works in poetry and prose (e.g., from *Beowulf* and *The Canterbury Tales*). Dealing with texts from historical periods of English may at first seem difficult. Yet, by acquiring basic knowledge of the Old and Middle English languages, including key linguistic developments and changes, students will be able to approach and appreciate medieval literary texts in the original. It is therefore essential for all participants to diligently prepare the texts and given tasks on a regular basis. All materials will be made available on Moodle.

Assessment/requirements: students are expected to attend the course weekly, revise all topics on a regular basis, and hand in various assignments throughout the semester (e.g., tasks on linguistic and literary topics, translations, Moodle quizzes). To obtain credit points, students must pass **two written tests** (parts 1 and 2 make up the final exam grade; students must pass both parts in order to obtain their grade and credits).

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. Marten Juskan			

Vorlesungen

050 612

Lingua Franca Communication, 2,5 CP

2 st. mo 12-14

HGB 10

Meierkord

Lingua Franca communication takes place between non-native speakers of a language. They have different mother tongues as well as different cultural backgrounds. Today, English is the language that is most often used for this purpose around the world, and this fact has recently resulted in a huge scientific interest in this topic. This series of lectures discusses the spread of English and its function as an international but also as an intranational lingua franca (e.g. in Nigeria and India). We will explore the history of research into English as a lingua franca, describe the various forms of Englishes that meet in such conversations, discuss how participants successfully interact in such contexts, and whether new forms of English are emerging from this.

The theoretical parts will be supplemented by discussions of data excerpts. Despite the lecture character of this course, students will be expected to actively participate in the data analysis parts, which will take place during the last third of each lecture.

Assessment/requirements: written exam.

Seminare

050 614

Sociolinguistics, 4 CP

2 st. mi 12-14

GABF 04/613

Juskan

Language does not happen in a vacuum, but in a social space. This realisation has led linguists to ask all sorts of questions. Is society, with all its subgroups, reflected in language use? Can language use contribute to establishing, maintaining, and modifying the shape of society? Why are some linguistic innovations taken up by speakers and others ignored? What happens when speakers of different varieties interact? And what is the role of technology? Sociolinguists address these and a vast range of related issues by investigating the linguistic impact of social categories such as style, class, age, gender, ethnicity, religion, or level of education. More recently, language attitudes, questions of multi-layered identities, and the structure of social networks have taken a more central role in sociolinguistic models of language use. This class offers students an overview of the most important concepts, research methods, and the evolution of the field – from the first, classical studies to very recent work. By the end of the term, students will be able to plan and execute their own small-scale sociolinguistic research projects.

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

050 616

English Syntax, 4 CP

2 st. do 10-12

GB 6/137

Minow

If you enjoyed the syntax sessions in the Introduction to English Linguistics, this is the seminar for you! Building on the foundations laid in that course, we will delve deeper into phrase structure rules, X'-theory, movement and binding.

It is absolutely essential that you do the weekly background reading (ca. 20-30 pages) in preparation for each session.

Assessment/requirements: weekly reading, active participation in class plus: *Übung*: a final exam; *Seminar*: a final exam OR a research paper.

Around the year 1200 an English priest composed a collection of sermons. He devised a very regular spelling system which tells us about aspects of pronunciation and even vowel length. It is a unique source of detailed information on how Middle English was pronounced and it is incredibly fortunate that this text has survived. This is particularly remarkable because it is a rather dull text, quite repetitive and of very little literary value. The author calls himself Orm, but he does not give us any information about when he lived and where he is from.

This is the type of information that we get from Michael of Northgate, who provides his name, states very clearly that he is the author of the text we are reading, (called *Ayenbyte of Inwit*, which means 'remorse of conscience'), where it was produced (Canterbury), and when he composed it (1340). Such detailed information about author, origin and date is invaluable for the study of English, but very rare.

Dating texts became easier after the introduction of the printing press. Increasing levels of standardisation meant, however, that dialect features and details of pronunciation in general were more difficult to assess. John Hart's *An Orthographie*, published in 1569, is important because he was another author who invented a specific way of spelling; one that provides us with an astonishingly detailed (yet sadly not complete) documentation of the early stages of the Great Vowel Shift.

We will investigate these and other texts and try to assess what it is they can tell us about the development of English (spelling, pronunciation, grammar, lexis) and what limitations there are. Additionally, we will try to evaluate how we can attempt to date and locate texts about whose origin is known very little.

The class will also serve as a general introduction to the history of the English language and particularly the Middle and Early Modern periods.

Assessment/requirements: *Übung*: final test (on selected topics from the course), homework and reading assignments; *Seminar*: final exam (on all topics covered), homework and reading assignments.

050 618

Applied Linguistics, 4 CP

2 st. mo 8.30-10

GABF 04/614

Strubel-Burgdorf

If you look up the definition for "Applied Linguistics", you can read about an interdisciplinary field of research that analyzes language with its relevance to so called "real-world contexts". This often involves the acquisition and learning of languages, in terms of institutional (school) education as well as speech therapy among other interesting fields.

In this course, we will have a look at the development and history of the field of "Applied Linguistics" and its main theoretical concepts as well as recent studies.

Assessment/requirements: *Übung*: regular attendance and participation as well as presentation of a published empirical study plus own suggestions of how to adapt such a study; *Seminar*: regular attendance and participation and a final exam.

050 619

Second Language Acquisition, 4 CP

2 st. mi 10-12

GABF 04/614

Strubel-Burgdorf

This course will have a look at the central questions, concepts and processes of Second Language Acquisition (course book: VanPatten, Bill; Smith, Megan, and Alessandro G. Benati. 2020. *Key Questions in Second Language Acquisition. An Introduction*. Cambridge University Press.). Next to the theoretical text, we will also have a look at recent studies.

Assessment/requirements: *Übung*: regular attendance and participation as well as presentation of a published empirical study plus own suggestions of how to adapt such a study; *Seminar*: regular attendance and participation as well as a term paper (study), due 12.09.2025.

050 627

From Heaven to Hell and Back Again – Fantastic Journeys to the Otherworld, 4 CP

2 st. mi 16-18

GABF 04/614

Kleinschmidt

Heaven and Hell – the final frontiers. Concepts well-known to Christianity but places that remain a mystery to this day. A mystery that sparked the imagination of curious people from antiquity to modern times and even led to the creation of other fantastic places that we can call otherworlds.

In this course we will discuss the importance and prevalence of medieval vision literature for a medieval audience and our canon of medieval literature. We will engage a selection of Middle English visions (e.g. Geoffrey Chaucer's dream visions (e.g. *The Book of the Duchess* or *The House of Fame*), the allegorical dream vision *Pearl*, and the afterlife vision *The Vision of Tundale*) through narratological analyses, close-reading in combination with linguistic analyses (e.g. cognitive linguistics). We will analyse their topics, discuss their structures, their way of communicating both visions and doctrine, and their usage of narrative techniques to get a better understanding of their literary value, their fascinating mixture of facts and fiction, and the ideas they want to transmit – ideas that resonate to this day. Furthermore, we will question their place in the wider cultural context of medieval Britain. We will even attempt to trace their influence in modern imaginations. An additional focus will be the usability of postclassical narratology and the theory of fictionality for medieval literature as well as linguistic theories.

No previous knowledge of Middle English is required. However, students should be prepared and willing to engage with the Middle English text. There will be a 'crash course' of Middle English at the beginning of the course and we will constantly work on our understanding of Middle English through reading and analysing (and maybe even translating) Middle English. Selected translations will be provided.

All material will be made available via Moodle.

Assessment/requirements: active participation in class is expected. This means a thorough reading of assigned texts before class and engagement with assignments that have to be handed in throughout the course.

Übung: completion of given assignments (preparation for scientific poster and creative tasks) and handing in of portfolio including the poster in the penultimate week of lectures with a gallery walk in the last week; *Seminar*: completion of given assignments (preparation for a term paper and creative tasks) and handing in of a term paper (~12 pages) by 1st September 2025.

Übungen

050 620

Language Change, 3 CP

2 st. di 10-12

GB 1/144

Minow

All languages inevitably change over time and in this course, we will look at how English has changed on all levels of language and what factors led to these changes.

Textbook: Burridge, Kate, and Alexander Bergs. 2017. *Understanding Language Change*. Routledge. (available online via the university library)

Assessment/requirements: weekly reading, active participation in class plus a final exam.

050 621

Linguistic variation in the English-official Caribbean, 3 CP

2 st. do 12-14

ID 03/419

Durgasingh

This *Übung* will explore variation in the English-official Caribbean with a particular focus on the interplay of English Creole varieties and Standards. We will analyse a wide range of data (songs, literary sources, social media comments) in various domains of use such as education and administration. This course will also briefly touch on other linguistic systems in the English-official Caribbean (such as Spanish and signed languages) and their interactions with Creole/English in these societies.

Assessment/requirements: regular active participation (min. 67%) and reading, contributions to Moodle forums and online activities, in-session presentation.

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. Marten Juskan			

Vorlesungen

050 624

Shakespeare's Sonnets – An Overview, 2,5 CP

2 st. di 8.30-10

HGB 30

Weidle

This lecture is intended to provide an overview of what some perceive to be the most difficult sonnet collection in English. Published in 1609, "SHAKE-SPEARES Sonnets. Neuer before Imprinted" comprises 154 sonnets which feature four main character constructs: the poet speaker, a dark or black/'black'/Black mistress, a 'fair youth', and rival poets. These character constructs are staged in a complex web of relationships of desire, poetic ambition, and deception. In my lecture I will focus on how the collection engages with the sonnet tradition and the sonnet form, the sequence's early textual history, the main characters, and the sequence's impressionistic narrative structure. The main part of the lecture will be devoted to discussing what I believe to be the five main theme clusters, i.e. preservation, writing, desire, deception, and imagination, and to how they organize the sequence.

I will base the lecture on my *Comprehensive Guide to Shakespeare's Sonnets* (Bloomsbury, The Arden Shakespeare, 2024). Students interested in purchasing a copy at a reduced price should contact me via email (staff-anglistik1@rub.de). Secondary material will be made available on Moodle. Students should obtain either the Arden edition of the *Sonnets* (edited by Katherine Duncan-Jones) or the Oxford edition by Colin Burrow.

Assessment/requirements: interview in the final weeks of term.

Seminare

050 625

Ben Jonson: *Volpone*, 4 CP

2 st. di 16-18

GB 6/137

Klawitter

Ben Jonson's *Volpone* (1606) is a highly entertaining masterpiece of Jacobean satiric comedy, some would even say, one of the most effective comedies in the history of English drama. The play offers ludicrous characters, a superbly crafted intrigue plot and verbal fireworks in the dialogues.

In class we will address the following questions: Which forms of comedy are employed in the play? How are they adapted and combined to serve satiric ends? And how does the critical exposure of vices (mainly greed and vanity) but also foolishness (pretention and credulity) relate to contemporary ideals, norms and values? More importantly, in what ways does the satire address social conditions and ideological contentions in Jacobean England?

To facilitate our work in class, participants need to acquire a printed edition of the play (preferably the well-annotated New Mermaids edition; alternatively, the Oxford World's Classics or the Penguin Classics edition which contain *Volpone*).

Assessment/requirements: *Übung*: test at the end of term; *Seminar*: 12-page term paper.

050 626

Metaphysical Poetry, 4 CP

2 st. mi 12-14

GB 6/137

Dow

Using the Penguin Helen Gardner edition of 'The Metaphysical Poets', this course will examine the works of various classical metaphysical poets, including John Donne, George Herbert, Andrew Marvell, Henry Vaughan amongst others.

Assessment/requirements: *Übung*: continuous assessment & (group) presentation; *Seminar*: (group) presentation & either examination (*Klausur*) or term paper (*Hausarbeit*).

050 627

From Heaven to Hell and Back Again – Fantastic Journeys to the Otherworld, 4 CP

2 st. mi 16-18

GABF 04/614

Kleinschmidt

Heaven and Hell – the final frontiers. Concepts well-known to Christianity but places that remain a mystery to this day. A mystery that sparked the imagination of curious people from

antiquity to modern times and even led to the creation of other fantastic places that we can call otherworlds.

In this course we will discuss the importance and prevalence of medieval vision literature for a medieval audience and our canon of medieval literature. We will engage a selection of Middle English visions (e.g. Geoffrey Chaucer's dream visions (e.g. *The Book of the Duchess* or *The House of Fame*), the allegorical dream vision *Pearl*, and the afterlife vision *The Vision of Tundale*) through narratological analyses, close-reading in combination with linguistic analyses (e.g. cognitive linguistics). We will analyse their topics, discuss their structures, their way of communicating both visions and doctrine, and their usage of narrative techniques to get a better understanding of their literary value, their fascinating mixture of facts and fiction, and the ideas they want to transmit – ideas that resonate to this day. Furthermore, we will question their place in the wider cultural context of medieval Britain. We will even attempt to trace their influence in modern imaginations. An additional focus will be the usability of postclassical narratology and the theory of fictionality for medieval literature as well as linguistic theories.

No previous knowledge of Middle English is required. However, students should be prepared and willing to engage with the Middle English text. There will be a 'crash course' of Middle English at the beginning of the course and we will constantly work on our understanding of Middle English through reading and analysing (and maybe even translating) Middle English. Selected translations will be provided.

All material will be made available via Moodle.

Assessment/requirements: active participation in class is expected. This means a thorough reading of assigned texts before class and engagement with assignments that have to be handed in throughout the course.

Übung: completion of given assignments (preparation for scientific poster and creative tasks) and handing in of portfolio including the poster in the penultimate week of lectures with a gallery walk in the last week; *Seminar*: completion of given assignments (preparation for a term paper and creative tasks) and handing in of a term paper (~12 pages) by 1st September 2025.

Übungen

050 633

Reading The Spanish Tragedy, 4 CP

2 st. fr 12-14

GB 6/137

Briest

Please check eCampus.

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.			
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. 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.			
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. Marten Juskan			

Vorlesungen

050 636

Narrative Theory, 2,5 CP

2 st. di 12-14

HGB 20

Klawitter

This course of lectures aims to enhance the understanding of major aspects of narrative fiction. It will deal with the significance of titles and intertextual relations, matters of perspectivization (types of narration and focalization), the ethos of narrators, the building blocks of narrative discourse (report, description, comment and speech), the constitution of characters, the construction of plot, the creation of mystery and suspense, the functionalization of time and space, the introduction and development of themes, and the use of self-reflexivity. The various choices and techniques available to writers will be illustrated with excerpts from classics of British fiction.

Recommended reading:

- Peter Wenzel, Hg. *Einführung in die Erzähltextanalyse: Kategorien, Modelle, Probleme*. WVT, 2004.
- Christoph Bode. *Der Roman: Eine Einführung*. Francke, 2005.
- John Mullan. *How Novels Work*. Oxford UP, 2008.

The texts used in the course will be made available through Moodle.

Assessment/requirements: test in the final week of term.

Seminare

050 637

Anne Brontë: *Agnes Grey*, 4 CP

2 st. mo 14-16

GABF 04/614

Klawitter

Anne Brontë's first, by contemporary standards relatively short novel *Agnes Grey* (1847) relates how the heroine seeks self-empowerment as a governess, i.e. teacher in the household of rich families, and how she ultimately finds happiness by marrying a young clergyman. Compared to the masterpieces written by Anne's sisters Charlotte and Emily, *Agnes Grey* has certainly received much less attention. However, recent critics have acknowledged the fine narrative qualities and daring social criticism of the novel.

Our discussions in class will centre on the way Anne Brontë uses the form of the 'female Bildungsroman' and how she employs narrative techniques to conduct her questioning of power relations in Victorian society. In particular, how she represents the precarious position of governesses (actually experienced by herself) to expose class and gender inequalities. The various themes of the novel (family life, the education of children, love and courtship, religion, moral integrity and self-realisation) will be elucidated in their historical context.

To facilitate our work in class, participants need to acquire a printed edition of the text (any more upmarket paperback edition will do).

Assessment/requirements: *Übung*: test at the end of term; *Seminar*: 12-page research paper.

050 638

Courting Controversy? Joe Orton and Sarah Kane: The Complete Dramatic Works, 4 CP

2 st. di 10-12

GABF 04/255

Dow

Both dramatists, Orton and Kane, shocked their theatre audiences and the wider British public of their generation in the 1960s and 1990s, respectively. They both left small, but powerful collections of plays before their untimely deaths, now available in single volumes (Orton: *Complete Plays*, Methuen, 1976; Sarah Kane: *Complete Plays*, Bloomsbury, 2009). Orton's work is largely comic; Kane's, by contrast, largely tragic.

Assessment/requirements: *Übung*: continuous assessment & (group) presentation; *Seminar*: (group) presentation & either examination (*Klausur*) or term paper (*Hausarbeit*).

050 639Dystopias Then and Now, 4 CP

2 st. di 14-16

GABF 04/613

Huber

With the current resurgence of fascism worldwide, George's Orwell's dystopian novel *1984* is as relevant today as it was at its time of publishing in the 1940s. This seminar considers the Dystopia genre and how dystopias have changed over time. From classics of the genre like *1984* and *The Handmaid's Tale* to contemporary speculative dystopian fiction, we will discuss both political as well as climatological dystopias and the way in which the latter are nonetheless political.

As the consequences of the devastations of the climate crisis are encroaching more and more into daily life, speculative fiction on the climate crisis is becoming our reality. How does dystopian fiction attempt to grapple with these developments and imagine the almost unimaginable long-term consequences of climate wreckage? And can we derive a sense of hope from stories about desolation? Among others, these questions will be discussed in the Seminar.

Required reading:

- George Orwell. *Nineteen Eighty-Four (1984)*, Penguin Student Edition, 2000. ISBN: 9780140817744.
- Margret Atwood. *The Handmaid's Tale*. Knopf Doubleday, 1998. ISBN: 978-0385490818.
- James Bradley. *Ghost Species*. Hamish Hamilton, 2020. ISBN: 978-1926428666.
- Lydia Millet. *A Children's Bible*. Norton, 2020. ISBN: 978-1324005032.

Assessment/requirements: *Übung*: test at the end of term; *Seminar*: 12-page term paper.

Margaret Carroux or Wolfgang Kreye? This simple question can spark passionate reactions from German fans of Tolkien's *Lord of the Rings*. Heated debates about what is a "good" or "bad" or even "the right" translation are as old as translation itself. But what leads us to perceive one translation as better or worse than another?

In the course of the 20th century, translation scholars have reached the consensus that the best translation is not necessarily the one that most closely follows the structure and wording of the original. Fidelity is no longer seen as the central criterion for the quality of a translation and the newly emerged inter-discipline "Translation Studies" advocates the appreciation of literary translation as a creative process involving complex decisions: "[F]or translation is not just the transfer of texts from one language into another, it is now rightly seen as a process of negotiation between texts and between cultures [...]" (Susan Bassnett, *Translation Studies*).

In this class we will not only discuss key concepts of translation theory – such as fidelity and equivalence, the scope of a text, the question of (un)translatability and the (in)visibility of the translator – but also examine their relevance for actual translation practice by analyzing and comparing translations of literary classics and contemporary texts alike, developing goal-oriented translation strategies and putting them into practice in hands-on translation exercises.

The translated texts will cover a variety of genres and illustrate specific challenges like dialogues, idioms, humour, word play, multilingualism etc. The implications of generative AI for translation processes and the work of literary translators will also be addressed, drawing attention to both its potential and its risks.

IMPORTANT: Class discussion will be in English and German, as are the texts we will read. A high level of proficiency in (especially written) German will be necessary for class assignments.

Assessment/requirements: *Übung*: portfolio of written assignments; *Seminar*: portfolio plus term paper (commented translation or translation analysis).

Übungen

050 640

Contemporary Short Fiction, 4 CP

2 st. mo 8.30-10

GB 6/131

Baumann

The course will begin with a brief introduction to the short story as a type of prose. We will ask ourselves how 'short' might be understood and whether brevity is the defining feature of the short story at all. Subsequently, we will analyse a selection of contemporary short stories by different authors.

The goal of this course is to practice and improve skills for the analysis of narrative fiction and academic writing. We will focus on different aspects of narratology such as character, setting, and point of view.

Texts will be made available in Moodle.

Assessment/requirements: for the completion of this course students will have to hand in three writing assignments over the course of the semester.

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. Marten Juskan			

Vorlesungen

050 646

North American Literature & Culture III: Cold War to Present, 2,5 CP

2 st. mo 14-16

HGB 30

Bieger

This is the third part of a three-part lecture series, and it provides a historical and thematic overview of North American literature and culture from the Cold War to the present. In discussing paradigmatic texts of literary and intellectual history of this period side by side with major developments in the visual arts, architecture, media and popular culture, we will explore the cultural forms and practices emerging in North America as a consequence of its colonization and the founding of the U.S. American nation-state as a highly pluralized and paradigmatically modern culture that thrives on the intersecting and at times colliding forces of democratization, individualization and commodification.

The aim of this course is to lay the foundation for the study of North American literature and culture and help students make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately. It is highly recommended to attend the *Übung* accompanying this lecture, in which we revisit its content and discuss all the reading assignments.

Assessment/requirements: regular and prepared attendance, final exam.

Seminare

050 647

American Literary Regionalism, 4 CP

2 st. mo 8.30-10

GB 6/137

Pitetti

Regionalism was a 19th-century literary movement focused on capturing the “local color” of various American communities. The major attractions of regionalist writing lie in vivid descriptions of specific places — coastal New England, say, or the deserts of central California — and of the manners and habits of the people who inhabited these places. But regionalism does more than describe the national landscape; directly and indirectly, regionalism engaged with some of 19th-century America’s most pressing areas of concern, including shifting understandings of gender, race, and class, anxieties about immigration, urbanization, and modernization, and the ongoing struggle to define American national and cultural identity. The critical reputation of regionalist writing has had its ups and downs, but this was a massively popular form in its time, and understanding the formal mechanisms and cultural function of regionalism is indispensable to understanding American literary culture in the period and as a whole.

Students in this course will have an opportunity to learn about the literary history, conventions, and cultural concerns of regionalist writing in the United States via a study of fiction by two major writers of the movement, Sarah Orne Jewett and Mary Austin, and of relevant works of scholarship and criticism. We will also give some thought to the ways in which regionalism continues to be a feature of contemporary American literary and cultural production.

Students interested in participating in the class will need copies of the following texts. The editions indicated here are affordable paperback copies; purchasing these specific editions will ensure that we all have the same page numbers, which will facilitate classroom discussion, but other copies of the texts are also acceptable. Please do not wait until the last minute to order the texts.

Sarah Orne Jewett, *The Country of the Pointed Firs* (ISBN: 9780140434767)

Mary Austin, *The Land of Little Rain* (ISBN: 9780140249194)

Assessment/requirements: *Übung*: mini term paper (~3,000 words) or oral exam (~15 minutes); *Seminar*: term paper (~4,000 words).

A consummate craftswoman and one of the most successful writers of her day (she was, among other distinctions, the first woman to win a Pulitzer prize), the novelist Edith Wharton was an astute and subtle observer of upper-class American social life. In her fictional treatments of America during the "Gilded Age", and particularly of New York high society, Wharton crafted intimate, occasionally nostalgic, and often trenchantly critical accounts of a privileged social world that was fast disappearing. Stylistically, her prose represents an important milestone in the history of American fiction; written as it was at the very cusp of the twentieth century, her work straddles the transition between nineteenth-century realism and the more experimental forms of modernist writing that followed.

In this course, we will read Wharton's two great novels of New York City, *The House of Mirth* (1903) and *The Age of Innocence* (1920), as well as a selection of scholarly work on the novels, on Wharton's life, and on social and cultural contexts relevant to her work. We will discuss Wharton's ironic style, her critique of the privileged cultural world of her youth, the influence of various contemporary discourses on her writing, and the attitudes towards gender, class, race, and national identity evident in her novel.

Students who wish to participate in the class will need copies of the Norton Critical Editions of *The House of Mirth* (ISBN: 978-0-393-62454-0) and *The Age of Innocence* (ISBN: 978-0-393-96794-4). Please note that these are "critical editions," which means that they contain not only the text of the novels but also related historical and scholarly materials. Other editions of the texts will not include all of the required readings for this course! Please order the books early, so that they arrive before the beginning of the semester.

Assessment/requirements: *Übung*: mini term paper (~3,000 words) or oral exam (~15 minutes); *Seminar*: term paper (~4,000 words).

050 650

Representations of Sex and Gender Nonconformity in 19th-century US Literature, 4 CP

6 st. fr 10-16

GABF 04/253

Machtenberg

Block vom 20.06. bis 11.07.2025, je 10-16

Klausur am 18.07.25., 10-12

"We have always been here" – an affirmation that these days appears time and again in queer communities, especially among trans* individuals. The use of the first-person plural pronoun "we" in conjunction with the insistence of a preceding history signifies an endeavor to legitimize the existence of queer and trans* people today by asserting historical precedent. The phrase thereby attempts to counter contemporary attempts to delegitimize today's queer and trans* people as falling prey to a current "trend" or dangerous "ideology" that threatens the "natural" order particularly where the patriarchal white middle class cis-heteronormative nuclear family is concerned (Heyam 8). Such efforts and practices of delegitimization and discrimination are, in fact, not a trend but exemplary of the centuries-old mechanisms of oppression and erasure of sex and gender-nonconforming people, i.e., people who notably deviate from the dominant sex and gender norms of their respective time and place. In this class, we will take a look at representations of sex and gender nonconformity in different literary genres of the 19th-century US. In doing so, students will explore various ways in which 19th-century literature re/produced cultural notions of sex and gender nonconformity that still linger till today. Through literary analyses, this class does not attempt to "'reclaim[...]' people from the past as part of trans history" (Heyam 27), if for no other reason than that our present-day understanding of trans*, non-binary, and intersex people deviates significantly from both the lifeworld and representation of sex and gender nonconforming people in the past. Instead, we will draw on current insights from, e.g., gender, queer, and trans* studies "that equip[...] us with the tools to ... see things in the past that were always there, but which haven't been apparent to us until now" (Heyam 27).

Students should note that this is a Blockseminar. The syllabus and an overview on the texts to be read in this class will be shared in an introductory session on May 9; the Blockseminar proper begins on June 20 and ends on July 18.

Works Cited:

Heyam, Kit. *Before We Were Trans*. Hodder & Stoughton, 2023.

Course requirements: *Übung*: consistent reading, active participation, group work, written assignments; *Seminar*: the above, plus final exam.

050 651

Intersectionality: Constructions of Race, Class and Gender, 4 CP

2 st. do 10-12

GABF 04/614

Müller, M.

In this course we will study theories of race, class, and gender (and their culmination in intersectionality) from their origins in classification systems from the Age of Enlightenment to the present day. We will explore the historical origins of race, class and gender as categories of identity, analyze mechanisms of racial and gender discrimination, and investigate current trends of deconstructing race and ethnicity by means of "postethnic" theory. A selection of critical texts on race and ethnicity will be uploaded on moodle.

Please buy your own copy of Jeanette Winterson's novel *Written on the Body* (1992).

Assessment/requirements: active participation, presentation, test(s), term paper.

Übungen

050 655

North American Literature & Culture III: Cold War to Present – The Readings, 3 CP

2 st. mo 16-18

GB 6/137

Bieger

This *Übung* accompanies the lecture "North American Literature & Culture III: Cold War to Present," which provides a historical and thematic overview of North American literature and culture from the Cold War to the present. Week by week it revisits the content of the lecture and discusses all its reading assignments. In other words, it does not make sense to take this course without attending the lecture. On the other hand, it is highly recommendable taking this course in combination with the lecture.

In addition to deepening the foundations laid by the lecture for the study of North American literature and culture, the course teaches students to how 'close read' different types of cultural artifacts in their specific (media) historical context.

Assessment/requirements: regular and prepared attendance, several short written assignments with a focus on close-reading cultural artifacts.

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.			
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. 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.			
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. Marten Juskan			

Vorlesungen

050 657

Irish Questions, 2,5 CP

2 st. do 12-14

HGB 20

Berg

Why was Irish society more religious than most other societies in Western Europe until recently? Why have public perceptions of issues such as divorce, abortion, or the relationship of church and state changed dramatically over the last 30 years? Why did the Irish economy become one of the most 'globalised' ones in the 1990s? Why did Irish politics never produce a party system similar to those of other Western European polities? Why do Irish people still disagree whether they should call the island of Ireland minus its Northern part 'the Irish Republic' or the '26 counties'? Why is the far right less successful in Ireland than in most other areas of Western Europe? Discussing these and similar questions and employing approaches from history, political sociology, and cultural studies, this lecture course provides an overview on historical changes in Ireland in the 20th and 21st century.

Assessment/requirements: written test at the end of the lecture course.

Seminare

050 659

The Beatles and the 1960s, 4 CP

2 st. do 10-12

HGB 40

Viol

In this class we will be looking at a period in recent British history that has often been associated with dramatic forms of social and cultural modernisation and the beginning and rise of many things: sexual liberation, classlessness, youth culture, drug culture, counterculture, pop music, pop art, now-ness, a general loosening of manners and morals, irresponsible individualism, rank hedonism. We will be doing this through the music and performances of The Beatles, reflecting on how their artistic output interrelated with and constructed the dominant practices, attitudes, and values of the decade. What did they mean when they said that they were more popular than Jesus and sang that "I am he as you are he, as you are me and we are all together"? What is the exact cultural significance of "yeah, yeah, yeah" and why did people care to hear about a banker that "never wears a mac / In the pouring rain"? Very strange.

Please note that if you want to take part you must bring an A3 sheet of paper with the name of your favourite Beatles song to our first session. Please use a thick marker pen and be prepared to speak about your choice!

Assessment/requirements: *Übung*: oral report; *Seminar*: oral report and written exam (or term paper).

050 660

The First World War in Cultural Memory, 4 CP

2 st. do 12-14

GABF 04/613

Parigoridou

Every year on 11th November, Britain observes Remembrance Day in commemoration of those who fell in the First World War. Even 111 years after the outbreak of the war, it is still consistently represented in British pop culture – be it in stage plays, movies, TV series, or documentaries. Remembering the "Great War" seems to be deeply entrenched in British national identity.

But how exactly is the First World War remembered and represented today? Has the public perception of the war changed over the years?

The aim of this seminar is to tackle such questions by examining representations of the First World War through selected works, ranging from poems and short stories that were written during the War all the way to contemporary depictions on stage, screen, and in literature. Students will encounter "classic" works of the First World War by the likes of Wilfred Owen, Siegfried Sassoon, or Mary Borden as well as works of contemporary writers

such as Ali Smith. We will also look at depictions of the War on stage and screen as in the satirical stage musical *Oh, What a lovely War!* (1963), the stage play and movie adaptation *War Horse* (2007, 2011), based on a novel of the same name, as well as the movie *1917* (2022), to see how such representations have shaped and continue to (re-)shape British cultural memory of the First World War.

Assessment/requirements: *Übung*: active participation, written assignments, and (group) presentation; *Seminar*: active participation, written assignments, (group) presentation, and a seminar paper.

050 661

Imagining the Past (Imagining the Future): Neo-Victorianism and Steampunk, 4 CP

2 st. di 16-18

GABF 04/413

Christinidis

While in the 1980s, the then-Prime Minister Margaret Thatcher advocated a return to 'Victorian values' – which she understood to include, for instance, a respect for authority, traditional family values and gender roles, religion, nationalism, thrift, and self-reliance – many people use Victorian imagery, characters, and themes to create very different imaginary worlds that put forward alternate versions of Victorianism. Neo-Victorian and steampunk narratives often subvert the sexism and imperialism of the period; they may even, in the case of some steampunk narratives, represent these issues as having been overcome entirely through technological innovation and social reform. On the other hand, steampunk may also represent technological innovation as exacerbating social problems. Such contradictory visions of Victorianism are symptomatic: while the Victorian age may function as a cultural shorthand for a repressive past 'way back when', characterised by exploitation in the service of economic growth as well as the oppression of women and minorities, it was also a time that, in many ways, resembles our own, as it experienced rapid technological innovation, the first emergence of consumer culture, and far-reaching social reforms. Nevertheless, the Victorian period is often imagined to have been more innocent and optimistic than our own, free of the worries that accompany the climate crisis and the multitude of geopolitical crises of the present. Hence, representations of Victorianism tend to be somewhat nostalgic, even where they are critical of the shortcomings of the social order of Imperial Britain.

This course will focus on a wide range of neo-Victorian and steampunk narratives across different media to investigate, on the one hand, the social issues they address and, on the other hand, the ways in which historical change, including the possibility of both 'progress' and 'decline', is represented in these narratives. The significance of technology as an influence on society will be an important issue in the context of steampunk narratives, in particular. While we will also touch upon steampunk as a subculture, the course's primary concern will be with narratives.

This course has much to offer in terms of the variety of popular narratives and the pertinence of the social issues to be discussed, but it is not light on preparation – one of the

popular texts we will be looking at is a novel that students are expected to read in its entirety, and seminar sessions based on the discussion of films or episodes of tv series will require students to engage with both the media under discussion and some secondary material in order to prepare for each session.

Please buy and read Mark Hodder's novel *The Strange Affair of Spring-Heeled Jack* (2010) before the start of the course.

Assessment: *Übung*: active participation, thorough preparation of each session, including some short (1-2 paragraphs) written assignments, short final test (30 minutes); *Seminar*: everything required for the *Übung* + a term paper or an oral exam (20 minutes).

050 662

Britain's Legacy on the Indian Subcontinent, 4 CP

2 st. mo 16-18

GABF 04/413

Grabowski

The British Raj – famously referred to as the “Jewel in the Crown” of the British Empire – lasted from 1858 to 1947 and included the territories of modern-day India, Pakistan, Bangladesh, and Myanmar (Burma). At the beginning of the 18th century – as the British economic historian Angus Maddison has demonstrated –, India's share of the world economy was 23 per cent, as large as all of Europe combined. By the time the British departed, it had dropped to just over 3 per cent. The reason was simple according to Shashi Tharoor: “Britain's rise for 200 years was financed by its depredation in India.” This exploitation was naturally accompanied by racist attitudes. Churchill, for instance, is said to have openly expressed his hatred for Indians, referring to them as “a beastly people with a beastly religion.” During the Bengal famine (which resulted in the deaths of over three million people), he dismissed relief efforts stating Indians were “breeding like rabbits” anyway.

Today, nearly one in four people in the world live in what was once part of the British-controlled South Asian region. In this seminar, we will examine the British legacy in its largest and most prestigious colony. What imprints of British rule remain today, and how do they connect to current and ongoing conflicts in the region (e.g., the India-China border dispute, the enduring hostility between India and Pakistan following the Partition of 1947 and Britain's hurried withdrawal, the Kashmir conflict, ethnic and regional tensions within India, etc.)?

Assessment/requirements: active participation and thorough preparation of the course materials. *Übung*: assignments, and one of the following: either oral discussion (20 minutes) or written test; *Seminar*: assignments, and one of the following: either oral discussion (30 minutes) or written test or term paper (12-15 pages).

Übungen

050 664

Cultural Political Economy (and what to do with it), 3 CP

Blockveranstaltung

GB 6/137

Berg

mi 23.07., do 24.07., mo 04.08., di 05.08. und mi 06.08.2025

je 13.30-18

Why is it that many people in Britain blame 'illegal immigrants' for social problems in Britain? Why do British politicians talk far less about globalisation today than they did 20 years ago? Why did people like the idea of 'taking back control' in the Brexit referendum? Why do many people believe that government debt is a bad thing? Why do working-class and lower middle-class people have more trust in super-rich businesspeople (that enter politics) than in established politicians? Cultural Political Economy (CPE) is an approach designed to investigate questions like these. Scholars using CPE analyse the ways in which certain ideas and modes of communication – imaginaries and discourses – help to shape and to reproduce power structures, state institutions, and economic regulation in a society. In this course, we will first familiarise ourselves with the basics of the CPE approach and its analytical toolkit and then apply them to a variety of issues in contemporary British society.

Assessment/requirements: active participation, presentation of a collective research project.

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: Prof. Dr. Sebastian Berg, Dr. Marten Juskan			

Vorlesungen

050 646

North American Literature & Culture III: Cold War to Present, 2,5 CP

2 st. mo 14-16

HGB 30

Bieger

This is the third part of a three-part lecture series, and it provides a historical and thematic overview of North American literature and culture from the Cold War to the present. In discussing paradigmatic texts of literary and intellectual history of this period side by side with major developments in the visual arts, architecture, media and popular culture, we will explore the cultural forms and practices emerging in North America as a consequence of its colonization and the founding of the U.S. American nation-state as a highly pluralized and paradigmatically modern culture that thrives on the intersecting and at times colliding forces of democratization, individualization and commodification.

The aim of this course is to lay the foundation for the study of North American literature and culture and help students make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately. It is highly recommended to attend the *Übung* accompanying this lecture, in which we revisit its content and discuss all the reading assignments.

Assessment/requirements: regular and prepared attendance, final exam.

Seminare

050 651

Intersectionality: Constructions of Race, Class and Gender, 4 CP

2 st. do 10-12

GABF 04/614

Müller, M.

In this course we will study theories of race, class, and gender (and their culmination in intersectionality) from their origins in classification systems from the Age of Enlightenment to the present day. We will explore the historical origins of race, class and gender as categories of identity, analyze mechanisms of racial and gender discrimination, and investigate current trends of deconstructing race and ethnicity by means of "postethnic" theory. A selection of critical texts on race and ethnicity will be uploaded on moodle.

Please buy your own copy of Jeanette Winterson's novel *Written on the Body* (1992).

Assessment/requirements: active participation, presentation, test(s), term paper.

050 668

Television and the American Family, 4 CP

2 st. do 14-16

GABF 04/614

Zucker

Television has come a long way since the early days of the medium. Not only have formats become more diverse, but so have the representations we see on screen. "The American family", so central a concern in all walks of (social and political) life, has been a constant motif throughout. From the quaint husband-and-(house)wife team of Desi and Lucy on *I Love Lucy* in the 1950s, to the infighting clans of *Dynasty* or *Succession*, the chosen family of peers in *Friends*, and the crime family/blood family dichotomy of *The Sopranos* – TV has had no shortage of different takes on the concept and it may perhaps be seen as the most persistent character dynamic in audiovisual texts.

In this seminar, we will initially explore conceptions of "family" in the US as they have evolved over the course of history and investigate the impact that popular TV programs have had on shaping these conceptions. A wide variety of shows will be screened, and our discussion enhanced by scholarly inquiries of "family" as a key aspect to forming identities and subject positions.

All relevant materials will be made available in a Moodle course to accompany this in-person seminar.

Assessment/requirements: *Übung*: mandatory final test; *Seminar*: mandatory final test + choice of full final exam or 12-15 page term paper.

050 669

Malcolm X at 100: Life, Legacy, and Reception, 4 CP

Blockseminar

GABF 04/252

Schäfer

06.06.-07.06.2025, 13.30-18

10.06.-12.06.2025, 13.30-18

The first part of the course will focus on Malcolm's personal and political evolution from his childhood to his assassination in February 1965. The course aims to provide an overview of the key events in Malcolm's life and his contributions to the broader Black freedom struggle in the United States to enable students to critically engage with his legacy and interpretations of Malcolm's life. In the course, we will explore the historical context in which Malcolm came of age and the key turning points in his life to understand his transformation from "Detroit Red," a small-time hustler and burglar, to one of the most outspoken and popular Black nationalist leaders of the 1960s. The course will engage with the key historical moments of the Black liberation struggle of the 1960s and analyze some of the political speeches Malcolm gave during his time as Minister of the Nation of Islam, a Black nationalist religious movement, and his final year as a practitioner of orthodox Islam (El-Hajj Malik El-Shabazz). Posthumously published in 1965, the *Autobiography of Malcolm X* became, in addition to his speeches, one of the foundational texts of the Black Power movement. We will critically examine parts of the book Malcolm co-authored with Alex Haley and investigate how Black Power activists like Stokely Carmichael (Kwame Ture) interpreted Malcolm's messages and sought to advance his goal to attain human rights for Black and other oppressed people in the United States and around the world. The course will round up with a discussion of more recent receptions of Malcolm's life, including Spike Lee's *Malcolm X* and songs of artists like Dead Prez.

Assessment/requirements: *Übung*: active participation, primary source interpretation;
Seminar: active participation, research paper.

Übungen

050 655

North American Literature & Culture III: Cold War to Present – The Readings, 3 CP

2 st. mo 16-18

GB 6/137

Bieger

This *Übung* accompanies the lecture "North American Literature & Culture III: Cold War to Present," which provides a historical and thematic overview of North American literature and culture from the Cold War to the present. Week by week it revisits the content of the lecture and discusses all its reading assignments. In other words, it does not make sense to take this course without attending the lecture. On the other hand, it is highly recommendable taking this course in combination with the lecture.

In addition to deepening the foundations laid by the lecture for the study of North American literature and culture, the course teaches students to how 'close read' different types of cultural artifacts in their specific (media) historical context.

Assessment/requirements: regular and prepared attendance, several short written assignments with a focus on close-reading cultural artifacts.

050 672

Introduction to Film Analysis, 3 CP

2 st. di 14-16

GABF 04/614

Zucker

As products of popular culture have been gaining acceptance in academic circles as valid objects of study, more and more scholars, of both the established and up-and-coming varieties, like to focus their research on film and television. However, they often come to face the particular challenges of working with these cinematic and televisual texts: While the frequently used methods of literary studies do provide certain approaches that can easily be applied to film as well (e.g. with regard to characterization, plot and dialogue), the specificity of film as a medium, as a particular type of dramatic narrative and as a collaborative art form requires a deeper understanding of 'film grammar' to fully mine a motion picture for all its analytical (and thus critical) potential.

This class therefore aims to introduce you to the finer points of film analysis, including cinematography, editing, sound and mise-en-scene, as well as to explore several theoretical angles from which film can be examined.

As the individual sessions will be geared towards exercises in film and scene analysis as much as possible, you should be willing to independently watch a number of case examples. Relevant reading materials will be made available on Moodle.

Assessment/requirements: written test in two parts (analysis essay + quiz).

050 673

Podcasting Politics, 3 CP

2 st. mi 14-16

GABF 04/614

Flamand

Podcasts have become one of the most popular media formats of our digital age. Heir to and competitor of legacy AM and FM radio channels, podcasting has in some senses democratized share of voice by leveraging technologies which allow individuals to produce and disseminate content at very low cost, thus allowing for more direct participation in larger public debates relatively independent from established legacy media enterprises. The “on-demand” format of podcast consumption has similarly undermined the need for linear programming schedules, shaking up pre-existing patterns, rituals, and practices of listening. However, the increasing proliferation of podcasts in an already crowded marketplace for attention has also made it difficult for entrants into the space to cut through the noise and find large audiences. Instead, the podcast media ecosystem has further carved the listening audience up into increasingly niche segments, helping at times to stoke phenomena such as political polarization and the consumerization of politics.

In this *Ubung*, we will not only listen to and analyze the style, structure, and content of individual podcast series and episodes, but also consider the role of podcasting as it alters modes of media production, dissemination, and consumption in today's increasingly frenetic and fragmented media environment. We will read criticism and theories on podcasting, and discuss topics such as how podcasts facilitate the formation of parasocial relationships, create and sustain (counter-)publics, help advertisers find audiences, and even change our relationships to our own senses and surroundings. We will also consider podcasting in relation to various genres, practices, and institutional domains such as journalism, academia, technology, entertainment, business, and democracy.

This course will be reading and listening heavy, and students should arrive to each class session well-prepared to discuss all assigned materials in great detail. Students will also be expected to work in pairs or small groups to create their own original podcast episode on a topic germane to the themes of the course.

Assessment/requirements: reading, listening, note-taking, active participation in small groups and larger discussions, completion of activities/homework, presentations; and the creation of an original podcast episode.

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 Wirtschaftsentglish, Technisches Englisch und Rechtsgenglish.			
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. Marten Juskan			

Seminare

050 685

Strategies of Conflict Management, 4 CP

2 st. mo 8-10

GABF 04/613

Bachem

The modern business world regularly provides excellent 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 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, specific tools are needed to resolve such disputes successfully. In fact, similar conflict potential can be found in the 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/final written exam.

050 686

From Globalisation 1.0 to Globalisation 4.0 in Business, 4 CP

2 st. do 8-10

GABF 04/413

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.

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.

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 new forms of employment relations set against the background of emerging markets and national cultures.

However, nations more and more start to realise the negative impacts of a pseudo-global economy. Concepts like "Semi-globalisation" or even "Deglobalisation" have emerged and gained momentum. The incredible speed of technological progress – especially in the

field of AI – forces the professional world to rethink traditional strategic approaches to survive and remain competitive in a world of significant digital transformation.

Text material 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/term paper.

050 687

Varieties of ESP, 4 CP

2 st. mo 10-12

GABF 04/253

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 will be discussed in detail during the first session.

050 688

The Language of Medical English, 4 CP

2 st. di 10-12

GABF 04/613

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 04/413	Bachem
Gruppe B: 2 st. di 12-14	GABF 04/613	Bachem

This course will deal with central topics in business such as brands (famous brands, how to build a brand etc.), changes in business (mergers, acquisitions, joint ventures, the role of venture capitalists etc.), organisational structures (the public limited company, the private limited company etc.), advertising and marketing (influencer marketing, social media marketing, affiliate marketing etc.) as well as the financial aspects of business. Students are invited to actively participate in our weekly discussions about the respective business topics.

Course materials will be provided via Moodle.

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

Gruppe C: 2 st. mo 12-14	GB 03/49	Smith
Gruppe D: 2 st. mi 10-12	GABF 04/413	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 691Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GABF 04/252	Bachem
Gruppe B: 2 st. di 10-12	GABF 05/608	Bachem
Gruppe C: 2 st. do 12-14	GABF 04/413	Bachem
Gruppe D: 2 st. di 12-14	GABF 04/252	Smith

This course is designed to make students aware of topics highly relevant in an international business environment: cross-cultural business etiquette, HR management, international markets, business ethics, styles and models of leadership and, last but not least, the topic of competition in the business world. Weekly discussions and – depending on the size of the group - project-related activities in small groups are planned to deepen our understanding of the topics offered in class.

Course materials will be provided via Moodle.

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

050 692Legal English, 3 CP

2 st. mi 12-14	GABF 04/614	Smith
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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 693Technical English, 3 CP

2 st. do 10-12

GABF 05/608

Bachem

This course will address technical topics and developments that characterize and shape our modern world. We will look at the importance of technical innovation, design, systems and procedures. Why does the world gradually turn into a smart world or – in the worst case – into an AI-controlled world? Which spin-offs from space technology facilitate our life and make it much more comfortable? What about Industry 4.0, robotics and automation? Which technology is behind cryptocurrency? In how far does mankind benefit from biotechnology? In class we will discuss and elaborate on these topics and some more in our weekly meetings.

Course materials will be provided via Moodle.

Assessment/requirements: presentation, production of a topic-related glossary, 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 A: 2 st. di 8.30-10

GABF 04/613

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. We will also discuss when to use AI tools, how to adequately use them and how to develop your own voice when writing in the age of AI.

You need to be willing to actively take part in spontaneous tasks in class, such as giving a short improvised talk or reading out part of your written work. This won't be a course where you can hide behind your laptop for 90 minutes.

Assessment/requirements: active participation in class, written assignments.

Gruppe B: 2 st. mo 12-14

GB 6/137

Müller, T.

This class attempts to help you improve your academic writing skills. We will be looking at the various components that make up a term paper and analyse the type of language that is typically employed. The spoken language component of the class aims at honing your presentation skills.

Assessment/requirements: active participation, written assignment, oral presentation.

050 696

Grammar AM, 3 CP

Gruppe A: 2 st. mi 10-12

GABF 04/613

Pitetti

Gruppe B: 2 st. do 8.30-10

GB 6/137

Pitetti

This class builds on Grammar BM and explores aspects of English grammar and usage including verb complementation and modification, clause structure, and the use of coordination and subordination. The course will improve students' ability to use the English language by introducing collocations and sentence patterns; our primary focus, however, will be on learning and mastering the technical meta-language of English grammar and the grammatical analysis of sample texts.

There is no required textbook for this class. Textual examples, exercises, and other class materials will be provided in PDF format.

Assessment/requirements: final exam.

050 697

Translation AM, 3 CP

Gruppe A: 2 st. fr 8.30-10

GABF 04/614

Ottlinger

Gruppe B: 2 st. fr 12-14

GABF 04/614

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. All the materials will be provided on Moodle.

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

050 690Business English I, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/413	Bachem
Gruppe B: 2 st. di 12-14	GABF 04/613	Bachem

This course will deal with central topics in business such as brands (famous brands, how to build a brand etc.), changes in business (mergers, acquisitions, joint ventures, the role of venture capitalists etc.), organisational structures (the public limited company, the private limited company etc.), advertising and marketing (influencer marketing, social media marketing, affiliate marketing etc.) as well as the financial aspects of business. Students are invited to actively participate in our weekly discussions about the respective business topics.

Course materials will be provided via Moodle.

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

Gruppe C: 2 st. mo 12-14	GB 03/49	Smith
Gruppe D: 2 st. mi 10-12	GABF 04/413	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 04/252	Bachem
Gruppe B: 2 st. di 10-12	GABF 05/608	Bachem
Gruppe C: 2 st. do 12-14	GABF 04/413	Bachem
Gruppe D: 2 st. di 12-14	GABF 04/252	Smith

This course is designed to make students aware of topics highly relevant in an international business environment: cross-cultural business etiquette, HR management, international markets, business ethics, styles and models of leadership and, last but not least, the topic of competition in the business world. Weekly discussions and – depending on the size of the group - project-related activities in small groups are planned to deepen our understanding of the topics offered in class.

Course materials will be provided via Moodle.

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

050 692

Legal English, 3 CP

2 st. mi 12-14	GABF 04/614	Smith
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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 693Technical English, 3 CP

2 st. do 10-12

GABF 05/608

Bachem

This course will address technical topics and developments that characterize and shape our modern world. We will look at the importance of technical innovation, design, systems and procedures. Why does the world gradually turn into a smart world or – in the worst case – into an AI-controlled world? Which spin-offs from space technology facilitate our life and make it much more comfortable? What about Industry 4.0, robotics and automation? Which technology is behind cryptocurrency? In how far does mankind benefit from biotechnology? In class we will discuss and elaborate on these topics and some more in our weekly meetings.

Course materials will be provided via Moodle.

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

Summer School 2025

050 615

Psycholinguistic Aspects of Bilingualism, 4 CP

Modul: Aufbaumodul Linguistik

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, short presentation, (reading) assignments; *Seminar*: the above, plus 12-page term paper or final written exam to be taken in Bochum after the summer school.

050 648

Afrofuturism 4 CP

Module:

Erkel

Aufbaumodul Amerikanische Literatur

Aufbaumodul Cultural Studies US

In this class, we will deal with various texts that can be classified as "Afrofuturist " texts. Afrofuturism, rooted in empowerment, creativity and resilience, serves as a platform for social and political critique. The term "Afrofuturism" was coined by Mark Dery in his 1993 essay "Black to the Future." Dery defined Afrofuturism as "speculative fiction that treats African -American themes and addresses African -American concerns in the context of twentieth -century technoculture." The beginnings of "Black Speculative Fiction" or Afrofuturism, however, in fact go back to the late 19th and early 20th century with authors such as Martin Delany, Pauline Hopkins, George Schuyler, Sutton E. Griggs, and W.E.B. Du Bois. Afrofuturist activist and scholar Ytasha Womack defines Afrofuturism as "an intersection of imagination, technology, the future, and liberation. [...] Both an artistic aesthetic and a framework for critical theory, Afrofuturism combines elements of science fiction, historical fiction, speculative fiction, fantasy, Afrocentricity, and magic realism with non -Western beliefs." Through a combination of literature, visual media, and critical analysis and theory, we will examine different Afrofuturist texts. We will be reading and discussing short stories, novels, comic books, graphic novels and visual media by authors such as Octavia Butler, Samuel R. Delany, Nalo Hopkinson, N.K. Jemisin, Nnedi Okorafor, and Rivers Solomon.

Assessment/requirements: *Übung*: essay/term paper (max. 2,500 words) or oral exam (~25 minutes); *Seminar*: term paper (max. 4500 words) or oral exam (~30 minutes).

050 658

Cartoon Politics 4 CP

Modul: Aufbaumodul Cultural Studies GB

Berg

The University of Kent is the home of the British Cartoon Archive. Thus, I would like to take the summer school as an occasion to visit the archive and to research its collections. In this course, we will look into selected controversial political events, issues, and debates of the last decades and investigate how these were taken up, evaluated, and commented on in cartoons. I contend that cartoonists do not only depict political issues and politicians, but try to play an active role in political processes, especially by influencing public opinion. Hence, we will discuss strategies of political intervention available to artists and analyse how these were applied in cartoons in order to deal with contentious political problems. In short, in this course you have the chance to learn about two things: some of the most important political events from contemporary British history and the conventions and stylistics of cartoons as an artistic genre.

Assessment/requirements: *Übung*: active participation, project researched by pairs or small groups to be presented in class; *Seminar*: active participation, project researched by pairs or small groups to be presented in class, research paper.