

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang
Anglistik/Amerikanistik

Wintersemester 2025/26

(Stand: 15.09.2025)

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Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende findet statt

Dienstag, 14.10.2025, von 12.00-14.00 Uhr im Hörsaal HGB 10.

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 20.10.2025.

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.

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 Language and Literature (MELL)** können in der Zeit

vom 22.09.2025, 08.00 Uhr, bis 15.10.2025, 21.00 Uhr

vorgenommen werden.

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

vom 22.09.2025, 08.00 Uhr, bis 08.10.2025, 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.

Anwesenheitspflicht

In den Seminaren und Übungen des Englischen Seminars herrscht grundsätzlich Anwesenheitspflicht. Pro Kurs und Semester dürfen Studierende maximal drei Veranstaltungstermine verpassen. Bei darüber hinausgehenden Fehlzeiten ist eine Teilnahmebedingung nicht erfüllt, sodass im fraglichen Kurs im laufenden Semester keine Kreditpunkte mehr erworben werden können. In begründeten Härtefällen können Ausnahmeregelungen getroffen werden, die allerdings im Ermessen der betreffenden Dozierenden liegen und frühzeitig mit diesen zu diskutieren sind.

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 beantragt. 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 Wintersemester 2025/26

Prof. Dr. Sebastian Berg
Prof. Dr. Laura Bieger
Dr. Ewan Dow
Dr. Lee Flamand
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. 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

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050600A	Montag	12-14	GABF 04/413	Müller, T.
050600B	Montag	8.30-10	GABF 04/413	Viol
050600C	Montag	16-18	GABF 04/413	Zucker
050600D	Dienstag	8.30-10	GABF 04/413	Minow
050600E	Dienstag	10-12	GABF 04/413	Minow
050600F	Mittwoch	10-12	GABF 04/413	Müller, T.
050600G	Donnerstag	14-16	GABF 04/413	Zucker
050600H	Freitag	10-12	GABF 04/413	Viol

050 601

Academic Skills, 2 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050601A	Montag	8.30-10	GABF 04/613	Strubel-Burgdorf
050601B	Dienstag	12-14	GABF 04/413	Pitetti
050601C	Dienstag	10-12	GABF 04/613	Zucker
050601D	Dienstag	14-16	GABF 04/413	Dow
050601E	Mittwoch	12-14	GABF 04/413	Pitetti
050601F	Mittwoch	16-18	GABF 04/413	Dow
050601G	Donnerstag	10-12	GABF 04/413	Zucker
050601H	Freitag	12-14	GABF 04/413	Berg, Sebastian

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

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050603A	Montag	12-14	GABF 04/613	Minow
050603B	Montag	10-12	GABF 04/413	Strubel-Burgdorf
050603C	Dienstag	8.30-10	GABF 04/613	Juskan
050603D	Mittwoch	10-12	GABF 04/613	Strubel-Burgdorf
050603E	Donnerstag	12-14	GABF 04/413	Meierkord
050603F	Donnerstag	8.30-10	GABF 04/413	Juskan
050603G	Donnerstag	10-12	GABF 04/613	Minow
050603H	Freitag	12-14	GABF 04/613	Kaul

050 604

Introduction to English Linguistics, 3 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050604A	Montag	14-16	GABF 04/413	Müller, T.
050604B	Donnerstag	14-16	GA 03/49	Durgasingh
050604C	Donnerstag	8.30-10	GABF 04/613	Minow
050604D	Dienstag	14-16	GABF 04/613	Juskan

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

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050605A	Montag	10-12	GABF 04/613	Zucker
050605B	Dienstag	8-10	GABF 04/614	Viol
050605C	Mittwoch	10-12	GABF 04/614	Zucker
050605D	Donnerstag	12-14	GABF 04/613	Berg

050 606Introduction to Literary Studies, 3 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050606A	Montag	12-14	GABF 04/614	Pitetti
050606B	Montag	16-18	GABF 04/613	Huber
050606C	Dienstag	8.30-10	GB 03/49	Pitetti
050606D	Dienstag	10-12	GABF 04/614	Huber
050606E	Dienstag	16-18	GABF 04/413	Klawitter
050606F	Mittwoch	12-14	GABF 04/613	Dow
050606G	Donnerstag	16-18	GABF 04/614	Klawitter
050606H	Freitag	8.30-10	GABF 04/613	Ottlinger

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

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050609A	Dienstag	10-12	HGB 20	Majewski / Müller, T.
050609B	Mittwoch	10-12	HGB 40	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.

MELL Group A will be taught by Dr. Torsten Müller (part 1: English historical linguistics) and Jun.-Prof. Dr. Kerstin Majewski (part 2: medieval English literature).

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, Moodle quizzes). All materials will be made available on Moodle. To obtain 3 credit points, students must pass **two written tests** (part 1: historical

linguistics; part 2: medieval English literature). Both parts make up the final exam grade; students must pass both parts with more than 50% each 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

Variation in the English Language - A History, 2,5 CP

2 st. mo 12-14

HGB 10

Meierkord

Ever since its beginnings, the English language has been characterised by regional, social, and functional variation. Whilst this was already the case when English was confined to the British Isles, the global spread of English has resulted in a much higher variability. This series of lectures discusses the different forms of English, starting from Old English until today. We will explore the history of English and the dialects that existed in previous times, explain how standard varieties developed, describe the various forms of Englishes that exist today, and take a look at new forms of English that are emerging from language contact in multilingual communities. The theoretical parts will be supplemented by discussions of data excerpts.

Assessment/requirements: written exam.

Seminare

050 613

Politeness, 4 CP

2 st. mo 10-12

GABF 04/614

Minow

When we think of 'politeness', certain types of verbal and non-verbal behaviour most likely come to mind first: children are usually explicitly taught by their parents to use linguistic politeness markers such as *please* and *thank you* and to avoid the use of expletives. While we will of course look at these explicit forms, this course is about much more than just that. As Kádár and Haugh point out in their book *Understanding Politeness*, "[politeness] covers something much broader, encompassing all types of interpersonal behaviour through which we take into account the feelings of others as to how they think they should be treated in working out and maintaining our sense of personhood as well as our interpersonal relationships with others" (2013: 1).

We will start by looking at the most important theories of linguistic politeness and impoliteness before moving on to reading and discussing recent research on politeness in the English-speaking world.

Assessment/requirements: active participation in in-class discussions/research tasks, plus: *Übung*: a final exam; *Seminar*: a final exam OR a research paper of 12-15 pages.

050 614

Linguistics for Teachers, 4 CP

2 st. mo 16-18

GB 6/131

Kaul

"I don't care about phonemes, word formation processes or syntax trees – I just want to become a teacher." If that sounds like you, this course might be right for you. In this seminar, we will explore various areas of linguistics and use them as a resource to investigate typical situations in the foreign language classroom. Together, we'll examine how insights from linguistics can help us to understand students' learning processes and to evaluate common classroom practices. Topics include issues in (instructed) second language acquisition, the role of grammar teaching, the mental lexicon and vocabulary teaching, the role of formulaic language, text linguistics and writing skills, and pronunciation issues.

Assessment/requirements: active participation, assignments, presentation; *Übung*: short written test; Seminar: written exam or term paper.

050 615

Linguistic Theories of Humor, 4 CP

2 st. di 10-12

GB 6/137

Strubel-Burgdorf

When we think of humor and language, we might think of telling jokes, stand-up comedians, funny TV series and movies or maybe a funny commercial or remark on social media websites. We may think about how Germans are supposedly not funny (and Westfalen even less so), how the Brits are sarcastically showing a stiff upper lip and Americans being boastful and loud. Everybody has their stereotypes and own view on humor, influenced by their culture and the comprehension of the language used for the humorous remarks.

In this seminar, we will take the linguistic approach to humor, have a look at linguistic theories of humor and how to analyze humorous content linguistically.

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 (linguistic study).

Englisch und Französisch gehören zu den weltweit wichtigsten Sprachen – von Europa über Afrika bis Nord- und Südamerika. Sie koexistieren als offizielle Sprachen in zahlreichen Ländern und interagieren vielfältig miteinander, sie stehen oft aber auch in Konkurrenz zueinander. Mitunter ist heutigen Sprecher*innen gar nicht bewusst, wie sehr Englisch und Französisch seit dem Mittelalter miteinander verwurzelt sind. Zum Beispiel sind mehr als 40% des heutigen englischen Wortschatzes französischer Herkunft (Wer sieht auf den ersten Blick, dass *ambulance*, *to dance* oder *noble* aus dem Französischen stammen?). Und obwohl bei einigen Sprecher*innen verpönt, zeigt auch das Französische Hunderte Anglizismen und andere Einflüsse des Englischen, insbesondere seit der Industrialisierung (z.B. *talkie-walkie*, *l'afterwork*). Zahlreiche Gallizismen und Anglizismen sind über die Jahrhunderte in beide Sprachen gekommen und finden sich in vielen semantischen Bereichen – von Popkultur über Gastronomie und Sport bis hin zu Forschung und Technik.

Dieses anglistisch-romanistische Tandemseminar (Kerstin Majewski, Anglistik & Philip Oppenländer, Romanistik) beleuchtet anhand spannender Fallstudien verschiedene Formen des Sprachkontakts des Französischen und Englischen vom Mittelalter bis heute. Dabei gehen wir auf Phänomene auf allen linguistischen Ebenen ein (z.B. Aussprache und Orthografie, Grammatik, Wortschatz). Des Weiteren fragen wir uns, wie Sprecher*innen diese Sprachkontaktphänomene wahrnehmen, und schauen uns auch Trends in der Sprachpolitik sowie Szenarien der Mehrsprachigkeit an.

Assessment/requirements: Unterrichtssprache ist Deutsch. Vorausgesetzt werden gute Englischkenntnisse (B2); von Vorteil sind außerdem Französischkenntnisse.

Übung: Regelmäßige Teilnahme an den wöchentlichen Sitzungen; aktive Mitarbeit; Vor- und Nachbereitung mithilfe der zur Verfügung gestellten Materialien; Projektarbeit.

Seminar: Regelmäßige Teilnahme an den wöchentlichen Sitzungen; aktive Mitarbeit; Vor- und Nachbereitung mithilfe der zur Verfügung gestellten Materialien; Projektarbeit; Hausarbeit (ca. 15 Seiten) gemäß den im Kurs besprochenen Vorgaben und des zur Verfügung gestellten Stylesheets.

050 617

English Grammar for Linguists, 4 CP

2 st. mi 12-14

GB 6/137

Müller, T.

This class is meant for students who would like to foster their knowledge of grammar in general and grammatical terminology in particular. We will build on what you have learned in Grammar BM and AM (Grammar AM is NOT a prerequisite for this class!) but approach grammar in a (slightly) more detailed way than is normally done in the language practice classes, and we will focus on the grammatical system on which the English language is based.

Assessment/requirements: *Übung*: active participation, homework, final test on selected topics from the class; *Seminar*: active participation, homework, final exam (on all topics discussed in class).

050 618

Old English and Beyond, 4 CP

2 st. mi 16-18

GABF 04/614

Henk

The time during and after the Migration Period (ca. AD 400-600) was a period of intense linguistic interaction and change for the speakers of early medieval Germanic languages. One of the best preserved of these languages is Old English, the language spoken by the descendants of the Angles, Saxons, Jutes, and Frisians. But rather than taking Old English in isolation, this course will use it as a gateway to learning about other Germanic languages from many time periods, including the English and German of the present day.

In this course, students will learn the fundamentals of Old English grammar, orthography, and pronunciation, which will impart a deeper perspective on the linguistic mechanics of the Germanic languages as a whole. They will consequently improve their metalinguistic awareness, their grasp on the chronological development of English and German, and their knowledge of modern English and German grammar and syntax. Further, by comparing Old English to Old Saxon, Old Frisian, Old High German, Old Norse, and even Gothic, students will also explore how the modern and historical Germanic languages relate to one another, particularly with regard to phonological laws and semantic variance. Students will also read and discuss selections from the *Heliand*, *Beowulf*, and Old High German *Hildebrandslied*.

Interested students are advised to obtain their own copy of Peter S. Baker's *Introduction to Old English*, preferably the third edition (Wiley-Blackwell 2012). One copy is available in the Universitätsbibliothek. The prior edition of 2003 is also available in the Universitätsbibliothek and in the Bibliothek des Englischen Seminars.

This course is introductory and assumes no prior knowledge of any historical languages. Students who have already completed *Discovering Old English* may take *Old English and Beyond*.

This course is also open to students studying Germanistik; please contact the instructor for details on earning CPs in Germanistik.

Assessment/requirements:

Übung: Weekly attendance and active participation in class is expected for this language learning course. Students will be expected to read assigned chapters in the textbook and revise all topics each week. Students will hand in weekly assignments (short translations, parsing assignments, etc.) via Moodle dropbox before the start of each class period. At the end of the semester, students taking the course as an *Übung* are to submit a short independent translation of a provided Old English text.

Seminar: In addition to completing weekly homework, reading and revising assigned chapters, and actively participating in class, students must pass an electronic exam to be administered in two halves (mid-term and final). Completion of a majority of the assigned homework and attendance are both prerequisite to the exams. In lieu of the electronic exam, students may instead request to write a seminar paper. Students seeking credits in Germanistik may write their papers in German.

Übungen

050 620

Variation and the History of the English Language, 3 CP

2 st. do 12-14

GABF 04/253

Durgasingh

This *Übung* examines the socio-historical factors which have led to modern varieties of English. We will trace the development of the language from its pre-historic, Indo-European roots, through Old English, to Middle English and through to the modern day varieties all around us. This historical survey of the language will also highlight various linguistic changes from each of the language's major eras.

Assessment/requirements: regular active participation and reading, in-class and post-session worksheets.

050 621

English Linguistics - Current Models and Methods, 3 CP

2 st. do 10-12

GB 6/131

Meierkord

Following its spread throughout the world, English is now typically used in interactions of speakers who have different first languages and who are multilingual. This course serves to introduce students to the various models that aim to capture this development and to the empirical methods (data collection, data representation, and data analysis) used to describe and research these modern uses of English. Students will be required to collect data and must be willing to analyze these regularly.

They should also be willing to report on their own projects and to actively discuss each other's work, in class or online.

This course combines on-campus sessions and content that students will deal with off-line at home.

Assessment/requirements: regular active participation (via online forums and in the classrooms) and reading, contributions to Moodle forums and online activities; completion of three written assignments of the four below, which will be graded for the final grade:

- a transcription, following conventions of conversation analysis,
- a Praat analysis,
- an Antconc analysis,
- a qualitative analysis.

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

Early Modern Comedy, 2,5 CP

2 st. mo 12-14

HGB 30

Klawitter

This lecture serves as an introduction to early modern English comedy. It begins with an elucidation of contemporary conceptions of comedy and laughter and concentrates then on Shakespeare's *Twelfth Night*, Ben Jonson's *Volpone*, Thomas Middleton's and Thomas Dekker's *The Roaring Girl*, in order to examine salient generic features, such as stock characters, intrigue, disguise and deception, wit and wordplay, farcical situations, the reinstatement of social harmony or justice at the end of the plays. The consideration of comic devices and how they are employed to entertain and to subject follies and vices to criticism will yield insights into the role of comedy within early modern English culture. The discussion of the comedies will draw attention to various critical approaches in this field and comment on their explanatory reach.

Participants are advised to work with the following editions of the plays. Primary texts will not be provided in any other form.

- William Shakespeare. *Twelfth Night*. The Arden Shakespeare Third Series. Ed. Keir Elam. A&C Black, 2008. ISBN-13: 978-1903436998
- Ben Jonson. *Volpone*. Revised Edition New Mermaids. Ed. Robert N. Watson. Oxford University Press, 2009. ISBN-13: 978-1350007796
- Thomas Middleton. *Four Plays*. New Mermaids. Ed. William C. Carroll. Methuen, 2012. ISBN-13: 978-1408156582

Assessment/requirements: test at the end of term.

Seminare

050 625

The History of the Sonnet from Wyatt to Milton, 4 CP

2 st. di 12-14

GB 6/137

Ottlinger

The sonnet was one of the major poetic innovations in 16th-century England. This class will provide a broad survey of the history and development of the sonnet and its main representatives Wyatt, Surrey, Sidney, Spenser, Daniel, Drayton, Shakespeare, Donne and Milton. The focus will be on in-depth analyses of exemplary texts as well as on a comparative study of sonnet patterns and love-concepts. The overriding aim of this class will be to improve students' skills in poetry analysis.

All the relevant texts will be provided on Moodle.

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

050 618

Old English and Beyond, 4 CP

2 st. mi 16-18

GABF 04/614

Henk

The time during and after the Migration Period (ca. AD 400-600) was a period of intense linguistic interaction and change for the speakers of early medieval Germanic languages. One of the best preserved of these languages is Old English, the language spoken by the descendants of the Angles, Saxons, Jutes, and Frisians. But rather than taking Old English in isolation, this course will use it as a gateway to learning about other Germanic languages from many time periods, including the English and German of the present day.

In this course, students will learn the fundamentals of Old English grammar, orthography, and pronunciation, which will impart a deeper perspective on the linguistic mechanics of the Germanic languages as a whole. They will consequently improve their metalinguistic awareness, their grasp on the chronological development of English and German, and their knowledge of modern English and German grammar and syntax. Further, by comparing Old English to Old Saxon, Old Frisian, Old High German, Old Norse, and even Gothic, students will also explore how the modern and historical Germanic languages relate to one another, particularly with regard to phonological laws and semantic variance. Students will also read and discuss selections from the *Heliand*, *Beowulf*, and Old High German *Hildebrandslied*.

Interested students are advised to obtain their own copy of Peter S. Baker's *Introduction to Old English*, preferably the third edition (Wiley-Blackwell 2012). One copy is available in the

Universitätsbibliothek. The prior edition of 2003 is also available in the Universitätsbibliothek and in the Bibliothek des Englischen Seminars.

This course is introductory and assumes no prior knowledge of any historical languages. Students who have already completed *Discovering Old English* may take *Old English and Beyond*.

This course is also open to students studying Germanistik; please contact the instructor for details on earning CPs in Germanistik.

Assessment/requirements:

Übung: Weekly attendance and active participation in class is expected for this language learning course. Students will be expected to read assigned chapters in the textbook and revise all topics each week. Students will hand in weekly assignments (short translations, parsing assignments, etc.) via Moodle dropbox before the start of each class period. At the end of the semester, students taking the course as an *Übung* are to submit a short independent translation of a provided Old English text.

Seminar: In addition to completing weekly homework, reading and revising assigned chapters, and actively participating in class, students must pass an electronic exam to be administered in two halves (mid-term and final). Completion of a majority of the assigned homework and attendance are both prerequisite to the exams. In lieu of the electronic exam, students may instead request to write a seminar paper. Students seeking credits in Germanistik may write their papers in German.

050 626

Shakespeare: Macbeth, 4 CP

2 st. do 10-12

GABF 04/614

Klawitter

Our reading of Shakespeare's *Macbeth* has two objectives: Firstly, it is to give participants ample opportunity to practice their analytical skills, to explore dramatic techniques and to appreciate the poetic quality of the dramatic language. Secondly, it is geared towards an investigation of the political and ethical dimension of the tragedy, which will turn on such terms as *kingship, regicide, tyranny, agency, conscience, guilt and justice*. We will consider how these themes are developed in the play and how they tie in with contemporary debates.

Participants should acquire the following paperback edition: The Arden Shakespeare Third Series, *Macbeth*, ed. by Sandra Clark and Pamela Mason (ISBN-13: 978-1904271413).

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

Übungen

050 633

How to Do Things with Poems, 3 CP

2 st. do 8.30-10

GB 6/137

Niederhoff

Many people think that analysing poems is a mysterious gift that you are either born or – more likely – not born with. This course builds on the assumption that analysing poems is a skill that can be learnt, like swimming, playing the piano or speaking a foreign language. We will focus on different aspects such as genre, syntax, metre and metaphor to work our way into the complex structures of form and meaning in a selection of mostly canonical poems. We will also try our hand at the so-called “production-oriented” method, i.e. the rewriting of a poem as a parody or the filling in of blanks, which is also used in German schools and should therefore be interesting to students who want to be teachers.

Required texts: the poems and some other texts will be provided in Moodle.

Assessment/requirements: active participation in class and a short paper (ca. 2500 words); the paper will consist in a close reading of a poem and a proposal for a production-oriented approach to the poem related to the reading.

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

Realism, 2,5 CP

2 st. fr 10-12

Online / HDVO

Niederhoff

The lecture will be recorded; videocasts will be made available in Moodle.

Realism is a controversial concept. Some theorists argue that it is philosophically naive and politically suspect. Others claim that it is inescapable in discussing works of fiction. I will respond to this dilemma by first giving an introduction to the concept and explaining the criteria that have been used to define it. I will then approach the subject historically, beginning with Daniel Defoe, the author of *Robinson Crusoe* (1719) and *Moll Flanders* (1722), who is generally considered the founding father of realism. I will conclude with James Joyce, whose novel *Ulysses* (1922) can be seen as the culmination of realism as well as a bold move beyond it. Along the way, I will look at a number of 18th- and 19th-century writers who contributed to the realist tradition in different ways, including Samuel Richardson, Henry Fielding, Jane Austen, Mary Ann Evans (better known as George Eliot), and George Moore. Finally, I will revisit the concept of realism, review the arguments against it and discuss whether it can still be used in a responsible manner.

Assessment/requirements: short quizzes after each lecture; final written or oral exam. For this, students will have to read one novel and excerpts from the other novels.

Seminare

050 638

Political Biography: The Case of Winston Churchill, 4 CP

2 st. mo 14-16

GABF 04/614

Klawitter

Winston Churchill (1874-1965) was one of the most prominent political figures of the 20th century. To most people, he is known as the charismatic British wartime leader who defied and defeated fascism. But Churchill was also a gifted writer. Through his multi-volume memoirs and historiographical writings, for which he received the Nobel Prize in 1953, he exerted a considerable influence on later generations' views of himself and his time.

In this class, we will discuss two of the most acclaimed biographies written about Churchill, namely Martin Gilbert's *Churchill: A Life*. Penguin, 1991 (ISBN: 978-1-804-94939-9) and Andrew Roberts's *Churchill: Walking with Destiny*. Penguin, 2018 (ISBN: 978-0-141-98125-3). We will address the following questions: How are these biographies composed? What kind of information and documentary material do they offer? How do they entertain, produce insights and attach significance to Churchill's life? And which ideological orientations can be identified in the texts? This will lead us to a questioning of claims to facticity and authenticity that are traditionally made by biographers. In the context of other medial representations of Churchill, we will also consider how political biographies participate in the commemoration of the national past and serve needs of identity formation.

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

050 639British Short Stories, 4 CP

2 st. di 8.30-10

GB 6/137

Baumann

This course introduces students to the short story as a literary form with particular focus on British examples. We will explore definitions of the short story and consider its role within British literature. A selection of stories by different British authors will be analysed; texts will be made available on Moodle.

The goal of this course is to develop and refine students' skills in the analysis of narrative fiction and academic writing. We will focus on various aspects of narratology, including character, setting, and point of view.

Assessment/requirements: *Übung*: one presentation in class and two written assignments over the course of the semester; *Seminar*: the above plus written exam or term paper.

050 640What is Love?Questioning the Normativity of "The One True Love" in 21st Century Fiction, 4 CP

2 st. di 14-16

GABF 04/411

Ahrens

And they lived happily ever after ... meaning they found their soulmate, overcame all the obstacles to their fated romantic union and will now be happy forever. After all, is being in a relationship with "the one" not the best (if not only) guarantee for a fulfilled life?

Elizabeth Brake coined the term amatonormativity to describe "the widespread assumption that everyone is better off in an exclusive, romantic, long-term coupled relationship, and that everyone is seeking such a relationship". This notion can easily lead to other forms of caring relationships being overlooked or undervalued.

This seminar will therefore deal with literary depictions of what love and intimacy can look like beyond the traditional romantic couple, covering the whole spectrum from asexuality and aromanticism to polyamory and other forms of consensual non-monogamy and also exploring common themes like the importance of friendship, found family and platonic relationships.

While the works of Alice Oseman (especially *Loveless*) will form the centre of our reading list, we will also discuss passages from novels by Bernardine Evaristo, Paul Dalgarno, Sally Rooney and others.

Assessment/requirements: *Übung*: portfolio of written assignments; *Seminar*: portfolio plus term paper.

050 641Victorian Poetry, 4 CP

2 st. do 14-16

GABF 04/252

Stratton

This seminar explores the rich and restless world of Victorian poetry through the distinct voices of Alfred Lord Tennyson, Christina Rossetti, Matthew Arnold, Edward Lear, and Lewis Carroll. While the focus will be on these five seminal poets, the course will also discuss both pre-Victorian and Victorian poets, Lord Byron, Charlotte Brönte, William Morris, Oscar Wilde and Elizabeth Siddell. Through these seminal poets, we will explore some of the important literary movements that dominated the Victorian period, including the Pre-Raphaelite Brotherhood, Decadence, Arts for Art's Sake, Aestheticism and the Arts and Crafts Movement. This lecture will trace how their poetry grapples with the upheavals of the nineteenth century—urbanisation, disease, death madness, sexuality, sin, and the fractured self. From Tennyson's haunted landscapes to Rossetti's spiritual resistance, from Arnold's cultural laments to Lear and Carroll's poetic nonsense, we'll uncover how poetry both mirrored and challenged Victorian society.

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

Übungen

050 633How to Do Things with Poems, 3 CP

2 st. do 8.30-10

GB 6/137

Niederhoff

Many people think that analysing poems is a mysterious gift that you are either born or – more likely – not born with. This course builds on the assumption that analysing poems is a skill that can be learnt, like swimming, playing the piano or speaking a foreign language. We will focus on different aspects such as genre, syntax, metre and metaphor to work our way into the complex structures of form and meaning in a selection of mostly canonical poems. We will also try our hand at the so-called “production-oriented” method, i.e. the rewriting of a poem as a parody or the filling in of blanks, which is also used in German schools and should therefore be interesting to students who want to be teachers.

Required texts: the poems and some other texts will be provided in Moodle.

Assessment/requirements: active participation in class and a short paper (ca. 2500 words); the paper will consist in a close reading of a poem and a proposal for a production-oriented approach to the poem related to the reading.

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

Democracy in America, 2,5 CP

2 st. do 12-14

HGB 40

Bieger

This lecture explores the significance of the idea and practice of democracy in America through the lens of its culture. How democratic is U.S. culture? What does it mean to view this culture in democratic terms and what can this approach teach us about 'democracy made in America'? To answer these questions, the course turns to paradigmatic texts of literary and intellectual history across the centuries while placing them side by side with major developments in the visual arts, architecture, media and popular culture.

The aim of the course is to lay foundations 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)." This is a companion course to the *Übung* "Democracy in America - The Readings", which revisits the lecture content and discusses its reading, viewing and audio assignments. Although the courses can be taken independently, I recommend that students take both of them.

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

Seminare

050 647

20th-Century Immigrant Literatures, 4 CP

2 st. mo 8.30-10

GABF 04/614

Pitetti

It has been observed that all Americans who are not Native Americans are either immigrants or the children of immigrants, and one might conclude that most or all of American literature is thus immigrant literature. Generally, however, the term "immigrant literature" is used to refer to a much narrower category: fictional or fictionalized accounts of the experiences of new immigrants to the United States, their encounters with Americans, and their attempts, successful and otherwise, to make a place for themselves in American society. In this seminar, we will read a series of novels of immigration from the 20th century that offer differing perspectives on this foundational American experience.

Studying these texts will provide us with a degree of insight into the history and character of some of the major "waves" of 20th-century immigration; reading stories of immigration written by authors from various cultural, ethnic, and national backgrounds will

give us a better understanding of the significant differences between, say, Jewish immigration to New York City and Chinese immigration to California. But the texts that we will be reading are works of literature, not historical documents; as such, their real value lies not in their ability to provide factual accounts of what actually happened but in their ability to help us understand how certain people understood the experience of immigration, how they made sense of that experience, and how they came to understand it as occupying a specific position or role in the larger story of American cultural history. We will thus focus in our discussions less on describing the historical reality of immigration and more on thinking about how writers have used the tools and techniques of the literary novel to make sense of the immigrant experience and of American national identity.

Students who wish to participate in the course will need copies of the following primary texts. The editions indicated below are high quality, affordable paperbacks; please purchase these editions, if possible, as classroom discussions are easier to organize if we all have the same versions of the texts. Additional readings will be provided in PDF form.

Abraham Cahan, *The Rise of David Levinsky* ISBN: 978-0140186871

Maxine Hong Kingston, *The Woman Warrior* ISBN: 978-1447275220

Assessment/requirements: *Übung*: regular attendance, mini term paper (3,000 words); *Seminar*: regular attendance, term paper (4,000 words).

050 648

The Republic of Letters: Reading American Founding Documents, 4 CP

2 st. mo 10-12

GB 6/131

Pitetti

In this course, we will study the text and history of America's "founding documents," the body of legal and political writings that form the basis of the American system of government, including the *Declaration of Independence*, the *Constitution of the United States*, and the *Bill of Rights*. In addition to closely examining these historical documents, we will learn about the period during which they were composed—the fraught decades of the 1770s and 80s, immediately before and after the American War of Revolution—and about some of the people involved in composing them, including major figures such as Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Franklin. In order to better understand the contexts that shaped the founding documents, we will read letters, speeches, and essays from the period and philosophical, political, and legal writings that inspired the "founding fathers." We will also examine some of the constitutional amendments and Supreme Court decisions that have shaped the ways in which later generations of Americans have understood and made use of the founding documents.

All of the required readings for the course are in the public domain and can be found online, in the library, and/or in printed form, and students are welcome to use any version of the texts that they wish. For the sake of convenience, a course reader containing high-quality versions of all required readings will be available.

Assessment/requirements: *Übung*: regular attendance, oral exam (~15 min); *Seminar*: regular attendance, oral exam (~30 min).

050 649

The Art of Protest, 4 CP

2 st. mi 10-12

GA 03/46

Bieger

The U.S. is a nation founded in protest, and throughout its history creative expression has been a motor of social change. First-wave feminists mimicked the rhetoric of the Declaration of Independence to voice their discontent about living in a patriarchal society that denied them even the most basic rights. Abolitionists collected and printed the stories of runaway slaves to support the cause of ending slavery, thus creating one of the first genres of African American literature. At around the same time, romantic writers probed and propagated non-violent modes of resistance against what they perceived as an increasingly corrupt and corrosive society. In the early twentieth century, avant-garde artists wrote flaming manifestoes about how to close the gap between art and life in order to create a better world. The protest movements of the sixties used songs, poems and happenings to rally support, and they used the visual arts to create a public record. In the second half of the twentieth century, hippie, punk, and queer subcultures turned style, performance and body art into powerful vehicles of protest (and moving targets of mainstream assimilation). And at the commercial, mainstream end of the cultural spectrum, rock and pop stars have routinely aligned themselves with campaigns against social injustice and misguided politics.

In other words: The merger of art and protest is a staple of US culture which cuts across distinctions of high and low, art and commerce; and which has seized virtually every medium, including the human body. This course introduces students to a range of social and artistic movements in the U.S. and their distinctive repertoires of combining art and protest. Furthermore, in examining the art of protest and its prominent place in American culture, students will learn how different rhetorical and aesthetic strategies work in and across different media, materials, cultural realms and historical periods.

A course pack with all reading material will be made available via Moodle at the beginning of the semester. However, I recommend purchasing your own paper copy of Frederick Douglass, *A Narrative of the Life of Frederick Douglass* (1845), which we'll read early in the semester.

Assessment/requirements: *Übung*: regular attendance, active participation, written assignments, participation in an expert group; *Seminar*: requirements for *Übung* + 10-page paper or oral exam.

Technological innovations are often sources of widespread cultural anxiety, even fear, and for good reason. New technologies are often socially and economically disruptive. They disturb entrenched habits, interrupt traditional lifeways, alter settled perceptions, and disrupt conventional social orderings. Although scientific breakthroughs can yield technologies which solve real problems and contribute to human flourishing, they may also provoke feelings of precariousness and introduce new hazards into our individual and collective lives. Science has gifted us the vaccine, but it has also burdened us with the nuclear bomb. The internet has brought us together at unprecedented scales; it has just as frequently torn us apart. Technology is thus much like Plato's *pharmakon*: at once antidote and poison. The introduction of new technologies has therefore often provoked ambivalent responses, a sense of wonder accompanied by a feeling of terror. Receptions to new technologies are therefore often registered through the language of the gothic, and their social consequences are frequently explored through the aesthetics of horror.

Technological inventions are often associated with the heroic figure of the genius: the pioneering inventor, the brilliant scientist, and the visionary entrepreneur are objects of reverence, even worship, in our post-Enlightenment cultures. However, the genius is also frequently presented as one haunted by his or her own intellectual acumen. The gift of genius is thus often presented as a curse; one does not only possess genius, but is possessed by it. Indeed, many great works of literature and culture have interrogated the blurry borderline at which genius collapses into madness, often made manifest in the terrifying technological wonders which geniuses unleash upon an unsuspecting and unprepared world.

This course will explore such interconnected themes of genius, madness, technology, and terror through a variety of avenues. Texts may include novels such as Mary Shelley's *Frankenstein* and Benjamin Labatut's *The Maniac*, films such as *Oppenheimer* and *Alien*, as well as an assortment of other fictional, non-fictional, and secondary or theoretical texts.

Note: This course will be reading, viewing, and work intensive. Students are expected to arrive well-prepared for each session and are required to participate actively in course discussions. They can expect to devote several hours to course preparation every week. Those who do not routinely arrive to class prepared will not receive credit for the course.

Assessment/requirements: *Übung*: active participation, weekly preparation, presentations, in- and out-of-class assignments and projects; *Seminar*: *Übung* conditions **PLUS** a final research paper (Hausarbeit) **OR** an oral exam (Gesamtnote).

050 651

Speculative Fiction and the Literary Margin, 4 CP

Blockseminar

Singmann

Vorbesprechung: Tuesday, 21.10.2025 16-18h, GB 6/131

Sitzungstermine: Friday, 07.11.2025, 10-16h & Saturday, 08.11.2025, 10-16h
Friday, 14.11.2025, 10-16h & Saturday, 15.11.2025, 10-16h
jeweils GAFO 02/364

Speculative Fiction was the medium for reflection regarding the human experience for centuries. It shaped childhoods around the world and produced stories that had a dominant influence on literary history (i.e. *Dracula* or *Frankenstein*). Why, then, has the attitude toward speculative writing of all kinds changed? When and why has it been replaced as the main mode of storytelling to critically reflect on the world? And what are the reasons for the mainstream and critical devaluation of "genre fiction"?

The Speculative, with all its subgenres, has been pushed to the margin of literary perception when value, taste, and quality are discussed. Speculative pieces of writing are considered paraliterature, a type of literature characterised through its entertainment value and a lack of critical depth. Markers of an apparent lack of quality, such as paraliterature, not only stabilize the white centric system of modeling literature but also enable a decentring and devaluing of fiction that challenges the status quo. To introduce this problem, we will be led by speculative fiction authors and critics alike Ursula LeGuin and Samuel R. Delany. As respected writers within their community, they have been vocal on and off paper, about the disregard and devaluation of the Speculative as well as the consequences. This seminar aims to create an introduction to the concept of paraliterature, how it affects the perception of Speculative Fiction and why a marker which implies mere entertainment without substance is attached to an intrinsically critical and marginal genre. Through interviews and essays by Speculative authors, short stories and novel sections of selected iterations of the Speculative we will examine how the stamp of paraliterary perception developed by reflecting on the concept of genre, why it bypassed a set of authors who managed to secure a solid place within the canon, and the different approaches through which authors attempt to lift their works out of this perception.

All texts will be provided in the Moodle course. You will gain access to the Moodle course in the introductory session with enough time to prepare for the first block.

Assessment/requirements: *Übung*: active participation, expert group, one reading journal (5 pages); *Seminar*: active participation, expert group, written exam or term paper (10-15 pages).

Übungen

050 655

Democracy in America - The Readings, 3 CP

2 st. do 16-18

GABF 04/614

Bieger

This *Übung* is a companion course to the lecture "Democracy in America." It revisits the content of the lecture week by week and discusses its reading assignments. Although the courses can be taken independently, I recommend that students take both them.

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

Renaissance Culture, 2,5 CP

2 st. di 14-16

HGB 10

Pankratz

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

This will be an asynchronous online course, credited on a pass/fail basis. The weekly units will contain pre-recorded Power Point Presentations and quizzes. There will be weekly live sessions for clarification, in-depth analyses, fun and discussions.

Assessment/requirements: passing the weekly online quizzes.

Seminare

050 658

Intersectional Disability Studies, 4 CP

2 st. di 10-12

GB 03/46

Pankratz

Contemporary culture normalises able-bodiedness. People are assumed to have no physical or mental impairments. The architecture at the Ruhr-University, for example, expects us to open heavy doors, to climb stairs, walk long corridors and to see written signs and pictograms that offer orientation. Similarly, the RUB as academic institution fosters well-functioning and resilient teachers and students. If people cannot fulfil these expectations of normality, they are marked as disabled, problematic exceptions to the rule. Since the 1970s, disability studies have developed an alternative perspective: "the disadvantage or restriction of activity [is] caused by a contemporary social organisation which takes no or little account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities" (UPIAS 1975 quoted in Hartwig 17). This has also

repercussions for the representation of people with physical or mental impairments: How can they come into representation? How are they represented? Which role do class, ethnicity, gender and age play in these representations?

The seminar aims at introducing students to disability studies with an intersectional focus and apply theories on disability to the analysis of fictional texts, covering a broad range from sentimentalising depictions of madness or physical impairment, "freakshows" and "inspiration porn" to cringe comedy.

Texts: the theoretical texts will be made available on Moodle. Participants are kindly asked to get a hold of (and read):

- Christy Brown, *My Left Foot* (the 1954 memoir, not the film)
- Bapsi Sidhwa, *Cracking India*

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

050 659

Staging Contemporary Crises in Britain, 4 CP

2 st. mi 12-14

GABF 04/614

Parigoridou

Statistics show that in the past decade, the key issues that have concerned the British population the most have consistently revolved around the economy, immigration, and health.

Unsurprisingly, concerns about each of these aspects have always peaked in response to the crises that were most prominent at their respective times. Thus, in 2015, during the European refugee crisis, the major concern was immigration; while a year later, after the Brexit referendum, immigration remained a significant issue in the eye of the British public, it was overshadowed by anxieties around the prospect of Britain leaving the EU; in 2020, when the COVID-19 pandemic hit, the population's concerns around health took centre stage; and since 2022, with inflation hitting a 40-year-record alongside a rising cost of living and an ongoing housing crisis, the economy has once again become the dominant worry among the British population.

This seminar takes an interest in examining how these contemporary crises are brought on stage and to what extent theatre can be seen as an outlet or a platform for social and political criticism.

By exploring the works of contemporary playwrights like Carol Ann Duffy, Gilian Slovo, and David Hare, this seminar aims not only at re-visiting current crises in the UK, but also at introducing students to new techniques and genres employed in contemporary British theatre.

Participants are kindly asked to purchase the following plays prior to the start of the seminar:

- *The Jungle* by Joe Murphy and Joe Robertson; *My Country: A Work in Progress* by Carol Ann Duffy; *Grenfell: In the Words of Survivors* by Gillian Slovo; *Beat the Devil* by David Hare

Assessment/requirements: *Übung*: active participation in class, preparation of the texts, and a research group project; *Seminar*: active participation in class, preparation of the texts, a research group project, and a seminar paper (Wissenschaftliche Hausarbeit).

050 660

Mapping Britain and Ireland, 4 CP

2 st. do 10-12

GB 6/137

Viol

Maps never just mirror what is given. While they may provide orientation and, quite practically, help us find our way around the world, they also select, distort, focus our perception and direct our experience in a certain way, and may thus even be seen to close us off from potentially different understandings of our physical and social environment. Their "intensely political nature" (Bernhard Klein) has led to them being used, apart from for constructing coherence, making sense or containing spatial anxieties, as tools for government, as documents showing off power and influence, as narratives of conquest, and as material manifestations of what some have called 'cartographic violence'.

In this course, we will be looking at how maps have been designed and used in the British and Irish context, starting from the 'cartographic revolution' in the 16th century and their role in organising the relationship between the two countries as well as the ownership and class structures and the construction of national identities in them. We will then fast-forward to the 19th century to explore how maps were used for understanding (and apparently improving) the medical and social condition of urban populations (e.g. in Charles Booth's poverty maps) and then move on to – the less harrowing and more stylish – road and transport maps of the early 20th century (e.g. Harry Beck's tube map). Time allowing, we will also deal with the use of maps in fiction and film (e.g. *The Englishman Who Went up a Hill But Came down a Mountain*), and we will conclude by looking at the – fairly recent – cultural-political strategy of 'countermapping'.

Assessment/requirements: active participation; *Übung*: short oral presentation and two-page reading of a map or production of a countermap; *Seminar*: short oral presentation and research paper.

050 661

Indigenous Studies and Circumpolar Politics, 4 CP

Blockveranstaltung

GB 6/137

Berg

do 19.02., fr 20.02., mo 02.03., di 03.03., mi 04.03., je 13:30-18:00

Indigenous studies challenges many of the basic paradigms and assumptions of Western academia, most fundamentally, perhaps, that there is a qualitative difference between scientific knowledge and other forms of knowledge. Hence, it tries to integrate 'traditional' knowledge into academic work. Further, as an intellectual *and* political project, indigenous studies is closely linked with indigenous people's struggles for cultural and physical survival. Hence it also challenges the idea of the academic as detached observer. Pursuing these approaches and emphasising these perspectives (provocative for some), indigenous studies is in critical dialogue with a number of academic disciplines and projects – from international relations via postcolonial studies to the study of literature (and even with the natural sciences). In this course we will identify the basics of indigenous studies approaches, discuss some of their theories and methods and apply them to phenomena in the far north – in Alaska and the Canadian territories. Since there are transnational circumpolar organisations (and given Donald Trump's expressed interest in Greenland), we might also include some glimpses on issues beyond the American Far North.

Assessment/requirements: *Übung*: active participation, research project to be presented in class; *Seminar*: active participation, research project to be presented in class, research paper (10 pp.).

050 662

The Israel-Palestine Conflict in British Discourse, 4 CP

2 st. mo 10-12

GD 04/620

Grabowski

Discourse, Stuart Hall writes, quoting Foucault, is "a group of statements which provide a language for talking about – a way of representing knowledge about – a particular topic at a particular historical moment" (29). This seminar examines how the Israel/Palestine conflict is constructed in British public and political discourses from the 1840s to the present, with comparative excursions to other national contexts (e.g., Israel/Palestine, the US, Ireland, South Africa, Germany). Given its long-standing involvement as one of the main actors, Britain will be central to our investigation of key historical moments, including the emergence of Christian Zionism in 1840s Britain; the Balfour Declaration (1917); the 1936–39 Arab Revolt (Great Palestinian Revolt); the King David Hotel bombing (1946); the 1948 Arab-Israeli War (the Nakba or War of Independence); the Suez Crisis (1956); the Six-Day War (1967); the so-called "peace process" (Camp David, Madrid, Oslo, etc.); the First and Second Intifadas; and ongoing debates through to the present. By analyzing how key episodes were named, framed, and contested, we will critically assess shifting narratives and identify "rules" that govern language, representation, and power relations in British public culture –

deepening our understanding of how these processes shape perceptions, solidarities, and policies in one of the world's most enduring conflicts.

(Hall, Stuart. "Discourse, Power and the Subject." *Representation*, edited by Stuart Hall et al., 2nd ed., SAGE, 2013, pp. 26-38.)

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

Übungen

050 664

(The Sapphic in) Sarah Waters Queer Historical Fiction, 3 CP

2 st. mi 10-12

GABF 04/252

Marzinkowski

Sapphic women have commonly been read as a threat to or rescue from the patriarchal order, experiencing a surge in visibility during social ruptures, when they emerged as "figure[s] of domestic sabotage" (Lanser 10). While ideas of dissidence and female homoeroticism are inextricably linked, sexual and romantic relationships between women often were not entirely overt and were coded as female friendships.

Sarah Waters' historical novels are riddled with intimate encounters between women. Notably, her three neo-Victorian novels depict the erotically and romantically charged dynamics between the female characters, focussing on linguistic obscurity, the history of pathologisation and criminalisation of female homoeroticism, as well as questions surrounding authenticity, visibility, and privilege.

In this class, we are going to take a closer look at two of Waters' novels: *Affinity* (1998) and *Fingersmith* (2002). Both shed light on contemporary issues of female homoeroticism such as compulsory heterosexuality by recourse to a reimagined past in which the sapphic has not yet taken shape as an identity category.

Please get a copy of *Affinity* (1998) and *Fingersmith* (2002).

Assessment/requirement: final written exam.

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

Democracy in America, 2,5 CP

2 st. do 12-14

HGB 40

Bieger

This lecture explores the significance of the idea and practice of democracy in America through the lens of its culture. How democratic is U.S. culture? What does it mean to view this culture in democratic terms and what can this approach teach us about 'democracy made in America'? To answer these questions, the course turns to paradigmatic texts of literary and intellectual history across the centuries while placing them side by side with major developments in the visual arts, architecture, media and popular culture

The aim of the course is to lay foundations 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)." I highly recommended to attend the *Übung* accompanying this lecture, in which we revisit its content and discuss its reading, viewing and audio assignments.

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

Seminare

050 648

The Republic of Letters: Reading American Founding Documents, 4 CP

2 st. mo 10-12

GB 6/131

Pitetti

In this course, we will study the text and history of America's "founding documents," the body of legal and political writings that form the basis of the American system of government, including the *Declaration of Independence*, the *Constitution of the United States*, and the *Bill of Rights*. In addition to closely examining these historical documents, we will learn about the period during which they were composed—the fraught decades of the 1770s and 80s, immediately before and after the American War of Revolution—and about some of the people involved in composing them, including major figures such as Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Franklin. In order to better understand the contexts that shaped the founding documents, we will read letters, speeches, and essays from the period and philosophical, political, and legal writings that inspired the "founding fathers." We will also examine some of the constitutional amendments and Supreme Court

decisions that have shaped the ways in which later generations of Americans have understood and made use of the founding documents.

All of the required readings for the course are in the public domain and can be found online, in the library, and/or in printed form, and students are welcome to use any version of the texts that they wish. For the sake of convenience, a course reader containing high-quality versions of all required readings will be available.

Assessment/requirements: *Übung*: regular attendance, oral exam (~15 min); *Seminar*: regular attendance, oral exam (~30 min).

050 649

The Art of Protest, 4 CP

2 st. mi 10-12

GA 03/46

Bieger

The U.S. is a nation founded in protest, and throughout its history creative expression has been a motor of social change. First-wave feminists mimicked the rhetoric of the Declaration of Independence to voice their discontent about living in a patriarchal society that denied them even the most basic rights. Abolitionists collected and printed the stories of runaway slaves to support the cause of ending slavery, thus creating one of the first genres of African American literature. At around the same time, romantic writers probed and propagated non-violent modes of resistance against what they perceived as an increasingly corrupt and corrosive society. In the early twentieth century, avant-garde artists wrote flaming manifestoes about how to close the gap between art and life in order to create a better world. The protest movements of the sixties used songs, poems and happenings to rally support, and they used the visual arts to create a public record. In the second half of the twentieth century, hippie, punk, and queer subcultures turned style, performance and body art into powerful vehicles of protest (and moving targets of mainstream assimilation). And at the commercial, mainstream end of the cultural spectrum, rock and pop stars have routinely aligned themselves with campaigns against social injustice and misguided politics.

In other words: The merger of art and protest is staple of US culture which cuts across distinctions of high and low, art and commerce; and which has seized virtually every medium, including the human body. This course introduces students to a range of social and artistic movements in the U.S. and their distinctive repertoires of combining art and protest. Furthermore, in examining the art of protest and its prominent place in American culture, students will learn how different rhetorical and aesthetic strategies work in and across different media, materials, cultural realms and historical periods.

A course pack with all reading material will be made available via Moodle at the beginning of the semester. However, I recommend purchasing your own paper copy of Frederick Douglass, *A Narrative of the Life of Frederick Douglass* (1845), which we'll read early in the semester.

Assessment/requirements: *Übung*: regular attendance, active participation, written assignments, participation in an expert group; *Seminar*: requirements for *Übung* + 10-page paper or oral exam.

050 650

Mad Science: Genius, Technology and Terror, 4 CP

2 st. di 16-18

GABF 04/614

Flamand

Technological innovations are often sources of widespread cultural anxiety, even fear, and for good reason. New technologies are often socially and economically disruptive. They disturb entrenched habits, interrupt traditional lifeways, alter settled perceptions, and disrupt conventional social orderings. Although scientific breakthroughs can yield technologies which solve real problems and contribute to human flourishing, they may also provoke feelings of precariousness and introduce new hazards into our individual and collective lives. Science has gifted us the vaccine, but it has also burdened us with the nuclear bomb. The internet has brought us together at unprecedented scales; it has just as frequently torn us apart. Technology is thus much like Plato's *pharmakon*: at once antidote and poison. The introduction of new technologies have therefore often provoked ambivalent responses, a sense of wonder accompanied by a feeling of terror. Receptions to new technologies are therefore often registered through the language of the gothic, and their social consequences are frequently explored through the aesthetics of horror.

Technological inventions are often associated with the heroic figure of the genius: the pioneering inventor, the brilliant scientist, and the visionary entrepreneur are objects of reverence, even worship, in our post-Enlightenment cultures. However, the genius is also frequently presented as one haunted by his or her own intellectual acumen. The gift of genius is thus often presented as a curse; one does not only possess genius, but is possessed by it. Indeed, many great works of literature and culture have interrogated the blurry borderline at which genius collapses into madness, often made manifest in the terrifying technological wonders which geniuses unleash upon an unsuspecting and unprepared world.

This course will explore such interconnected themes of genius, madness, technology, and terror through a variety of avenues. Texts may include novels such as Mary Shelley's *Frankenstein* and Benjamin Labatut's *The Maniac*, films such as *Oppenheimer* and *Alien*, as well as an assortment of other fictional, non-fictional, and secondary or theoretical texts.

Note: This course will be reading, viewing, and work intensive. Students are expected to arrive well-prepared for each session and are required to participate actively in course discussions. They can expect to devote several hours to course preparation every week. Those who do not routinely arrive to class prepared will not receive credit for the course.

Assessment/requirements: *Übung*: active participation, weekly preparation, presentations, in- and out-of-class assignments and projects; *Seminar*: *Übung* conditions **PLUS** a final research paper (Hausarbeit) **OR** an oral exam (Gesamtnote).

050 661

Indigenous Studies and Circumpolar Politics, 4 CP

Blockveranstaltung

GB 6/137

Berg

do 19.02., fr 20.02., mo 02.03., di 03.03., mi 04.03., je 13:30-18:00

Indigenous studies challenges many of the basic paradigms and assumptions of Western academia, most fundamentally, perhaps, that there is a qualitative difference between scientific knowledge and other forms of knowledge. Hence, it tries to integrate 'traditional' knowledge into academic work. Further, as an intellectual *and* political project, indigenous studies is closely linked with indigenous people's struggles for cultural and physical survival. Hence it also challenges the idea of the academic as detached observer. Pursuing these approaches and emphasising these perspectives (provocative for some), indigenous studies is in critical dialogue with a number of academic disciplines and projects – from international relations via postcolonial studies to the study of literature (and even with the natural sciences). In this course we will identify the basics of indigenous studies approaches, discuss some of their theories and methods and apply them to phenomena in the far north – in Alaska and the Canadian territories. Since there are transnational circumpolar organisations (and given Donald Trump's expressed interest in Greenland), we might also include some glimpses on issues beyond the American Far North.

Assessment/requirements: *Übung*: Active participation, research project to be presented in class; *Seminar*: Active participation, research project to be presented in class, research paper (10 pp.).

050 667

"A Republic, If You Can Keep It" – The Crisis of American Democracy, 4 CP

2 st. di 14-16

GABF 04/614

Zucker

Among the questions most frequently pondered since the beginning of Donald Trump's second term as US President is the issue of whether his authoritarian style of governance will usher in a constitutional crisis. Indeed, some legal scholars (e.g. Jamal Greene of Columbia University or Erwin Chemerinsky of the University of California, Berkeley) have since stated that the crisis has already arrived, considering that the Trump administration defies the orders of federal judges and infringes on constitutional rights with impunity, and that the US Congress seems unwilling or unable to restrain the exercise of presidential power through legislative control. In light of such recent developments, the time-honored system of checks and balances, upon which American democracy is based, appears in danger of becoming meaningless, and democracy thus in decline.

In this class, we will endeavor to make sense of current American politics by first establishing a solid grasp of the origins and principles of that system. We will also look into the platforms of the major political parties to investigate how the culture wars of the last decade have changed them, address the intricacies of the US electoral system, which can be

said to enable and cement political polarization, and discuss on the basis of current events what the consequences of all that are for the United States and the rest of the world.

For those interested in signing up, it will not be necessary to have a lot of advance knowledge about US politics, but it will be expected that participants keep themselves up-to-date about the political news of the day to allow for informed discussions in class. Weekly in-person sessions will be accompanied by a Moodle course. Participants must engage with the materials and activities collected therein on a regular basis.

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

050 668

"It's the End of the World as We Know It":

Disaster, Apocalypse and American Survivalism, 4 CP

2 st. mi 8.30-10

GABF 04/613

Laemmerhirt

From Puritan visions of the Last Days to pandemic preppers, Americans have long imagined—and prepared for—the end of the world. This seminar examines how narratives of disaster and apocalypse have shaped U.S. culture, politics, and identity across time. We will explore religious, literary, and popular cultural visions of catastrophe. Equally, we will study the material practices of survivalism: how fears of societal collapse gave rise to bunkers, stockpiling, and a flourishing preparedness industry. By situating these apocalyptic imaginations within broader historical contexts—colonial encounters, environmental crises, nuclear anxieties, and contemporary concerns about climate change and pandemics—the seminar considers how Americans have continuously confronted the possibility of their own destruction. Ultimately, we will ask what these end-time stories reveal about enduring tensions between vulnerability and resilience, individualism and community, fear and hope in American life.

Please purchase and start reading /watching: Bradbury, Ray: *Fahrenheit 451*. (1953)

Assessment/requirements: *Übung*: two short essays and an additional small assignment; *Seminar*: one short essay, an additional small assignment, and a term paper (10 pages).

Übungen

050 655

Democracy in America - The Readings, 3 CP

2 st. do 16-18

GABF 04/614

Bieger

This *Übung* is a companion course to the lecture "Democracy in America." It revisits the content of the lecture week by week and discusses its reading assignments. Although the courses can be taken independently, I recommend that students take both them.

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.

050 670

Critical Tele-Visions, 3 CP

2 st. mi 14-16

GABF 04/614

Zucker

The last 25 years have seen dramatic shifts in the US television landscape: premium cable networks like HBO have done away with broadcast television's singular obsession with ratings, leading to challenging long-form series that allowed themselves to unfold more like a great novel than a formulaic procedural. Streaming services like Netflix, Amazon Prime Video or Disney+ have not only granted subscribers access to TV classics, but also produced original formats that have attained significant cultural relevance and created a completely new phenomenon along the way: 'binge-watching'.

In this class, we will not necessarily binge, but certainly watch a lot of television from all eras since the beginnings of the medium. The emphasis on the narrative series format will give us a common denominator to analyze both the medium itself and its products for what they tell us about a changing America. Questions we might ask include: How does television as a mass medium serve to maintain hegemonic ideology? When and how have individual programs, however, also served as a liberal countermovement to a conservative mainstream? Has online streaming changed the nature of 'the viewer' – and if so, is there more agency now or have we become subordinate to the whims of the algorithm?

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

Assessment/requirements: regular attendance + mandatory final test (writing of an argumentative essay in an exam setting).

050 671

Religion in the US, 3 CP

2 st. do 10-12

GB 03/49

Müller, M.

Religion has always played a fundamental role in the cultural history of the U.S. After exploring the Puritan roots of religion in America and considering other important historical stages of U.S. religious and philosophical life (such as the two "Great Awakenings" and Transcendentalism), this course will focus on the impact of more recent developments of religious expression in the United States. To begin with, we will study old-fashioned types of Christian belief such as the Shaker and the Amish faiths and we will have a look at rural versions of established denominations as, for example, the "footwashing Baptists" and "snakehandling" members of the Church of God. More recent developments such as televangelism, feminist theology, and the influence of the Religious Right on U.S. politics will conclude this critical survey of religion in the U.S. Some attention will also be given to non-Christian denominations. All reading materials will be made available via Moodle.

Assessment/Requirements: active participation, presentation, test/s.

Fachsprachen

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

Seminare

050 685

Forms and Styles of Communication in Business, 4 CP

2 st. mo 8-10

GB 6/137

Bachem

This seminar is designed to focus on the significantly changing landscape of business communication. Successfully operating in the world of business is predominantly based on the challenging aspect of achieving results by communicating effectively. The units of this seminar intend to systematically address the most relevant forms of organizational communication and interaction. Companies not only use a multitude of internal channels to engage in back-and-forth communication between all parties, but most professional environments very much depend on people cooperating in teams. How do you build a team? What exactly does teaming mean? What does psychological safety have to do with successful communication in the professional context? Will AI tools significantly change and impact communication in the world of work today and in the future? These questions will be addressed and discussed in class.

Course materials will be provided via Moodle.

Assessment/requirements: final written exam, term paper, active participation.

050 686

Strategies of Change Management in the Professional Context, 4 CP

2 st. do 8-10

GABF 04/614

Bachem

This seminar intends to familiarise students with various concepts and theories of change (management) that are applied in the modern professional environment across the globe. Adaptive behaviour in its different forms has become paramount, especially in view of the increasingly competitive nature of national and international markets and the rapid advancement of AI technologies. In today's world of business managers constantly face the challenge of competently communicating the need for change to employees and clients/customers alike. Whether the rapid advancement of AI applications will positively contribute to whatever kind of change project or not, remains to be seen. Moreover, more and more companies explore so-called *New Ways of Working* (NWOW). This also implies the concept of *Business Agility* – an approach of employee empowerment used to retain the most important asset of a company, i.e. the people. Since change is often met with some degree of resistance, students are introduced to several communication tools designed to mitigate or overcome change-averse attitudes and practices.

Course materials will be provided via Moodle.

Assessment/requirements: final written exam, term paper, active participation.

Übungen

050 690

Business English I, 3 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050690A	Dienstag	8-10	GB 03/46	Bachem
050690B	Dienstag	12-14	GABF 04/614	Mugenyi
050690C	Montag	12-14	GB 03/49	Mugenyi
050690D	Mittwoch	10-12	GABF 04/413	Mugenyi

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.

050 691Business English II, 3 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050691A	Montag	10-12	GB 03/49	Bachem
050691B	Dienstag	10-12	GB 02/160	Bachem
050691C	Donnerstag	12-14	GABF 04/252	Mugenyi
050691D	Freitag	10-12	GABF 04/252	Mugenyi

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 693Technical English, 3 CP

2 st. do 10-12

GB 02/160

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. In diesem Fall ist ein darüber hinausgehendes Ersetzen fachwissenschaftlicher durch sprachpraktische oder fachsprachliche Übungen in den Aufbaumodulen 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 10-12

GABF 04/252

Pitetti

Gruppe C: 2 st. mi 10-12

GB 6/137

Pitetti

This course builds on the introduction to scholarly writing provided by Academic Skills and aims to help students improve their ability to compose works of formal scholarly writing in English. Areas of focus will include forms of academic research, the composition of literature reviews, critical summaries, and analyses of primary sources, the development of scholarly arguments, and the process of drafting and revising an academic paper. The course will include short lectures on these subjects and discussions of examples of effective argumentation and composition in published works of academic scholarship; our primary focus, however, will be on learning by doing. Students who participate in the course will practice the skills and habits involved in scholarly writing by planning, developing, and writing a short academic research paper.

In order to practice writing, we need something to write about, and because I am a scholar of American literature, I have chosen a literary studies topic for the class: Herman Melville's 1855 novella "Benito Cereno," a classic piece of American short fiction. This text and all other required readings will be provided in PDF form.

Assessment/requirements: regular attendance, mini term paper (3,000 words).

The major aim of this course is to improve your writing skills. We will make use of a variety of techniques and exercises to practise different – first of all academic, but also other – genres of writing. The course focuses on spoken communication too, especially on oral presentations. Finally, the course has a self-reflexive dimension – we will discuss some of the problems you might have encountered in your written and spoken academic work and try to identify – and test – possible solutions.

Assessment/requirements: active participation, one oral input, some written assignments.

050 696

Grammar AM, 3 CP

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

All the materials will be provided on Moodle.

Assessment/requirements: regular attendance, thorough preparation, active class participation, diagnostic test in the first session, end-of-term test.

This course will build on what you have learned in Grammar BM and will focus on a number of problem areas of English grammar, e.g. tense, aspect, subject-verb concord, prepositions, phrasal and prepositional verbs, clause structures.

Assessment/requirements: active participation, homework and a final exam.

050 697

Translation AM, 3 CP

Gruppe A: 2 st. mo 14-16

GABF 04/613

Müller, M.

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.

Gruppe B: 2 st. fr 12-14

GABF 04/253

Liebel

This course aims to deepen your knowledge and understanding of grammatical phenomena and problems with an emphasis on the correct choice of vocabulary and style. German texts will be translated into English.

Assessment/requirements: regular and active participation, thorough preparation of texts, written end-of-term test.

050 690Business English I, 3 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050690A	Dienstag	8-10	GB 03/46	Bachem
050690B	Dienstag	12-14	GABF 04/614	Mugenyi
050690C	Montag	12-14	GB 03/49	Mugenyi
050690D	Mittwoch	10-12	GABF 04/413	Mugenyi

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.

050 691Business English II, 3 CP

LV-Nr.	Wochentag	Uhrzeit	Raum	Dozent*in
050691A	Montag	10-12	GB 03/49	Bachem
050691B	Dienstag	10-12	GB 02/160	Bachem
050691C	Donnerstag	12-14	GABF 04/252	Mugenyi
050691D	Freitag	10-12	GABF 04/252	Mugenyi

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 693Technical English, 3 CP

2 st. do 10-12

GB 02/160

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.