

Kommentiertes Vorlesungsverzeichnis

Englisches Seminar
Ruhr-Universität Bochum

Studiengänge:
B.A. Anglistik/Amerikanistik
M.A. Anglistik/Amerikanistik
M.Ed. Englisch

Wintersemester 2026/27

Stand: 2026-08-03

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Vorbemerkungen

Anmeldezeiträume für die Lehrveranstaltungen sind auf eCampus einsehbar und werden zusätzlich auf es.rub.de bekannt gegeben. Bitte beachten Sie außerdem:

Für B.A.-Studierende in der PO 2016 ist 'Medieval English Language and Literature' eine modulungebundene Übung der Aufbauphase.

Die Module 'Englische Literatur bis 1700' und 'Englische Literatur nach 1700' sind nur für Studierende in der PO 2016 relevant. Das Modul 'Britische Literatur' steht hingegen nur Studierenden der PO 2025 offen.

B.A.-Basisveranstaltungen

Sprach- und Textproduktion

Grammar BM

050600A	Mo 08:00 - 10:00	GABF 04/413	Viol, Claus-Ulrich
050600B	Mo 12:00 - 14:00	GABF 04/413	Müller, Torsten
050600C	Mo 16:00 - 18:00	GABF 04/413	Klawitter, Uwe
050600D	Di 08:00 - 10:00	GABF 04/413	Minow, Verena
050600E	Mi 10:00 - 12:00	GABF 04/413	Müller, Torsten
050600F	Do 14:00 - 16:00	GABF 04/413	Zucker, Matthias
050600G	Mo 10:00 - 12:00	t.b.a.	Tolstopyat, Nataliya

This course aims at consolidating students' English language proficiency by gaining insight into the following six key problem areas of English grammar: non-finites, tense and aspect, modals, relative clauses, determiners and word order. Structural differences between German and English will be taught by means of contextualized exercises and translation at sentence-level.

Assessment/requirements: regular attendance, active class participation, hand-in assignments, online mock test, central grammar exam.

Academic Skills

050601A	Mo 10:00 - 12:00	GABF 04/413	Zucker, Matthias
050601B	Mo 12:00 - 14:00	GABF 04/613	Pitetti, Connor
050601C	Di 10:00 - 12:00	GABF 04/413	Strubel-Burgdorf, Susanne
050601D	Di 12:00 - 14:00	GABF 04/413	Pitetti, Connor
050601E	Do 12:00 - 14:00	GABF 04/413	Klawitter, Uwe
050601F	Fr 12:00 - 14:00	GABF 04/413	Berg, Sebastian

The course provides a concise introduction to the skills that are essential for doing research in the field of English and American Studies, such as the finding and assessment of research literature, the participation in academic forms of communication and discussion, the conception and writing of research papers.

Assessment/requirements: regular attendance, active class participation, completion of reading and writing assignments.

Sprachwissenschaft

English Sounds and Sound Systems

050603A	Mo 10:00 - 12:00	GABF 04/613	Strubel-Burgdorf, Susanne
050603B	Mo 12:00 - 14:00	GABF 04/614	Minow, Verena
050603C	Do 10:00 - 12:00	GB 03/49	Juskan, Marten
050603D	Mi 10:00 - 12:00	GABF 04/613	Strubel-Burgdorf, Susanne
050603E	Do 12:00 - 14:00	GABF 04/613	Meierkord, Christiane
050603F	Fr 08:00 - 10:00	GABF 04/413	Kaul, Alexander

Aims: Students are introduced to the fundamentals of articulatory phonetics. They will learn how speech sounds are produced, deepen their understanding of phenomena in connected speech, and develop skills in phonetic transcription. The focus of this class is on Received Pronunciation (RP) and General American (GA).

Contents: Students are introduced to the sound systems of two English varieties, RP and GA. They hone their skills of identifying individual sounds of English and learn about word stress and sentence intonation. They are familiarized with concepts of connected speech such as assimilation and elision. Getting accustomed to and using specialist terminology for describing speech sounds is an important aspect of this class. Theoretical considerations will be complemented by practical application: students learn how to employ phonetic transcription for the representation of English pronunciation.

Assessment/requirements: assignments set by the individual lecturer, written test.

Introduction to English Linguistics

050604A	Mi 12:00 – 14:00	t.b.a.	Rettweiler, Svitlana
050604B	Di 10:00 - 12:00	GABF 04/613	Minow, Verena
050604C	Do 14:00 - 16:00	GABF 04/613	Durgasingh, Ryan

Students are introduced to the fundamentals and basic terminology of English Linguistics as well as the methods of the modern study of language, especially in morphology, syntax, semantics and pragmatics. The class also covers some general aspects of linguistic theory, yet the focus will be on the practical application of linguistic terminology to actual language data.

Assessment/requirements: assignments set by the individual lecturer, written test.

Literatur- und Kulturwissenschaft

Introduction to Literary Studies

050606A	Mo 10:00 - 12:00	GB 03/49	Pitetti, Connor
050606B	Mo 14:00 - 16:00	GABF 04/613	Klawitter, Uwe
050606C	Mo 16:00 - 18:00	GABF 04/613	Huber, Karoline
050606D	Di 10:00 - 12:00	GABF 04/614	Pitetti, Connor
050606E	Di 12:00 - 14:00	GABF 04/614	Klawitter, Uwe
050606F	Fr 08:00 - 10:00	GABF 04/613	Ottlinger, Claudia

The main objective of this course is to provide a concise introduction to the subject-matter and research fields in British and American literary studies. Particular attention is paid to the major methods and models relating to the analysis of lyric, dramatic and narrative texts and to the technical terms needed in the study of English literature.

Assessment/requirements: regular attendance, active class participation, thorough preparation of the texts, end-of-term test.

Introduction to Cultural Studies

050605A	Mo 10:00 - 12:00	GABF 04/614	Viol, Claus-Ulrich
050605B	Di 12:00 - 14:00	GABF 04/613	Berg, Sebastian
050605C	Mi 12:00 - 14:00	GABF 04/413	Viol, Claus-Ulrich
050605D	Do 10:00 - 12:00	GABF 04/413	Steinhoff, Heike

What is 'culture'? How can we understand and investigate cultural products and phenomena? How are cultural processes and artefacts involved in producing, supporting, or challenging power structures? What is the relationship of 'culture' and 'identity' (and what is the latter?)? These are the central questions to be dealt with in the course. To find answers, participants read and discuss a broad selection of texts written by key thinkers of cultural studies, investigate the historical contexts in which they formulated their arguments and analyses, and apply their reflections to diverse manifestations of 'culture' in anglophone societies from different historical periods, ranging from visual culture and media to political discourse and everyday practices. This introduction is a preparation equipping participants with tools for later (Aufbaumodul) courses on more specific topics in cultural studies.

Assessment/requirements: assignments set by the individual lecturer, written test.

Medieval English Language and Literature

050609A	Di 10:00 - 12:00	HGB 40	Majewski, Kerstin; Juskan, Marten
050609B	Mi 10:00 - 12:00	HGB 20	Henk, Antony

This *Übung* offers intriguing insights into the language, literature, and culture of medieval Britain (c. 500–1500). 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, students will be able to approach and appreciate medieval English texts in the original. Part one of this *Übung* therefore focuses on the history of English; in part two, we will read and analyse excerpts from selected literary works (e.g., from *Beowulf* and *The Book of Margery Kempe*). It is essential for participants to diligently prepare the given tasks on a regular basis. All materials will be made available on Moodle.

Assessment/requirements: To obtain 3 credit points, students must attend classes regularly, do the assigned homework (e.g., tasks on linguistic and literary topics, Moodle quizzes), and pass two written tests (part 1: English historical linguistics; part 2: medieval English literature).

B.A.-Aufbauveranstaltungen

Linguistik

Vorlesungen

050612: Sociolinguistics

Mo 12:00 - 14:00

HGB 10

Meierkord, Christiane

This series of lectures intends to present the major research questions, methods and results of sociolinguistics, the linguistic subdiscipline which focuses on the relation between language and society. The topics will include regional and social dialectology, a review of early correlation studies, code-switching and language contact, and third wave sociolinguistics. Particular attention will be paid to recent developments in the field of sociolinguistics, such as discussions of language contact in urban communities, identity construction, or approaches to language shift and change.

Assessment/requirements:

B.A.: written exam.

M.A./M.Ed.: written exam and additional independent reading of appr. 30 pages on one of the lecture topics.

Seminare

050613: Standard Englishes in the Caribbean

Do 12:00 - 14:00

GABF 04/614

Durgasingh, Ryan

This seminar focuses on standard varieties in the Caribbean with a particular focus on Trinidadian and Jamaican Englishes. Using these varieties, the course will explore different standardising pressures such as prestige, formality and attitudes which are applicable to many other contexts. At the same time, we will also explore how the specific Creole vernacular varieties of these territories can interact and shape Caribbean Englishes. The course will use data from a range of sources (literature, music, news broadcasts, corpora, etc.) to explore the dynamics of standardisation and their outcomes.

Assessment/requirements:

Übung: regular active participation and reading, in-class and post-session worksheets.

Seminar: the above plus an in-class written exam at the end of the semester.

050614: Accents in the British Isles

Do 08:00 - 10:00

GABF 04/413

Juskan, Marten

Most people in the UK and Ireland do not speak "the Queen's English", but rather some kind of non-standard, often regional, variety. In this class we will investigate the rich accent landscape of the British Isles, which has been shaped by traditional and modern forms of non-standard language use. We will describe local features, consider the impact of factors such as education and mobility, and see how ordinary speakers perceive the dialect space around them. We will also look at available tools and resources that enable participants to carry out their own analyses of regional variation in Britain.

Assessment/requirements:

Übung: active participation, presentation.

Seminar: the above plus term paper OR oral examination.

050615: English in Online Spaces

Mo 10:00 - 12:00

GB 6/131

Minow, Verena

Many adults around the world nowadays spend several hours online every day. They gather in a variety of online spaces, with each of these spaces being used for a specific purpose and having its own conventions. Even spaces that appear to be similar on the surface, like e.g. X/Twitter, Bluesky and Mastodon, seem to have a specific vibe and attract different kinds of users. What many online spaces have in common is the use of English in both spoken and written form by native and non-native users alike. For linguists, these spaces are thus a fertile ground to investigate language change, the construction of identities, the performance of gender, and norms of (im)politeness to name just a few key aspects. The multimodal nature of many online spaces and how it shapes the use of language and fosters new forms of expression is another aspect that we will consider in this course.

Assessment/requirements: active participation and weekly preparatory readings, plus *Übung*: a final written exam.

Seminar: a research paper (12-15 pages) or a final written exam or a final oral exam (latter PO 2025 only).

050616: An Introduction to 14th Century Middle English

Di 14:00 - 16:00

GABF 04/413

Müller, Torsten

By the 14th century, it is probably fair to say, English has lost most of its inflectional endings and numerous French loanwords have entered the language. We will look at the English of this century and will investigate crucial linguistic, historical and cultural developments of the time. In particular, we will read, translate and analyse excerpts from several important texts, especially *The Canterbury Tales*, *Sir Orfeo*, *Piers Plowman*, and *Sir Gawain and the Green Knight*.

Course materials will be made available via Moodle.

Assessment/requirements:

Übung: active participation, homework, final written exam or oral exam (on selected topics to be specified at the beginning of term).

Seminar: active participation, homework, final written exam or oral exam (on entire course content).

050617: Discourse Analysis

Mo 08:00 - 10:00

GABF 04/613

Strubel-Burgdorf, Susanne

How can we tell a shopping list from a song? A blog entry from an academic text? Which conventions do we follow – and where and how may we decide to break rules? How do we express our identity in various situations? How do we combine other modes like pictures or emojis with language to express meaning?

These are some of the central questions we find in Discourse Analysis. In this course, we will discuss major approaches and methodological tools used in this linguistic field. We will work with theoretical readings as well as empirical studies in this interdisciplinary field.

Assessment/requirements:

Übung: (group) presentation of an empirical study.

Seminar: EITHER term paper OR oral exam (15 minutes).

050618: Rethinking Language: Common Myths and Linguistic Evidence

Mi 10:00 - 12:00

GB 03/49

Rettweiler, Svitlana

Is there really one correct English? Do bilingual children become confused? Are some accents more intelligent than others? What language do multilingual people think in? This seminar explores widespread beliefs and misconceptions about language through the lens of modern linguistic research. Through the discussion of empirical studies, student presentations, and real-world examples, participants investigate what linguists actually know about these and other common claims. Topics include Standard English and prescriptivism, language variation and dialects, bilingualism and multilingualism, language acquisition, language attitudes, language change, and the relationship between language and thought. The seminar introduces key concepts and research methods from sociolinguistics, psycholinguistics, and related areas of linguistics, while equipping students with the knowledge and critical thinking skills to distinguish popular beliefs from linguistic evidence.

Assessment/requirements:

Übung: (group) presentation and portfolio.

Seminar: (group) presentation and term paper.

Übungen

050620: Classroom Interactions

Mo 08:00 - 10:00

GABF 04/614

Kaul, Alexander

This course will investigate interactions that take place in the EFL classroom. Based on the idea that languages are learned through meaningful communication and social exchange, we will have a closer look at teacher–learner and learner–learner interactions. Special attention will be paid to interactional features such as negotiation of meaning, corrective feedback, scaffolding and language-related episodes (LREs), i.e. sequences in which learners collaboratively reflect on and discuss language use.

Assessment/requirements: active participation, assignments, final test.

050621: Differences Between Spoken and Written English

Mo 14:00 - 16:00

GABF 04/413

Müller, Torsten

The perception of spoken language when compared with written language is still very frequently one of informality vs. a more formal and precise way of formulating or, potentially, of “slang” vs. standard language. While this may not be wholly untrue, there are several factors that are not reflected in this view. This class will investigate why spoken and written language **have to** differ and why it is unfeasible to see spoken language merely as an imperfect deviation from a written standard.

We will analyse language on various levels – lexis will be only one of them. The class focuses particularly on syntax and pragmatics.

Assessment/requirements: active participation, homework, short presentation and written assignment.

Englische Literatur bis 1700

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050624: Shakespeare's Tragedies

Di 08:00 - 10:00

HGB 30

Weidle, Roland

In this lecture I will discuss those plays by Shakespeare which are commonly referred to as tragedies. Apart from sharing features such as (at least) one central protagonist who experiences a conflict and dies at the end, all these ten plays thematise issues and concerns not only of their own time but also many that are still relevant for us today. The plays engage with ideas about the order of the cosmos, the organization of society and family, the nature of authority and the self, as well as notions of desire, sexuality, gender, and racecraft. Apart from addressing how the tragedies negotiate some of these concerns, I will also touch upon some of the plays' most important formal and structural aspects (their early publication history, literary sources and genres, techniques of emplotment and characterisation, treatment of time and space, linguistic features).

I strongly advise students to obtain either the latest Arden editions of the single plays or the *Arden Complete Works*. The Powerpoint Presentations will be made available on Moodle.

Assessment/requirements: oral exam/interview at the end of term.

Seminare

050625: Beowulf: Text and Contexts

Mo 12:00 - 14:00

GB 03/49

Majewski, Kerstin

Beowulf tells the story of the eponymous hero's fight against several monsters (including a dragon!); it immerses readers in a world of war, kinship, and adventure, masterly blending history, myth, and legend. This seminar is dedicated to *Beowulf* – the longest extant poem from early medieval England and the most important Anglo-Saxon literary relic, dating from a time before 1000. It introduces students to the Old English text and its contexts: engaging in depth with selected passages, students will be familiarised with the language and diction of Old English. In addition, findings from manuscript studies, runology, and archaeology will be integrated in the overall analysis.

Please borrow or buy **one** of the following two books:

- Tom Shippey (transl.), Leonard Neidorf (ed.). *Beowulf: Translation and Commentary*. Revised and expanded edition. Uppsala Books, 2024. [Available at RUB UB.]
- George Jack (ed.). *Beowulf: A Student Edition*. Reprinted ed. with corrections and revisions. Oxford University Press, 1994. [Available at RUB UB.]

No previous knowledge of Old English is required.

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; homework tasks.

Seminar: the above plus term paper (c. 12 pages; deadline: 22.3.2027) or oral exam (15–10 minutes; date: *tbd*).

050626: Restoration Comedy

Mo 16:00 - 18:00

GABF 04/614

Münderlein, Kerstin-Anja

The Restoration period in English history started in 1660 with the restoration of monarchy in England under Charles II (1660-85) and ended around 1710. During this time, society and culture were characterised by abundance, luxury and looseness, contrasting the more serious time of the Interregnum and the Civil War that shaped England between 1649 and 1660. In literature, this new levity was celebrated especially in the theatres which were re-opened again after a ban of 18 years during the Puritan rule. The most popular theatrical genre was the Restoration Comedy with its wittiness and playfulness.

In this course we are going to study typical motifs and concepts in Restoration Comedy. Over the course of the semester, we will use three exemplary plays:

- William Wycherley. *The Country Wife*. 1675. (recommended edition: New Mermaids, 2014)
- Aphra Behn. *The Rover*. 1677. (recommended edition: New Mermaids, 2012)
- William Congreve. *The Way of the World*. 1700. (recommended editions: New Mermaids, 2020)

Assessment/requirements:

Übung: short essay (c. 5 pages).

Seminar: 12-page research paper (or possibly oral examination).

050627: Sir Gawain and the Round Table — an Introduction to Arthurian Literature through the Lens of Sir Gawain

Fr 12:00 - 14:00

GABF 04/252

Bähner, Katherina

In this seminar we will explore the British world of Arthurian literature and its themes and topics through the tales of the famous knight of the round table: Sir Gawain. The seminar offers an introduction to the literature of the knights of the round table and their king, Arthur. We will work through a number of texts including the famous *Sir Gawain and the Green Knight* and the lesser known *The Wedding of Sir Gawain and Dame Ragnelle*. We will eventually work out Arthurian themes like chivalry and religion, questions of gender, and the mythical inclusion of magic and the 'otherworld'.

Assessment/requirements:

Übung: Thorough reading and preparation of primary and secondary texts (and other media) on a weekly basis; active participation in class; short presentation or assigned project (details and deadlines will be announced in class).

Seminar: Thorough reading and preparation of primary and secondary texts (and other media) on a weekly basis; active participation in class; term paper (ca. 12 pages; details and deadline will be announced in class).

Übungen

050633: Introduction to the Study of Drama

Di 14:00 - 16:00

GB 6/131

Weidle, Roland

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

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

In the course we will engage with two plays:

- William Shakespeare, *A Midsummer Night's Dream* (c. 1594)
- Samuel Beckett, *Waiting for Godot* (1953)

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

Assessment/requirements: regular and attentive (!) attendance; thorough preparation of course material; short presentation in class.

050634: Reading Shakespeare's "Julius Caesar"

Do 10:00 - 12:00

GABF 04/613

Weidle, Roland

The primary aim of this course is to engage in a thorough and close reading of *Julius Caesar*, which we will attempt on a scene-by-scene basis. We will start with the first scene and work our way through the play. Proceeding in this manner we shall not only look at some of the main themes and issues addressed in the play (e.g. politics, gender, rhetoric) but will also discuss questions of form, genre, staging and language.

Make sure to have read the play at least once by the first session! Secondary material will be made available. Make sure to obtain a scholarly, academic edition of the play for university use. I recommend the Arden edition (Third Series), ed. by David Daniell (London: Thompson Learning, 1998; repr. 2006). Do not use Shakespeare School editions!

Assessment/requirements: active participation; thorough preparation of the individual scenes and the secondary material; writing and compiling an outline and bibliography for a hypothetical term paper according to the guidelines discussed in class to be handed in by 31 March 2027.

Englische Literatur nach 1700

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050636: Metahistorical Novels

Fr 08:00 - 10:00

HGB 20

Niederhoff, Burkhard

Fr 8-10 (non-obligatory Zoom meetings, otherwise no fixed time)

In the last four or five decades, the historical novel has experienced a veritable renaissance, and it is still going strong, judging by the astounding success that Hilary Mantel scored with her three novels about the Tudor politician Thomas Cromwell, two of which won the prestigious Man Booker Prize in 2009 and 2012. I will begin my lecture with a discussion of Sir Walter Scott's *Waverley* (1814), the first historical novel, to point out the classical conventions of the genre as it was practised in the nineteenth century. Then I will take a leap to the late twentieth century and discuss such novels as John Fowles's *The French Lieutenant's Woman* (1969), Penelope Lively's *Moon Tiger* (1987), A. S. Byatt's *Possession* (1990) and Hilary Mantel's *Wolf Hall* (2009). These recent works have been referred to as *historiographic metafiction* or *metahistorical novels* because they combine their reconstructions of the past with a critical reflection on the problems inherent in such reconstructions: Can we know the past at all? To what extent do our present concerns colour the stories that we tell about the past? Is it possible to distinguish a factual story, e.g. a biography, from a fictional story? Students should be aware that the lecture will not be given in a lecture hall but recorded and made available online. BA students may consider taking this lecture in connection with the seminar "History Plays in the Twentieth Century".

Participants will have to read Penelope Lively's *Moon Tiger* and excerpts from other texts.

Assessment/requirements: there will be a choice between a written and an oral exam.

Seminare

050637: (De)-Extinction in the Cultural Imagination

Di 10:00 - 12:00

GB 6/131

Huber, Karoline

Science Fiction has been telling us for decades that bringing back extinct species from the dead is a bad idea. Nonetheless, companies like Colossal Biosciences have recently made headlines with their project to resurrect the woolly mammoth in order to mitigate climate change. In this seminar, we will learn about the history and cultural impact of so-called "de-extinction", both in real life and in fiction, and discover the dangerous potentialities of this cultural narrative. To this end, we will discuss science fiction classics starting with H.G. Wells' *The Island of Doctor Moreau* (1896) and the original *Jurassic Park* (1993) film as well as the contemporary texts *Ghost Species* (2020) by James Bradley and the novella *Tusks of Extinction* (2024) by Ray Nayler. To deepen our understanding of the concept of de-extinction, we will supplement our reading with philosophical texts by Thom van Dooren and Eric Katz.

Assessment/requirements:

Übung: (shorter) written exam.

Seminar: (longer) written exam.

050638: History Plays in the Twentieth Century

Di 16:00 - 18:00

GABF 04/413

Niederhoff, Burkhard

"The past is a foreign country: they do things differently there" (L. P. Hartley, *The Go-Between*, 1953). In this seminar, we will discuss three plays that are set in different foreign countries of this sort: Bernard Shaw's *Saint Joan* (1923), Caryl Churchill's *Vinegar Tom* (1976) and Tom Stoppard's *Arcadia* (1993). The remaining play or plays will be chosen at a later point. In our discussion of these plays, we will analyse how they reinterpret the historical record, which forms and techniques they use and what the exploration of the past means for the present in which they were first performed.

Students might consider taking this course in connection with the lecture on (meta)historical novels.

Required texts:

- Bernard Shaw, *Saint Joan* (Penguin Classics, ISBN: 978-0141921440)
- Tom Stoppard, *Arcadia* (Faber and Faber, ISBN: 978-0571169344)

All other texts will be made available in the Moodle course.

Assessment/requirements:

Übung: a short paper.

Seminar: research paper.

050639: Romantic and Victorian Poetry: A Survey

Di 12:00 - 14:00

GB 6/131

Ottlinger, Claudia

This seminar will provide a broad overview of two of the major periods of English poetry: Romanticism (1789-1832) and the Victorian era (1837-1901). The focus will be on key poems both representative of various genres (sonnet, ode etc.) and outstanding poets, such as Blake, Wordsworth, Coleridge, Shelley, Keats, Arnold, Rossetti, Hardy, Wilde and Dowson. After a thorough general introduction to the periods, all the poems selected for discussion will be subjected to in-depth analyses against the literary, historical and philosophical background. The overriding aim of this class is to improve students' skills in text analysis.

All the 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 plus term paper or longer end-of-term test.

Should work always come first? Is it a mere means to an end, or might it – under certain conditions – also be an end in itself? And why do many people hate it so much and would prefer its perceived Others – leisure/pleasure – to it any day? In this course, we will both sidestep and answer some of these questions by combining work and pleasure in the practice of heavy reading (about work and leisure). After familiarising ourselves with some general sociological concepts of work (from Marx, Weber, and Fordism to Post-Fordism, alternative lifestyles or production/exchange systems, and neoliberal ideology) and discussing some of the classic texts, themes, and ideas of what used to be called 'working-class fiction', we will look at the particular constructions of work in some selected texts from British/Irish literature. The focus will be on how these texts define, evaluate, contrast work and non-work; on whether and where they see positive or harmful effects on human subjectivity and co-existence, and if they attempt to propose alternatives or improvements to that which is.

These are the texts we will discuss (you will have to read at least three to gain credits):

- Robert Tressell, *The Ragged Trousered Philanthropists*;
- Walter Greenwood, *Love on the Dole*;
- George Orwell, *Down and Out in Paris and London*;
- Paul Murray, *The Mark and the Void*;
- Angela Hui, *Takeaway: Stories from a Childhood behind a Counter*;
- Sally Rooney, *Beautiful World, Where Are You*.

Assessment/requirements:

Übung: mid-term and end-of-term test.

Seminar: mid-term test and end-of-term written exam (*Hausarbeit* only for those who are in their fourth *Aufbauseminar* and still need a second term paper).

050641: The Great War in British Literature

Mi 12:00 - 14:00

GABF 04/252

Münderlein, Kerstin-Anja

More than 100 years ago, Europe sleepwalked into a nightmare that was to change not only the face of European landscape but also its societies profoundly. The First World War – or the Great War, as it is called in the UK – threw Europe into chaos and mayhem. Poets and authors, just like anybody else, reacted to this trauma and have been reacting to it ever since. More than a century on and with the benefit of hindsight, we take the chance to have a look at how the Great War was perceived by the people at home and in the trenches.

This course is concerned with English literature written during or shortly after the Great War as well as contemporary literature about it. We will analyse WWI poetry and narrative, including non-fiction newspaper articles and personal letters. The aim of this class is to trace the development in the perception of the Great War in literature since its outbreak until today. To do so, we will use works by Vera M. Brittain, Rupert Brooke, Ford Maddox Ford, and Siegfried Sassoon among others.

In preparation, please read:

- Rebecca West. *The Return of the Soldier*. 1918 (recommended edition: Virago Modern Classics, 2018)

A reader will be provided on the Moodle course.

Assessment/requirements:

Übung: (short) in-class exam.

Seminar: 12-page research paper (or possibly oral examination).

Übungen

050633: Introduction to the Study of Drama

Di 14:00 - 16:00

GB 6/131

Weidle, Roland

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

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

In the course we will engage with two plays:

- William Shakespeare, *A Midsummer Night's Dream* (c. 1594)
- Samuel Beckett, *Waiting for Godot* (1953)

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

Assessment/requirements: regular and attentive (!) attendance; thorough preparation of course material; short presentation in class.

050643: Reading Fiction

Do 08:00 - 10:00

GABF 04/613

Niederhoff, Burkhard

In this course, students will be able to exercise and improve their skills in the reading of fiction, concentrating on such standard aspects as plot, character, setting, time, point of view and narrator. The course will show that a sustained focus on each of these aspects allows a more profound and detailed understanding of a narrative text. We will study E. M. Forster's short novel *Where Angels Fear to Tread* and a number of short stories.

Required texts: E. M. Forster, *Where Angels Fear to Tread* (Penguin, ISBN: 978-0141441450); other texts will be made available in the Moodle course.

Assessment/requirements: written exam.

050644: 19th-Century British and American Crime Fiction

Di 08:00 - 10:00

GABF 04/614

Münderlein, Kerstin-Anja

Crime Fiction reaches large numbers of readers with heterogeneous interests. In other words, it provides something for everyone, yet in doing so it can either assert or scrutinise and thus re-negotiate gender and sexual normativity. As such, the genre itself is both assertive of perceived normativity and at the same time deviant from socially constructed roles and rules. A crime of any kind, after all, already provides a disruption of order and sets extraordinary events in motion. The exceptional situation a crime creates thus leaves room for all kinds of agents (for queerness or normativity) to revise order and normativity.

In this course, we are looking at the development of crime fiction in the 19th century in the US and the UK with a focus on the turn of the century. We will cover exemplary short stories from both sides of the Atlantic by (among others) E.A. Poe, A. Conan Doyle, and C.L. Pirakis (provided on the Moodle course). In addition, we will read the following novel:

- Anna Katharine Green. *The Leavenworth Case*. 1878. (available online on Archive.org, diverse editions)

Assessment/requirements: active participation; expert group moderating a session.

Britische Literatur

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050624: Shakespeare's Tragedies

Di 08:00 - 10:00

HGB 30

Weidle, Roland

In this lecture I will discuss those plays by Shakespeare which are commonly referred to as tragedies. Apart from sharing features such as (at least) one central protagonist who experiences a conflict and dies at the end, all these ten plays thematise issues and concerns not only of their own time but also many that are still relevant for us today. The plays engage with ideas about the order of the cosmos, the organization of society and family, the nature of authority and the self, as well as notions of desire, sexuality, gender, and racecraft. Apart from addressing how the tragedies negotiate some of these concerns, I will also touch upon some of the plays' most important formal and structural aspects (their early publication history, literary sources and genres, techniques of emplotment and characterisation, treatment of time and space, linguistic features).

I strongly advise students to obtain either the latest Arden editions of the single plays or the *Arden Complete Works*. The Powerpoint Presentations will be made available on Moodle.

Assessment/requirements: oral exam/interview at the end of term.

050636: Metahistorical Novels

Fr 08:00 - 10:00

HGB 20

Niederhoff, Burkhard

Fr 8-10 (non-obligatory Zoom meetings, otherwise no fixed time)

In the last four or five decades, the historical novel has experienced a veritable renaissance, and it is still going strong, judging by the astounding success that Hilary Mantel scored with her three novels about the Tudor politician Thomas Cromwell, two of which won the prestigious Man Booker Prize in 2009 and 2012. I will begin my lecture with a discussion of Sir Walter Scott's *Waverley* (1814), the first historical novel, to point out the classical conventions of the genre as it was practised in the nineteenth century. Then I will take a leap to the late twentieth century and discuss such novels as John Fowles's *The French Lieutenant's Woman* (1969), Penelope Lively's *Moon Tiger* (1987), A. S. Byatt's *Possession* (1990) and Hilary Mantel's *Wolf Hall* (2009). These recent works have been referred to as *historiographic metafiction* or *metahistorical novels* because they combine their reconstructions of the past with a critical reflection on the problems inherent in such reconstructions: Can we know the past at all? To what extent do our present concerns colour the stories that we tell about the past? Is it possible to distinguish a factual story, e.g. a biography, from a fictional story? Students should be aware that the lecture will not be given in a lecture hall but recorded and made available online. BA students may consider taking this lecture in connection with the seminar "History Plays in the Twentieth Century".

Participants will have to read Penelope Lively's *Moon Tiger* and excerpts from other texts.

Assessment/requirements: there will be a choice between a written and an oral exam.

Seminare

050625: Beowulf: Text and Contexts

Mo 12:00 - 14:00

GB 03/49

Majewski, Kerstin

Beowulf tells the story of the eponymous hero's fight against several monsters (including a dragon!); it immerses readers in a world of war, kinship, and adventure, masterly blending history, myth, and legend. This seminar is dedicated to *Beowulf* – the longest extant poem from early medieval England and the most important Anglo-Saxon literary relic, dating from a time before 1000. It introduces students to the Old English text and its contexts: engaging in depth with selected passages, students will be familiarised with the language and diction of Old English. In addition, findings from manuscript studies, runology, and archaeology will be integrated in the overall analysis.

Please borrow or buy **one** of the following two books:

- Tom Shippey (transl.), Leonard Neidorf (ed.). *Beowulf: Translation and Commentary*. Revised and expanded edition. Uppsala Books, 2024. [Available at RUB UB.]
- George Jack (ed.). *Beowulf: A Student Edition*. Reprinted ed. with corrections and revisions. Oxford University Press, 1994. [Available at RUB UB.]

No previous knowledge of Old English is required.

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; homework tasks.

Seminar: the above plus term paper (c. 12 pages; deadline: 22.3.2027) or oral exam (15–10 minutes; date: *tbd*).

050626: Restoration Comedy

Mo 16:00 - 18:00

GABF 04/614

Münderlein, Kerstin-Anja

The Restoration period in English history started in 1660 with the restoration of monarchy in England under Charles II (1660-85) and ended around 1710. During this time, society and culture were characterised by abundance, luxury and looseness, contrasting the more serious time of the Interregnum and the Civil War that shaped England between 1649 and 1660. In literature, this new levity was celebrated especially in the theatres which were re-opened again after a ban of 18 years during the Puritan rule. The most popular theatrical genre was the Restoration Comedy with its wittiness and playfulness.

In this course we are going to study typical motifs and concepts in Restoration Comedy. Over the course of the semester, we will use three exemplary plays:

- William Wycherley. *The Country Wife*. 1675. (recommended edition: New Mermaids, 2014)
- Aphra Behn. *The Rover*. 1677. (recommended edition: New Mermaids, 2012)
- William Congreve. *The Way of the World*. 1700. (recommended editions: New Mermaids, 2020)

Assessment/requirements:

Übung: short essay (c. 5 pages).

Seminar: 12-page research paper (or possibly oral examination).

50627: Sir Gawain and the Round Table — an Introduction to Arthurian Literature through the Lens of Sir Gawain

Fr 12:00 - 14:00

GABF 04/252

Bähner, Katherina

In this seminar we will explore the British world of Arthurian literature and its themes and topics through the tales of the famous knight of the round table: Sir Gawain. The seminar offers an introduction to the literature of the knights of the round table and their king, Arthur. We will work through a number of texts including the famous *Sir Gawain and the Green Knight* and the lesser known *The Wedding of Sir Gawain and Dame Ragnelle*. We will eventually work out Arthurian themes like chivalry and religion, questions of gender, and the mythical inclusion of magic and the 'otherworld'.

Assessment/requirements:

Übung: Thorough reading and preparation of primary and secondary texts (and other media) on a weekly basis; active participation in class; short presentation or assigned project (details and deadlines will be announced in class).

Seminar: Thorough reading and preparation of primary and secondary texts (and other media) on a weekly basis; active participation in class; term paper (ca. 12 pages; details and deadline will be announced in class).

050637: (De)-Extinction in the Cultural Imagination

Di 10:00 - 12:00

GB 6/131

Huber, Karoline

Science Fiction has been telling us for decades that bringing back extinct species from the dead is a bad idea. Nonetheless, companies like Colossal Biosciences have recently made headlines with their project to resurrect the woolly mammoth in order to mitigate climate change. In this seminar, we will learn about the history and cultural impact of so-called "de-extinction", both in real life and in fiction, and discover the dangerous potentialities of this cultural narrative. To this end, we will discuss science fiction classics starting with H.G. Wells' *The Island of Doctor Moreau* (1896) and the original *Jurassic Park* (1993) film as well as the contemporary texts *Ghost Species* (2020) by James Bradley and the novella *Tusks of Extinction* (2024) by Ray Nayler. To deepen our understanding of the concept of de-extinction, we will supplement our reading with philosophical texts by Thom van Dooren and Eric Katz.

Assessment/requirements:

Übung: (shorter) written exam.

Seminar: (longer) written exam.

050638: History Plays in the Twentieth Century

Di 16:00 - 18:00

GABF 04/413

Niederhoff, Burkhard

"The past is a foreign country: they do things differently there" (L. P. Hartley, *The Go-Between*, 1953). In this seminar, we will discuss three plays that are set in different foreign countries of this sort: Bernard Shaw's *Saint Joan* (1923), Caryl Churchill's *Vinegar Tom* (1976) and Tom Stoppard's *Arcadia* (1993). The remaining play or plays will be chosen at a later point. In our discussion of these plays, we will analyse how they reinterpret the historical record, which forms and techniques they use and what the exploration of the past means for the present in which they were first performed.

Students might consider taking this course in connection with the lecture on (meta)historical novels.

Required texts:

- Bernard Shaw, *Saint Joan* (Penguin Classics, ISBN: 978-0141921440)
- Tom Stoppard, *Arcadia* (Faber and Faber, ISBN: 978-0571169344)

All other texts will be made available in the Moodle course.

Assessment/requirements:

Übung: a short paper.

Seminar: research paper.

050639: Romantic and Victorian Poetry: A Survey

Di 12:00 - 14:00

GB 6/131

Ottlinger, Claudia

This seminar will provide a broad overview of two of the major periods of English poetry: Romanticism (1789-1832) and the Victorian era (1837-1901). The focus will be on key poems both representative of various genres (sonnet, ode etc.) and outstanding poets, such as Blake, Wordsworth, Coleridge, Shelley, Keats, Arnold, Rossetti, Hardy, Wilde and Dowson. After a thorough general introduction to the periods, all the poems selected for discussion will be subjected to in-depth analyses against the literary, historical and philosophical background. The overriding aim of this class is to improve students' skills in text analysis.

All the 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 plus term paper or longer end-of-term test.

050641: The Great War in British Literature

Mi 12:00 - 14:00

GABF 04/252

Münderlein, Kerstin-Anja

More than 100 years ago, Europe sleepwalked into a nightmare that was to change not only the face of European landscape but also its societies profoundly. The First World War – or the Great War, as it is called in the UK – threw Europe into chaos and mayhem. Poets and authors, just like anybody else, reacted to this trauma and have been reacting to it ever since. More than a century on and with the benefit of hindsight, we take the chance to have a look at how the Great War was perceived by the people at home and in the trenches.

This course is concerned with English literature written during or shortly after the Great War as well as contemporary literature about it. We will analyse WWI poetry and narrative, including non-fiction newspaper articles and personal letters. The aim of this class is to trace the development in the perception of the Great War in literature since its outbreak until today. To do so, we will use works by Vera M. Brittain, Rupert Brooke, Ford Maddox Ford, and Siegfried Sassoon among others.

In preparation, please read:

- Rebecca West. *The Return of the Soldier*. 1918 (recommended edition: Virago Modern Classics, 2018)

A reader will be provided on the Moodle course.

Assessment/requirements:

Übung: (short) in-class exam.

Seminar: 12-page research paper (or possibly oral examination).

Übungen

050633: Introduction to the Study of Drama

Di 14:00 - 16:00

GB 6/131

Weidle, Roland

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

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

In the course we will engage with two plays:

- William Shakespeare, *A Midsummer Night's Dream* (c. 1594)
- Samuel Beckett, *Waiting for Godot* (1953)

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

Assessment/requirements: regular and attentive (!) attendance; thorough preparation of course material; short presentation in class.

050634: Reading Shakespeare's "Julius Caesar"

Do 10:00 - 12:00

GABF 04/613

Weidle, Roland

The primary aim of this course is to engage in a thorough and close reading of *Julius Caesar*, which we will attempt on a scene-by-scene basis. We will start with the first scene and work our way through the play. Proceeding in this manner we shall not only look at some of the main themes and issues addressed in the play (e.g. politics, gender, rhetoric) but will also discuss questions of form, genre, staging and language.

Make sure to have read the play at least once by the first session! Secondary material will be made available. Make sure to obtain a scholarly, academic edition of the play for university use. I recommend the Arden edition (Third Series), ed. by David Daniell (London: Thompson Learning, 1998; repr. 2006). Do not use Shakespeare School editions!

Assessment/requirements: active participation; thorough preparation of the individual scenes and the secondary material; writing and compiling an outline and bibliography for a hypothetical term paper according to the guidelines discussed in class to be handed in by 31 March 2027.

050643: Reading Fiction

Do 08:00 - 10:00

GABF 04/613

Niederhoff, Burkhard

In this course, students will be able to exercise and improve their skills in the reading of fiction, concentrating on such standard aspects as plot, character, setting, time, point of view and narrator. The course will show that a sustained focus on each of these aspects allows a more profound and detailed understanding of a narrative text. We will study E. M. Forster's short novel *Where Angels Fear to Tread* and a number of short stories.

Required texts: E. M. Forster, *Where Angels Fear to Tread* (Penguin, ISBN: 978-0141441450); other texts will be made available in the Moodle course.

Assessment/requirements: written exam.

050644: 19th-Century British and American Crime Fiction

Di 08:00 - 10:00

GABF 04/614

Münderlein, Kerstin-Anja

Crime Fiction reaches large numbers of readers with heterogeneous interests. In other words, it provides something for everyone, yet in doing so it can either assert or scrutinise and thus re-negotiate gender and sexual normativity. As such, the genre itself is both assertive of perceived normativity and at the same time deviant from socially constructed roles and rules. A crime of any kind, after all, already provides a disruption of order and sets extraordinary events in motion. The exceptional situation a crime creates thus leaves room for all kinds of agents (for queerness or normativity) to revise order and normativity.

In this course, we are looking at the development of crime fiction in the 19th century in the US and the UK with a focus on the turn of the century. We will cover exemplary short stories from both sides of the Atlantic by (among others) E.A. Poe, A. Conan Doyle, and C.L. Pirakis (provided on the Moodle course). In addition, we will read the following novel:

- Anna Katharine Green. *The Leavenworth Case*. 1878. (available online on Archive.org, diverse editions)

Assessment/requirements: active participation; expert group moderating a session.

Amerikanische Literatur

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050646: North American Literature and Culture 1: Beginnings to Civil War

Do 12:00 - 14:00

HGB 20

Bieger, Laura

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

The aim of this course is to lay the foundation for the study of North American literature and culture and to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular reading, final exam.

Seminare

050637: (De)-Extinction in the Cultural Imagination

Di 10:00 - 12:00

GB 6/131

Huber, Karoline

Science Fiction has been telling us for decades that bringing back extinct species from the dead is a bad idea. Nonetheless, companies like Colossal Biosciences have recently made headlines with their project to resurrect the woolly mammoth in order to mitigate climate change. In this seminar, we will learn about the history and cultural impact of so-called "de-extinction", both in real life and in fiction, and discover the dangerous potentialities of this cultural narrative. To this end, we will discuss science fiction classics starting with H.G. Wells' *The Island of Doctor Moreau* (1896) and the original *Jurassic Park* (1993) film as well as the contemporary texts *Ghost Species* (2020) by James Bradley and the novella *Tusks of Extinction* (2024) by Ray Nayler. To deepen our understanding of the concept of de-extinction, we will supplement our reading with philosophical texts by Thom van Dooren and Eric Katz.

Assessment/requirements:

Übung: (shorter) written exam.

Seminar: (longer) written exam.

050647: The American Renaissance Revisited

Di 16:00 - 18:00

GABF 04/613

Flamand, Lee

IMPORTANT: The intro session for this course will be held online on October 13, 2026. Please already enroll yourselves on Moodle. Once enrolled, you may acquire the Zoom link on Moodle and/or via an email sent from eCampus by the instructor. In case you have trouble with enrollment, please contact the instructor directly: Lee.Flamand@ruhr-uni-bochum.de.

In his foundational book *The American Renaissance* (1941), F.O. Matthiessen argued that American literature came into its own distinctly *national* character in the years roughly between 1830 and 1861, with an especially productive period of “flowering” with the publication of a series of major works between the years of 1850 and 1855. In doing so, he helped to establish American Studies as an independent field of scholarly investigation. While Matthiessen focused primarily on a handful of notably male authors—Nathaniel Hawthorne, Herman Melville, Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman—scholars have since expanded the cast of canonical authors to include women such as Harriet Beecher Stowe and Emily Dickinson as well as African Americans such as Friedrich Douglass and Harriet Jacobs. In doing so, scholars writing in Matthiessen’s wake have also expanded his geographical purview from a regional parochialism centered largely around New England to a transnational lens focused around the greater North Atlantic, even as they have extended the temporal range of this period from as early as 1820 to as late as 1870. Since Matthiessen, writing on the brink of US entry into WWII, considered the American Renaissance to be not only a highwater mark of American literary achievement but also a project of democratic devotion, such revisions have tended to reconfirm rather than dismantle the idea of an American Renaissance as a distinctly fruitful and pluralistic period of US-American literary production.

This course will introduce students to several of the canonical texts which have come to be associated with the idea of the American Renaissance. We will also read a variety of critical texts penned both by Matthiessen himself as well as latter critics who sought to challenge and revise his assessment. Along the way we will consider not only the literary works through which scholars have charted the emergence, perpetuation, and revision of the idea of an American Renaissance, but also how the critical practices deployed by practitioners of American Studies have evolved alongside it.

Note: This course requires substantial reading and writing, and students are expected to devote many hours to the study of all assigned materials outside of class. They should also arrive ready to participate actively in class discussions and activities, including in-class writing assignments.

Assessment/requirements:

Übung: preparation, participation, and completion of several short written assignments (details in first session).

Seminar: the above PLUS 12-page *Hausarbeit* OR oral exam.

050648: The Puritans in American Literary and Cultural History

Mo 08:00 - 10:00

GB 03/49

Pitetti, Connor

The Puritans were a Protestant group committed to reforming the Church of England and combatting the influence of Catholicism. The Puritans fled persecution in England to settle in New England in the 17th century. Although small in number and never a dominant political force outside of colonial Massachusetts, the Puritans exerted a substantial influence on the development of American culture and continue to play a significant and complex symbolic role in the American national imagination today.

In this seminar, we will review the history of this pivotal group and read some of the literary texts produced by the Puritan community, including letters, histories, sermons, and poetry. We will also look at the complex legacy of Puritanism in later works of American fiction and drama.

Students who are interested in participating in the seminar will need copies of the following texts. The editions noted here are affordable paperback copies from Penguin Random House, but other editions of the texts are also acceptable.

- Nathaniel Hawthorne, *The Scarlett Letter* (ISBN 9780143107668)
- Arthur Miller, *The Crucible* (ISBN 9780142437339)

Assessment/requirements:

Übung: mini term paper (~3,000 words).

Seminar: term paper (~4,000 words) or oral exam (~20 minutes).

Übungen

050644: 19th-Century British and American Crime Fiction

Di 08:00 - 10:00

GABF 04/614

Münderlein, Kerstin-Anja

Crime Fiction reaches large numbers of readers with heterogeneous interests. In other words, it provides something for everyone, yet in doing so it can either assert or scrutinise and thus re-negotiate gender and sexual normativity. As such, the genre itself is both assertive of perceived normativity and at the same time deviant from socially constructed roles and rules. A crime of any kind, after all, already provides a disruption of order and sets extraordinary events in motion. The exceptional situation a crime creates thus leaves room for all kinds of agents (for queerness or normativity) to revise order and normativity.

In this course, we are looking at the development of crime fiction in the 19th century in the US and the UK with a focus on the turn of the century. We will cover exemplary short stories from both sides of the Atlantic by (among others) E.A. Poe, A. Conan Doyle, and C.L. Pirkis (provided on the Moodle course). In addition, we will read the following novel:

- Anna Katharine Green. *The Leavenworth Case*. 1878. (available online on Archive.org, diverse editions)

Assessment/requirements: active participation; expert group moderating a session.

050655: Analyzing America: Beginnings to Civil War

Do 16:00 - 18:00

GABF 04/413

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Beginnings to Civil War." Week by week it revisits the content of the lecture and discusses its reading, viewing and audio assignments. Although the courses can be taken independently, I recommend that students take both them if possible.

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.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular and prepared attendance, in-class essay.

Cultural Studies (GB)

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050657: Eighteenth-Century Culture

Di 14:00 - 16:00

HGB 10

Pankratz, Anette

In the eighteenth century, Britain went through a time of relative stability: most of the monarchs were called George and the political system ran more or less smoothly along party lines. Due to a series of successful wars, the country rose to a major European and world power. Britannia “ruled the waves” and dominated overseas trade. Architecture and literature supported Augustan splendour, symmetry and stability. At the end of the century, this stability was undermined: the take-off of the Industrial Revolution changed the lives of the people, and the Revolutions in North America and France challenged traditional ideas about politics and power. Neo-classicist symmetry was superseded by Gothic irregularity, the sublime and Romantic irrationality.

The lecture course aims at having a critical look at eighteenth-century Britain and the grand narrative of Augustan stability. By dealing with political and religious developments, literature, music and fashion – not to mention beef and gin – it intends to present the students with a multifaceted survey of eighteenth-century culture.

This will be an asynchronous online course, credited on a pass/fail basis. The Units will contain pre-recorded Power Point Presentations and quizzes that will be released weekly. In addition to this, there will be weekly non-obligatory live sessions dealing with the finer points of eighteenth-century culture, having a closer look at literary texts and generally offering space for creativity.

Assessment/requirements:

B.A.: passing all the quizzes.

M.A./M.Ed.: passing all the quizzes plus: either contribution in one live session or oral exam.

Seminare

050637: (De)-Extinction in the Cultural Imagination

Di 10:00 - 12:00

GB 6/131

Huber, Karoline

Science Fiction has been telling us for decades that bringing back extinct species from the dead is a bad idea. Nonetheless, companies like Colossal Biosciences have recently made headlines with their project to resurrect the woolly mammoth in order to mitigate climate change. In this seminar, we will learn about the history and cultural impact of so-called "de-extinction", both in real life and in fiction, and discover the dangerous potentialities of this cultural narrative. To this end, we will discuss science fiction classics starting with H.G. Wells' *The Island of Doctor Moreau* (1896) and the original *Jurassic Park* (1993) film as well as the contemporary texts *Ghost Species* (2020) by James Bradley and the novella *Tusks of Extinction* (2024) by Ray Nayler. To deepen our understanding of the concept of de-extinction, we will supplement our reading with philosophical texts by Thom van Dooren and Eric Katz.

Assessment/requirements:

Übung: (shorter) written exam.

Seminar: (longer) written exam.

050640: Stories of Work

Fr 10:00 - 12:00

GABF 04/413

Viol, Claus-Ulrich

Should work always come first? Is it a mere means to an end, or might it – under certain conditions – also be an end in itself? And why do many people hate it so much and would prefer its perceived Others – leisure/pleasure – to it any day? In this course, we will both sidestep and answer some of these questions by combining work and pleasure in the practice of heavy reading (about work and leisure). After familiarising ourselves with some general sociological concepts of work (from Marx, Weber, and Fordism to Post-Fordism, alternative lifestyles or production/exchange systems, and neoliberal ideology) and discussing some of the classic texts, themes, and ideas of what used to be called 'working-class fiction', we will look at the particular constructions of work in some selected texts from British/Irish literature. The focus will be on how these texts define, evaluate, contrast work and non-work; on whether and where they see positive or harmful effects on human subjectivity and co-existence, and if they attempt to propose alternatives or improvements to that which is.

These are the texts we will discuss (you will have to read at least three to gain credits):

- Robert Tressell, *The Ragged Trousered Philanthropists*;
- Walter Greenwood, *Love on the Dole*;
- George Orwell, *Down and Out in Paris and London*;

- Paul Murray, *The Mark and the Void*;
- Angela Hui, *Takeaway: Stories from a Childhood behind a Counter*;
- Sally Rooney, *Beautiful World, Where Are You*.

Assessment/requirements:

Übung: mid-term and end-of-term test.

Seminar: mid-term test and end-of-term written exam (*Hausarbeit* only for those who are in their fourth *Aufbauseminar* and still need a second term paper).

050659: Britishness: Constructing National Identities

Di 10:00 - 12:00

GB 03/49

Pankratz, Anette

Britain, Britain, Britain, this scept'red isle that arose out of the azure main. But how did it come about and what is it exactly? The seminar will have a closer look at the formation of British national identity in the eighteenth century, when the newly formed entity of "Great Britain" positioned itself against varying French Others. It will follow the different versions of "Britain" and Britishness over the centuries and end up with analysing recent discourses about who does or who does not belong to the country and why.

Students will get to know John Bull, beef and a bit of Brexit. They will be able to have an in-depth look at the "Imagined community" (Anderson) of Britain and hone their interpretive skills.

Assessment/requirements:

Übung: participation, preparation, expert group.

Seminar: the above plus seminar paper (*wissenschaftliche Hausarbeit*) or oral exam.

050660: Revisiting Greek Tragedy

Mi 12:00 - 14:00

GABF 04/613

Parigoridou, Christina

Classical Greek tragedies continue to be adapted across a wide range of media - be it novels, films, or plays. Clearly, they still speak to us in many ways, perhaps not least because they "utter universal truths," according to Aristotle. And indeed, themes of loss, love, friendship, family, revenge, or treason and a frequent centering of the marginalized and the ostracized are bound to catch a modern audience still today.

This seminar will revisit some of these ancient Greek tragedies through a contemporary lens to investigate in what ways they resonate with contemporary culture and in what ways modern adaptations reinterpret the classical material to address current social and political concerns. Alongside selected plays by Sophocles, Euripides, and Aeschylus, we will read and watch some of their contemporary versions on stage, in novels, and other media.

Participants are asked to get a copy of the following texts:

- Pat Barker, *The Women of Troy*. Penguin, 2022.
- Robert Icke, *Oedipus*. Nick Hern Books, 2025.

Assessment/requirements:

Übung: active participation, thorough preparation of the texts, and a research group project that you are to present in class.

Seminar: the above plus either a seminar paper (10-12 pages) or an oral exam.

050661: Youth Cultures and Youth Movements in the USA and Britain

Mo 14:00 - 16:00

GB 6/131

Beilmann, Andreas

From the beginnings of the 1950s the United States and the United Kingdom have seen the emergence, blossoming, changes, and decay of a multitude of social phenomena labelled by the terms youth culture and youth movements. They have impacted on America's and Britain's cultures and societies to a degree which still has to be assessed – as some ideas and ideologies, fashions and lifestyles are still alive in certain ways, while others seem to have become historical reminiscences.

In this *Seminar/Übung* we will choose a chronological and a comparative approach to the topic, starting with the Rock'n Roll and teenage rebellion era. Then we will have a close look at the 1960s and 70s focusing on the Hippies and the protest movements.

Rap and hip-hop are among the most influential innovations in youth culture and music at the start of the new millennium, so it is worthwhile to consider them in our discussion as well.

Youth culture can hardly be understood without referring to its historical contexts. Consequently, we will have to examine political, economic, and social preconditions that shaped the respective era. For the 50s this will be the Cold War, for the 60s and 70s the Vietnam War. What did these conflicts do to the USA and the UK and to what extent did they influence young people? These will be guiding questions. A number of fictional and non-fictional texts will be available at the start of the semester.

Assessment/requirements: attend regularly and be prepared in order to participate actively.

Übung: be ready to work on some written assignments and face a final test.

Seminar: attendance and participation are equally important. Apart from the written assignments there will be a term paper.

050662: Ecofeminism

Do 16:00 - 18:00

GABF 04/613

Marzinkowski, Sandra

Please check eCampus for further information.

Übungen

050664: Introduction to Film Analysis

Mi 14:00 - 16:00

GABF 04/614

Zucker, Matthias

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

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

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

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

050: Ken Loach

Blockseminar

t.b.a.

Berg, Sebastian

In this course we will discuss the work of one of Britain's most prominent and political film makers. Ken Loach directed social realist films (some call them kitchen-sink dramas) for more than six decades. The red thread running through his oeuvre is the depiction of working-class life. It includes, among many others, topics such as homelessness (*Cathy Come Home*), the destruction of working-class solidarity (*The Navigators*), welfare system failure (*I, Daniel Blake*), but also the potential tension between religion, love, and family loyalty (*Ae Fond Kiss*), or the Spanish Civil War and the Irish war of independence (*Bread and Roses*, *The Wind that Shakes the Barley*). Loach's work, however, also had its critics who problematise its didacticism and its romanticisation of working-class people or challenge his positions on, for example, socialism and anti-Zionism. A bloc course gives us ample opportunity to look into Loach's films, to come to terms with central concepts in film analysis and with the historical contexts into which his work intervenes.

Assessment/requirements: active participation, preparation and presentation of a (collective) research project.

Cultural Studies (USA)

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050646: North American Literature and Culture 1: Beginnings to Civil War

Do 12:00 - 14:00

HGB 20

Bieger, Laura

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

The aim of this course is to lay the foundation for the study of North American literature and culture and to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular reading, final exam.

Seminare

050637: (De)-Extinction in the Cultural Imagination

Di 10:00 - 12:00

GB 6/131

Huber, Karoline

Science Fiction has been telling us for decades that bringing back extinct species from the dead is a bad idea. Nonetheless, companies like Colossal Biosciences have recently made headlines with their project to resurrect the woolly mammoth in order to mitigate climate change. In this seminar, we will learn about the history and cultural impact of so-called "de-extinction", both in real life and in fiction, and discover the dangerous potentialities of this cultural narrative. To this end, we will discuss science fiction classics starting with H.G. Wells' *The Island of Doctor Moreau* (1896) and the original *Jurassic Park* (1993) film as well as the contemporary texts *Ghost Species* (2020) by James Bradley and the novella *Tusks of Extinction* (2024) by Ray Nayler. To deepen our understanding of the concept of de-extinction, we will supplement our reading with philosophical texts by Thom van Dooren and Eric Katz.

Assessment/requirements:

Übung: (shorter) written exam.

Seminar: (longer) written exam.

050648: The Puritans in American Literary and Cultural History

Mo 08:00 - 10:00

GB 03/49

Pitetti, Connor

The Puritans were a Protestant group committed to reforming the Church of England and combatting the influence of Catholicism. The Puritans fled persecution in England to settle in New England in the 17th century. Although small in number and never a dominant political force outside of colonial Massachusetts, the Puritans exerted a substantial influence on the development of American culture and continue to play a significant and complex symbolic role in the American national imagination today.

In this seminar, we will review the history of this pivotal group and read some of the literary texts produced by the Puritan community, including letters, histories, sermons, and poetry. We will also look at the complex legacy of Puritanism in later works of American fiction and drama.

Students who are interested in participating in the seminar will need copies of the following texts. The editions noted here are affordable paperback copies from Penguin Random House, but other editions of the texts are also acceptable.

- Nathaniel Hawthorne, *The Scarlett Letter* (ISBN 9780143107668)
- Arthur Miller, *The Crucible* (ISBN 9780142437339)

Assessment/requirements:

Übung: mini term paper (~3,000 words).

Seminar: term paper (~4,000 words) or oral exam (~20 minutes).

050661: Youth Cultures and Youth Movements in the USA and Britain

Mo 14:00 - 16:00

GB 6/131

Beilmann, Andreas

From the beginnings of the 1950s the United States and the United Kingdom have seen the emergence, blossoming, changes, and decay of a multitude of social phenomena labelled by the terms youth culture and youth movements. They have impacted on America's and Britain's cultures and societies to a degree which still has to be assessed – as some ideas and ideologies, fashions and lifestyles are still alive in certain ways, while others seem to have become historical reminiscences.

In this *Seminar/Übung* we will choose a chronological and a comparative approach to the topic, starting with the Rock'n Roll and teenage rebellion era. Then we will have a close look at the 1960s and 70s focusing on the Hippies and the protest movements.

Rap and hip-hop are among the most influential innovations in youth culture and music at the start of the new millennium, so it is worthwhile to consider them in our discussion as well.

Youth culture can hardly be understood without referring to its historical contexts. Consequently, we will have to examine political, economic, and social preconditions that shaped the respective era. For the 50s this will be the Cold War, for the 60s and 70s the Vietnam War. What did these conflicts do to the USA and the UK and to what extent did they influence young people? These will be guiding questions. A number of fictional and non-fictional texts will be available at the start of the semester.

Assessment/requirements: attend regularly and be prepared in order to participate actively.

Übung: be ready to work on some written assignments and face a final test.

Seminar: attendance and participation are equally important. Apart from the written assignments there will be a term paper.

050667: The Prison in American Cultural History

Mi 14:00 - 16:00

GABF 04/613

Flamand, Lee

IMPORTANT: The intro session for this course will be held online on October 14, 2026. Please already enroll yourselves on Moodle. Once enrolled, you may acquire the Zoom link on Moodle and/or via an email sent from eCampus by the instructor. In case you have trouble with enrollment, please contact the instructor directly: Lee.Flamand@ruhr-uni-bochum.de.

Born of homegrown reformist innovations and old-world moral philosophy, the prison is perhaps America's most far-reaching institutional export. Initially celebrated for curbing the excessive and spectacular brutalities of the pre-modern state upon its perceived enemies, its mission has always been hopelessly Utopian, aiming ostensibly for nothing less than the moral rebirth of the fallen Man. Contested since its inception by those worried at the harm of tampering with the mysteries of the human mind, it was conceived as a technology for reforming the human soul and disciplining the unruly body. However, its perverse conquest is now measured only in terms of bodies captured; today, the United States boasts one of the highest incarceration rates in the world, making it a global leader in imprisonment. Although its seeds were sown by the religious cultures of Northern Protestantism in the context of a budding commercial and industrial revolution, the prison has always had roots firmly planted in the US South as well, and especially in the blighted soil of Antebellum slavery. Minoritized populations such as African Americans, Latinos, and the poor remain subject to incarceration at rates disproportionate to their share of the larger population.

This course will explore the "perverse exceptionalism" of American incarceration through the cultural, social, and political histories which have generated, sustained, and critiqued the contemporary crisis of mass incarceration in the United States. It aims to provide a survey of texts in various media and forms, so sources will include an interdisciplinary mixture of historical, literary, filmic, ethnographic, and sociological sources.

Note: This course requires substantial reading and writing, and students are expected to devote many hours to the study of all assigned materials outside of class. They should also arrive ready to participate actively in class discussions and activities, including in-class writing assignments.

Assessment/requirements:

Übung: preparation, participation, and completion of several short written assignments (details in first session).

Seminar: the above PLUS 12-page *Hausarbeit* OR oral exam.

050668: Studying Popular Culture: Theory and Practice

Di 08:00 - 10:00

GB 03/49

Steinhoff, Heike

Wochentag/Uhrzeit: di. 8.30-10.00 (bis Dez.) & Blockseminartag (Fr. 29.01.2027 9:00-17:00)

This seminar introduces students to key theories and approaches in the study of American popular culture. Particular attention will be paid to the ways in which popular culture functions—as Stuart Hall famously argued—as a “terrain of struggle” on which social meanings, identities, and power relations are produced, negotiated and contested. Drawing on perspectives from Cultural Studies, American Studies, media studies, and related fields, the course explores how popular culture shapes and reflects questions of national identity, gender, race, class, sexuality, political ideology, and consumer culture.

In the first part of the semester, students engage with foundational theoretical texts and apply these approaches in joint analyses of a range of historical and contemporary examples. In the second part, students work collaboratively in small groups to develop their own research projects on a topic of their choice. Rather than giving conventional presentations, groups are encouraged to experiment with creative and practice-oriented formats such as podcasts, video essays, digital or interactive presentation formats.

The seminar concludes with a block seminar day in which students present and discuss their projects.

Assessment/requirements:

Übung: active participation and regular reading, collaborative research project, active participation in discussion and Q&A during the block seminar day.

Seminar: the above, plus in-class analytical essay and individual response paper on another group's project.

050669: The Lives of Things: Studies in Material Culture

Di 14:00 - 16:00

GABF 04/613

Zucker, Matthias

In 1997, Paul du Gay, Stuart Hall, Linda Janes, Anders Koed Madsen, Hugh Mackay, and Keith Negus published their seminal study *Doing Cultural Studies. The Story of the Sony Walkman*, initially intended as a textbook for college-level cultural studies instruction. It has become far more influential than this original intention suggested, introducing, among other things, the “circuit of culture” as an analytical framework to discuss not only general representation and its effect on the formation of identities, but also specifically physical objects (cf. the book’s focus: a portable cassette player) and the ways in which they form (sub-)cultural belonging. In this model, the *production*, *consumption*, and *regulation* of objects are as relevant as their *representation* and prescribed *identity* in determining the meanings that culture attributes to a thing that has no inherent meaning.

Despite this legacy, we tend to focus our attention in cultural studies on immaterial representation and narrative texts (literature, film, TV, social media, etc.); this class aims to provide an additional avenue for academic engagement in our field by returning to du Gay et al.’s original idea. We will thus establish cultural histories of material objects from a wide range of contexts – from the quotidian to collectors’ items – and analyze them just as we do any representation, i.e. with the goal of understanding how a culture works through the artifacts it produces.

Weekly reading materials will be made available in an accompanying Moodle course.

Assessment/requirements:

Übung: mandatory final test (quiz).

Seminar: the above plus choice of full written exam OR 12-15 page term paper OR oral exam (PO 2025 only).

Übungen

050655: Analyzing America: Beginnings to Civil War

Do 16:00 - 18:00

GABF 04/413

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Beginnings to Civil War." Week by week it revisits the content of the lecture and discusses its reading, viewing and audio assignments. Although the courses can be taken independently, I recommend that students take both them if possible.

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.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular and prepared attendance, in-class essay.

050664: Introduction to Film Analysis

Mi 14:00 - 16:00

GABF 04/614

Zucker, Matthias

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

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

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

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

Fachsprachen

Seminare

050685: Forms and Styles of Communication in Business

Mo 08:00 - 10:00

GB 03/46

Bachem, Karin

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 or term paper, active participation.

050686: Supply Chain Management

Mi 14:00 - 16:00

GABF 04/413

Mugenyi, Cliff

This course deals with the dynamics of procurement, operation and distribution strategies. Discover how to optimize efficiency, reduce costs, and enhance sustainability in supply chains. The course gives insights about essential business operations in a globalised economy.

Course material will be provided in class.

Assessment/requirements: term paper or exam, active participation.

050687: Strategies of Change Management in the Professional Context

Do 08:00 - 10:00

GABF 04/614

Bachem, Karin

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 or term paper or oral exam, active participation.

050688: Psychology in Business

Fr 08:00 - 10:00

GABF 04/614

Mugenyi, Cliff

This course explores the possibilities of unlocking the power of the human mind in the corporate world and how it affects decision-making, motivation, and organizational behaviour. Psychological methods are applied to enhance among others leadership, teamwork and customer relations.

Course material will be provided in class.

Assessment/requirements: term paper or exam, active participation.

Übungen

Business English I

050690A	Di 08:00 - 10:00	GB 03/46	Bachem, Karin
050690B	Di 12:00 - 14:00	GB 03/46	Mugenyi, Cliff
050690C	Do 14:00 - 16:00	GABF 04/614	Mugenyi, Cliff
050690D	Fr 12:00 - 14:00	GABF 04/613	Mugenyi, Cliff

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.

Business English II

050691A	Mo 10:00 - 12:00	GB 03/46	Bachem, Karin
050691B	Di 10:00 - 12:00	GB 03/46	Bachem, Karin
050691C	Do 12:00 - 14:00	GB 6/137	Mugenyi, Cliff
050691D	Fr 10:00 - 12:00	GABF 04/613	Mugenyi, Cliff

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.

Legal English

050692

Mi 12:00 - 14:00

GABF 04/614

Mugenyi, Cliff

This course will deal with topics in Legal English with a focus on contract law. The importance of Legal English as well as legal terminology and different legal case scenarios will be analysed and discussed in order to get a general overview in the field of laws and their application in real life.

Course material will be provided in class.

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

Technical English

050693

Do 10:00 - 12:00

GABF 04/614

Bachem, Karin

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

050695A: Communication AM

Di 08:00 - 10:00

GABF 04/613

Pitetti, Connor

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 novella "Benito Cereno," a classic piece of 19th-century American short fiction. This text and all other required readings will be provided in PDF form.

To receive credit for the class, you will write a "mini term paper" focused on the class topic—that is, a short paper that makes an analytical/interpretive argument about the topic based on original primary and secondary research. It will be up to you to decide how exactly you will engage with the topic in your paper, and I encourage you to be creative in this regard.

Assessment/requirements: active participation, short research paper (~3,000 words).

050695B: Communication AM – Qualitative Research (Forschendes Lernen)

Di 16:00 - 18:00

GABF 04/614

Berg, Sebastian

This Communication AM variant is designed to expose students to qualitative research around real-life issues, building towards their own research project. It will involve an introduction to the qualitative field and its theoretical background; use of discourse and conversational analysis (DA & CA); use of storytelling, life-writing, narratology; use of InterCultural (IC), phenomenological, ethnographic, case study and translational approaches. Emphasis will also be put on exploring media (e.g. sound, film, learning management systems), choosing between research methods (e.g. interviewing, archival work, translating) and incorporating ethics.

Assessment/requirements: continuous assessment & (group) presentation; together with either (short) term paper, or (shorter) term paper & portfolio, based on own research project.

050695C: Communication AM

Mi 12:00 - 14:00

GB 6/131

Müller, Torsten

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

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

050696A: Grammar AM

Di 08:00 - 10:00

GB 6/131

Ottlinger, Claudia

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.

050696B: Grammar AM

Do 08:00 - 10:00

GB 6/137

Minow, Verena

This course will build on what you have learned in Grammar BM and will focus on a selection of problem areas of English grammar, e.g. tense, aspect, subject-verb concord, prepositions, phrasal and prepositional verbs, clause structures. Participants are also welcome to identify grammar problems that they would like to see covered in the course.

Assessment/requirements: active participation, weekly exercises and a final written exam.

050697A: Translation AM

Di 10:00 - 12:00

GABF 04/252

Münderlein, Kerstin-Anja

Intermediate-level texts addressing the fields of everyday life, culture, and literature will be translated from German into English with a focus on recurring grammatical and terminological problems with a special focus being given to register, vocabulary and style. This class will also address the position of AI in contemporary translation practices. Texts will be made available on Moodle.

Assessment/requirements: active participation, written assignments and final test.

050697B: Translation AM

Di 14:00 - 16:00

GABF 04/614

Münderlein, Kerstin-Anja

Intermediate-level texts addressing the fields of everyday life, culture, and literature will be translated from German into English with a focus on recurring grammatical and terminological problems with a special focus being given to register, vocabulary and style. This class will also address the position of AI in contemporary translation practices. Texts will be made available on Moodle.

Assessment/requirements: active participation, written assignments and final test.

Business English I

050690A	Di 08:00 - 10:00	GB 03/46	Bachem, Karin
050690B	Di 12:00 - 14:00	GB 03/46	Mugenyi, Cliff
050690C	Do 14:00 - 16:00	GABF 04/614	Mugenyi, Cliff
050690D	Fr 12:00 - 14:00	GABF 04/613	Mugenyi, Cliff

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.

Business English II

050691A	Mo 10:00 - 12:00	GB 03/46	Bachem, Karin
050691B	Di 10:00 - 12:00	GB 03/46	Bachem, Karin
050691C	Do 12:00 - 14:00	GB 6/137	Mugenyi, Cliff
050691D	Fr 10:00 - 12:00	GABF 04/613	Mugenyi, Cliff

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.

Legal English

050692

Mi 12:00 - 14:00

GABF 04/614

Mugenyi, Cliff

This course will deal with topics in Legal English with a focus on contract law. The importance of Legal English as well as legal terminology and different legal case scenarios will be analysed and discussed in order to get a general overview in the field of laws and their application in real life.

Course material will be provided in class.

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

Technical English

050693

Do 10:00 - 12:00

GABF 04/614

Bachem, Karin

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.

M.A.-Veranstaltungen

Linguistik

Vorlesungen

050612: Sociolinguistics

Mo 12:00 - 14:00

HGB 10

Meierkord, Christiane

This series of lectures intends to present the major research questions, methods and results of sociolinguistics, the linguistic subdiscipline which focuses on the relation between language and society. The topics will include regional and social dialectology, a review of early correlation studies, code-switching and language contact, and third wave sociolinguistics. Particular attention will be paid to recent developments in the field of sociolinguistics, such as discussions of language contact in urban communities, identity construction, or approaches to language shift and change.

Assessment/requirements:

B.A.: written exam.

M.A./M.Ed.: written exam and additional independent reading of appr. 30 pages on one of the lecture topics.

Seminare

050702: Linguistic Aspects of Intercultural Communication

Mi 10:00 - 12:00

GABF 04/614

Meierkord, Christiane

Today, English is mainly used as a global lingua franca, for communication between individuals who speak diverse first languages and use English as a second or foreign language. They do not only have different language backgrounds but typically also come from various cultures.

This course looks at how culture and first language influence their Englishes. We will investigate modal verbs, intonation patterns, turn-taking conventions, address terms, gesture, speech acts, directness, politeness conventions and metaphors to see how their different uses impact intercultural communication.

Assessment/requirements:

Übung: regular active participation and reading, in-session contribution in a format of your choice.

Seminar: the above, plus an empirical term paper; please note that term papers will be due by the end of February 2027.

Examensmodul: active regular participation and reading, contributions to Moodle forums and online activities, 30-minute oral in-class exam.

050703: Metropolitan English (London and New York)

Fr 12:00 - 16:00

GABF 04/614

Meierkord, Christiane

Termine: 14.10.26, 10-12 (attending this session is obligatory)

13.11.26, 11.12.26, 15.01.27, 05.02.27; jeweils 12-16h,

plus e-learning: appr. 4 hours

London and New York are often perceived as the prime loci of British and American English. However, in both cities, English differs significantly from what linguists call general British or American English. At the same time, both cities have been sites of very influential sociolinguistic research.

This course approaches English in the two metropolitan areas as having been shaped by language contact and migration. We will discuss the sociolinguistic histories of the two cities as well as social and ethnic variation and familiarise ourselves with William Labov's and research on Multicultural London English.

Assessment/requirements:

Übung: regular active participation and reading, in-session contribution in a format of your choice.

Seminar: the above, plus an empirical term paper; please note that term papers will be due by the end of February 2027.

Examensmodul: active regular participation and reading, contributions to Moodle forums and online activities, 30-minute oral in-class exam.

Übungen

050705: Aspects of Language Change

Do 10:00 - 12:00

GB 6/137

Müller, Torsten

This class will focus on a number of specific cases of older or more recent language change in English, e.g. radical changes in the vowel system (such as the Great Vowel Shift or the Northern Cities Shift), changes in grammar (e.g. developments in tense, aspect and modality) and semantic change (from Old to Present-day English). You will be introduced to common pathways of change in all areas of language and some general principles driving these changes, such as grammaticalisation.

Assessment/requirements: active participation, homework, two written assignment.

Englische Literatur bis 1700

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050624: Shakespeare's Tragedies

Di 08:00 - 10:00

HGB 30

Weidle, Roland

In this lecture I will discuss those plays by Shakespeare which are commonly referred to as tragedies. Apart from sharing features such as (at least) one central protagonist who experiences a conflict and dies at the end, all these ten plays thematise issues and concerns not only of their own time but also many that are still relevant for us today. The plays engage with ideas about the order of the cosmos, the organization of society and family, the nature of authority and the self, as well as notions of desire, sexuality, gender, and racecraft. Apart from addressing how the tragedies negotiate some of these concerns, I will also touch upon some of the plays' most important formal and structural aspects (their early publication history, literary sources and genres, techniques of emplotment and characterisation, treatment of time and space, linguistic features).

I strongly advise students to obtain either the latest Arden editions of the single plays or the *Arden Complete Works*.

The Powerpoint Presentations will be made available on Moodle.

Assessment/requirements: oral exam/interview at the end of term.

Seminare

050707: Runes in Popular Media: Runology and Medievalism Studies

Di 12:00 - 14:00

GB 6/137

Majewski, Kerstin

Runes are the characters of the writing system that was used by different Germanic peoples from roughly the second to the fifteenth centuries across Northern Europe, including early medieval Britain. Runes have made a spectacular re-appearance as prominent symbols in different areas of popular culture, featuring in television series such as *Vikings* (2013–2020) and *The Last Kingdom* (2015–2022), in films like *Midsommar* (2019) and *The Green Knight* (2021), in digital games like *The Witcher* (2007–) and *Assassin's Creed Valhalla* (2020), in the music industry (e.g. Viking metal), on tattoos and in branding (cf. the Bluetooth logo). Since the publication of J. R. R. Tolkien's *The Hobbit* (1937) and *The Lord of the Rings* (1954–1955) runes and invented runic scripts (like Tolkien's *Cirth*) are a common feature of fantasy worlds – from Earthsea to Hogwarts. In this seminar we will uncover where, how, and why runes and rune-like signs appear in different popular media in the English-speaking world.

The seminar takes place in **collaboration** with Dr. Daniela Hahn's master seminar at the Institute of Scandinavian Philology at Ludwig-Maximilians-Universität München. In **four hybrid joint sessions** (20.10., 3.11., 17.11., and 1.12.) participants will be introduced to runology (i.e. the scientific discipline of the study of runes and runic writing) as well as to medievalism and reception studies. In the subsequent weeks, students will engage in individual research projects. In two more sessions (15.12., 12.1.), they can address questions and exchange ideas. Students will eventually present their findings at **a two-day workshop** scheduled for the end of January 2027.

Through the interdisciplinary collaboration between English and Scandinavian Studies we seek to answer the following questions: If medieval runes or rune-like symbols feature in literature and other media, *which* and especially *whose* Middle Ages are they referring back to? Which historical rune-row is used (or served as inspiration) – the Germanic Older *Fuþark*, the Old English *Futhorc* , or the Viking-Age Scandinavian *Fuþark* – and what does that imply?

What exactly do runic or rune-like symbols transport in what context – from myth-making and nationalistic claims to magical-esoteric narratives? What, overall, are the functions of runes in popular media?

(Since this is a collaborative seminar, the language of instruction in the joint hybrid sessions will be German. Papers and poster presentations should, however, be in English.)

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; willingness to work on an individual research project; presentation of a paper or poster at the workshop.
Seminar: the above plus term paper (c. 15 pages; deadline: 22.3.2027).

050708: Theories of the Comic and Laughter

Di 10:00 - 12:00

GB 6/137

Niederhoff, Burkhard

Why we laugh and what precisely it is that we laugh at are questions that have occupied philosophers, rhetoricians, literary scholars and psychologists since the times of Plato and Aristotle. In this course, we will discuss some of the answers given to these questions and check their validity against comic texts and films. Theorists to be studied will include some of the classic names (Aristotle, Hobbes, Freud, Bergson), but we will also look at more recent contributions from psychology and gender studies.

Required texts will be made available in the Moodle course.

Assessment/requirements:

Übung: oral exam.

Seminar: research paper.

050709: Shakespeare's Measure for Measure

Mo 10:00 - 12:00

GB 6/137

Weidle, Roland

Shakespeare's *Measure for Measure* is often referred to as a 'problem play', as it is considered problematic in terms of genre, but also when it comes to its themes and how it engages with them: characters are tricked into marriage as punishment or by employing 'bed-tricks', the lives of characters are bargained and toyed with, and a duke employs dubious practices to win back the respect of his people. By combining typical features of a comedy with the discussion of graver themes such as death, capital punishment, fornication, statecraft, and ethical values such as integrity, loyalty, and honesty, the play resembles other 'hybrid' plays in Shakespeare's canon like *All's Well That Ends Well*, *Troilus and Cressida*, and *The Merchant of Venice*.

On the occasion of the German Shakespeare Association's autumn conference on *Measure for Measure* on 6 and 7 November 2026 in Weimar, we will in this seminar combine in-depth discussions of some of its most important themes with a close reading and analysis of its most pertinent passages while at the same time considering the cultural, historical and literary contexts of early modern England.

I advise students to obtain the latest Arden edition of the play. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

050710: Shakespeare's Roman Tragedies

Mo 12:00 - 14:00

GB 6/131

Weidle, Roland

In this seminar we will focus on Shakespeare's three mature tragedies which are set in ancient Rome: *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus*. Each of them deals with different aspects of political life. While *Julius Caesar* places the main focus on the intricate relationships between loyalty, friendship, ambition, and political responsibility, *Antony and Cleopatra* explores the consequences resulting from putting pursuit of happiness and desire before state affairs. *Coriolanus*, the last Roman play Shakespeare wrote, offers an acute analysis of the mechanisms of politics and shows us why some people are better equipped for a life in politics than others. The idea of this course is to shed light on some of the most important themes and features of the plays while at the same time allowing time for close readings of key passages.

I advise students to obtain the latest Arden edition of the plays. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

Übungen

050712: Renaissance Sonneteering: Sidney, Spenser, Shakespeare

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

In this class we will engage in a close reading of love sonnets produced by the three most outstanding and influential poets of the Elizabethan Age, namely Sir Philip Sidney, Edmund Spenser and William Shakespeare. The aim is to gain a deeper understanding of the creative possibilities inherent in the form of the sonnet. Much attention will be given to the treatment of love and, in particular, the traditions and socio-cultural factors that determined and fostered the fashion of sonneteering.

Texts will be made available on Moodle.

Assessment/requirements: test in class.

Englische Literatur nach 1700

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050636: Metahistorical Novels

Fr 08:00 - 10:00

HGB 20

Niederhoff, Burkhard

Fr 8-10 (non-obligatory Zoom meetings, otherwise no fixed time)

In the last four or five decades, the historical novel has experienced a veritable renaissance, and it is still going strong, judging by the astounding success that Hilary Mantel scored with her three novels about the Tudor politician Thomas Cromwell, two of which won the prestigious Man Booker Prize in 2009 and 2012. I will begin my lecture with a discussion of Sir Walter Scott's *Waverley* (1814), the first historical novel, to point out the classical conventions of the genre as it was practised in the nineteenth century. Then I will take a leap to the late twentieth century and discuss such novels as John Fowles's *The French Lieutenant's Woman* (1969), Penelope Lively's *Moon Tiger* (1987), A. S. Byatt's *Possession* (1990) and Hilary Mantel's *Wolf Hall* (2009). These recent works have been referred to as *historiographic metafiction* or *metahistorical novels* because they combine their reconstructions of the past with a critical reflection on the problems inherent in such reconstructions: Can we know the past at all? To what extent do our present concerns colour the stories that we tell about the past? Is it possible to distinguish a factual story, e.g. a biography, from a fictional story? Students should be aware that the lecture will not be given in a lecture hall but recorded and made available online. BA students may consider taking this lecture in connection with the seminar "History Plays in the Twentieth Century".

Participants will have to read Penelope Lively's *Moon Tiger* and excerpts from other texts.

Assessment/requirements: there will be a choice between a written and an oral exam.

Seminare

050707: Runes in Popular Media: Runology and Medievalism Studies

Di 12:00 - 14:00

GB 6/137

Majewski, Kerstin

Runes are the characters of the writing system that was used by different Germanic peoples from roughly the second to the fifteenth centuries across Northern Europe, including early medieval Britain. Runes have made a spectacular re-appearance as prominent symbols in different areas of popular culture, featuring in television series such as *Vikings* (2013–2020) and *The Last Kingdom* (2015–2022), in films like *Midsommar* (2019) and *The Green Knight* (2021), in digital games like *The Witcher* (2007–) and *Assassin's Creed Valhalla* (2020), in the music industry (e.g. Viking metal), on tattoos and in branding (cf. the Bluetooth logo). Since the publication of J. R. R. Tolkien's *The Hobbit* (1937) and *The Lord of the Rings* (1954–1955) runes and invented runic scripts (like Tolkien's *Cirth*) are a common feature of fantasy worlds – from Earthsea to Hogwarts. In this seminar we will uncover where, how, and why runes and rune-like signs appear in different popular media in the English-speaking world.

The seminar takes place in **collaboration** with Dr. Daniela Hahn's master seminar at the Institute of Scandinavian Philology at Ludwig-Maximilians-Universität München. In **four hybrid joint sessions** (20.10., 3.11., 17.11., and 1.12.) participants will be introduced to runology (i.e. the scientific discipline of the study of runes and runic writing) as well as to medievalism and reception studies. In the subsequent weeks, students will engage in individual research projects. In two more sessions (15.12., 12.1.), they can address questions and exchange ideas. Students will eventually present their findings at **a two-day workshop** scheduled for the end of January 2027.

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What exactly do runic or rune-like symbols transport in what context – from myth-making and nationalistic claims to magical-esoteric narratives? What, overall, are the functions of runes in popular media?

(Since this is a collaborative seminar, the language of instruction in the joint hybrid sessions will be German. Papers and poster presentations should, however, be in English.)

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; willingness to work on an individual research project; presentation of a paper or poster at the workshop.

Seminar: the above plus term paper (c. 15 pages; deadline: 22.3.2027).

050708: Theories of the Comic and Laughter

Di 10:00 - 12:00

GB 6/137

Niederhoff, Burkhard

Why we laugh and what precisely it is that we laugh at are questions that have occupied philosophers, rhetoricians, literary scholars and psychologists since the times of Plato and Aristotle. In this course, we will discuss some of the answers given to these questions and check their validity against comic texts and films. Theorists to be studied will include some of the classic names (Aristotle, Hobbes, Freud, Bergson), but we will also look at more recent contributions from psychology and gender studies.

Required texts will be made available in the Moodle course.

Assessment/requirements:

Übung: oral exam.

Seminar: research paper.

050713: William Wordsworth and the Traditions of English Poetry

Do 10:00 - 12:00

GABF 04/252

Niederhoff, Burkhard

William Wordsworth (1770-1850) has had an enormous impact on English literature and culture. He forged a new poetic idiom, which may not quite be the "language really used by men" as he claimed, but which is still significantly different from the "poetic diction" of his 18th-century predecessors. Wordsworth also invented, along with other writers of his time, the way in which we think and feel about nature. In the seminar, we will work our way through a selection from Wordsworth's poems to get a sense of his style, his themes and his ideas. In addition to this, we will also compare his poems with those by his 18th-century predecessors, his Romantic contemporaries, and by later poets in order to recognise his pivotal position in the history of English poetry and culture.

Required text: William Wordsworth, *The Major Works*, ed. Stephen Gill (Oxford: OUP, 2008). A few additional texts will be made available in the Moodle course.

Assessment/requirements:

Übung: short paper.

Seminar: research paper.

Übungen

050715: Reading Modernist Short Stories

Di 14:00 - 16:00

GB 6/137

Klawitter, Uwe

In this class we will read well-known modernist short stories (see list below). Paying particular attention to aspects of narrative technique, we will explore how prominent modernist writers developed the genre to address central concerns of their time.

- James Joyce:
 - "Eveline"
 - "Two Gallants"
 - "A Little Cloud"
 - "Clay"
 - "A Painful Case"
- Virginia Woolf:
 - "Kew Gardens"
 - "The Mark on the Wall"
 - "The Lady in the Looking-Glass: A Reflection"
- Katherine Mansfield:
 - "Bliss"
 - "The Daughters of the Late Colonel"
 - "The Garden Party"
 - "Miss Brill"

Texts will be made available on Moodle.

Assessment/requirements: test in class.

Britische Literatur

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050624: Shakespeare's Tragedies

Di 08:00 - 10:00

HGB 30

Weidle, Roland

In this lecture I will discuss those plays by Shakespeare which are commonly referred to as tragedies. Apart from sharing features such as (at least) one central protagonist who experiences a conflict and dies at the end, all these ten plays thematise issues and concerns not only of their own time but also many that are still relevant for us today. The plays engage with ideas about the order of the cosmos, the organization of society and family, the nature of authority and the self, as well as notions of desire, sexuality, gender, and racecraft. Apart from addressing how the tragedies negotiate some of these concerns, I will also touch upon some of the plays' most important formal and structural aspects (their early publication history, literary sources and genres, techniques of emplotment and characterisation, treatment of time and space, linguistic features).

I strongly advise students to obtain either the latest Arden editions of the single plays or the *Arden Complete Works*.

The Powerpoint Presentations will be made available on Moodle.

Assessment/requirements: oral exam/interview at the end of term.

050636: Metahistorical Novels

Fr 08:00 - 10:00

HGB 20

Niederhoff, Burkhard

Fr 8-10 (non-obligatory Zoom meetings, otherwise no fixed time)

In the last four or five decades, the historical novel has experienced a veritable renaissance, and it is still going strong, judging by the astounding success that Hilary Mantel scored with her three novels about the Tudor politician Thomas Cromwell, two of which won the prestigious Man Booker Prize in 2009 and 2012. I will begin my lecture with a discussion of Sir Walter Scott's *Waverley* (1814), the first historical novel, to point out the classical conventions of the genre as it was practised in the nineteenth century. Then I will take a leap to the late twentieth century and discuss such novels as John Fowles's *The French Lieutenant's Woman* (1969), Penelope Lively's *Moon Tiger* (1987), A. S. Byatt's *Possession* (1990) and Hilary Mantel's *Wolf Hall* (2009). These recent works have been referred to as *historiographic metafiction* or *metahistorical novels* because they combine their reconstructions of the past with a critical reflection on the problems inherent in such reconstructions: Can we know the past at all? To what extent do our present concerns colour the stories that we tell about the past? Is it possible to distinguish a factual story, e.g. a biography, from a fictional story? Students should be aware that the lecture will not be given in a lecture hall but recorded and made available online. BA students may consider taking this lecture in connection with the seminar "History Plays in the Twentieth Century".

Participants will have to read Penelope Lively's *Moon Tiger* and excerpts from other texts.

Assessment/requirements: there will be a choice between a written and an oral exam.

Seminare

050707: Runes in Popular Media: Runology and Medievalism Studies

Di 12:00 - 14:00

GB 6/137

Majewski, Kerstin

Runes are the characters of the writing system that was used by different Germanic peoples from roughly the second to the fifteenth centuries across Northern Europe, including early medieval Britain. Runes have made a spectacular re-appearance as prominent symbols in different areas of popular culture, featuring in television series such as *Vikings* (2013–2020) and *The Last Kingdom* (2015–2022), in films like *Midsommar* (2019) and *The Green Knight* (2021), in digital games like *The Witcher* (2007–) and *Assassin's Creed Valhalla* (2020), in the music industry (e.g. Viking metal), on tattoos and in branding (cf. the Bluetooth logo). Since the publication of J. R. R. Tolkien's *The Hobbit* (1937) and *The Lord of the Rings* (1954–1955) runes and invented runic scripts (like Tolkien's *Cirth*) are a common feature of fantasy worlds – from Earthsea to Hogwarts. In this seminar we will uncover where, how, and why runes and rune-like signs appear in different popular media in the English-speaking world.

The seminar takes place in **collaboration** with Dr. Daniela Hahn's master seminar at the Institute of Scandinavian Philology at Ludwig-Maximilians-Universität München. In **four hybrid joint sessions** (20.10., 3.11., 17.11., and 1.12.) participants will be introduced to runology (i.e. the scientific discipline of the study of runes and runic writing) as well as to medievalism and reception studies. In the subsequent weeks, students will engage in individual research projects. In two more sessions (15.12., 12.1.), they can address questions and exchange ideas. Students will eventually present their findings at **a two-day workshop** scheduled for the end of January 2027.

Through the interdisciplinary collaboration between English and Scandinavian Studies we seek to answer the following questions: If medieval runes or rune-like symbols feature in literature and other media, *which* and especially *whose* Middle Ages are they referring back to? Which historical rune-row is used (or served as inspiration) – the Germanic Older *Futhorc*, the Old English *Futhorc*, or the Viking-Age Scandinavian *Futhorc* – and what does that imply?

What exactly do runic or rune-like symbols transport in what context – from myth-making and nationalistic claims to magical-esoteric narratives? What, overall, are the functions of runes in popular media?

(Since this is a collaborative seminar, the language of instruction in the joint hybrid sessions will be German. Papers and poster presentations should, however, be in English.)

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; willingness to work on an individual research project; presentation of a paper or poster at the workshop.

Seminar: the above plus term paper (c. 15 pages; deadline: 22.3.2027).

050708: Theories of the Comic and Laughter

Di 10:00 - 12:00

GB 6/137

Niederhoff, Burkhard

Why we laugh and what precisely it is that we laugh at are questions that have occupied philosophers, rhetoricians, literary scholars and psychologists since the times of Plato and Aristotle. In this course, we will discuss some of the answers given to these questions and check their validity against comic texts and films. Theorists to be studied will include some of the classic names (Aristotle, Hobbes, Freud, Bergson), but we will also look at more recent contributions from psychology and gender studies.

Required texts will be made available in the Moodle course.

Assessment/requirements:

Übung: oral exam.

Seminar: research paper.

050709: Shakespeare's Measure for Measure

Mo 10:00 - 12:00

GB 6/137

Weidle, Roland

Shakespeare's *Measure for Measure* is often referred to as a 'problem play', as it is considered problematic in terms of genre, but also when it comes to its themes and how it engages with them: characters are tricked into marriage as punishment or by employing 'bed-tricks', the lives of characters are bargained and toyed with, and a duke employs dubious practices to win back the respect of his people. By combining typical features of a comedy with the discussion of graver themes such as death, capital punishment, fornication, statecraft, and ethical values such as integrity, loyalty, and honesty, the play resembles other 'hybrid' plays in Shakespeare's canon like *All's Well That Ends Well*, *Troilus and Cressida*, and *The Merchant of Venice*.

On the occasion of the German Shakespeare Association's autumn conference on *Measure for Measure* on 6 and 7 November 2026 in Weimar, we will in this seminar combine in-depth discussions of some of its most important themes with a close reading and analysis of its most pertinent passages while at the same time considering the cultural, historical and literary contexts of early modern England.

I advise students to obtain the latest Arden edition of the play. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

050710: Shakespeare's Roman Tragedies

Mo 12:00 - 14:00

GB 6/131

Weidle, Roland

In this seminar we will focus on Shakespeare's three mature tragedies which are set in ancient Rome: *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus*. Each of them deals with different aspects of political life. While *Julius Caesar* places the main focus on the intricate relationships between loyalty, friendship, ambition, and political responsibility, *Antony and Cleopatra* explores the consequences resulting from putting pursuit of happiness and desire before state affairs. *Coriolanus*, the last Roman play Shakespeare wrote, offers an acute analysis of the mechanisms of politics and shows us why some people are better equipped for a life in politics than others. The idea of this course is to shed light on some of the most important themes and features of the plays while at the same time allowing time for close readings of key passages.

I advise students to obtain the latest Arden edition of the plays. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

050713: William Wordsworth and the Traditions of English Poetry

Do 10:00 - 12:00

GABF 04/252

Niederhoff, Burkhard

William Wordsworth (1770-1850) has had an enormous impact on English literature and culture. He forged a new poetic idiom, which may not quite be the "language really used by men" as he claimed, but which is still significantly different from the "poetic diction" of his 18th-century predecessors. Wordsworth also invented, along with other writers of his time, the way in which we think and feel about nature. In the seminar, we will work our way through a selection from Wordsworth's poems to get a sense of his style, his themes and his ideas. In addition to this, we will also compare his poems with those by his 18th-century predecessors, his Romantic contemporaries, and by later poets in order to recognise his pivotal position in the history of English poetry and culture.

Required text: William Wordsworth, *The Major Works*, ed. Stephen Gill (Oxford: OUP, 2008). A few additional texts will be made available in the Moodle course.

Assessment/requirements:

Übung: short paper.

Seminar: research paper.

Übungen

050712: Renaissance Sonneteering: Sidney, Spenser, Shakespeare

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

In this class we will engage in a close reading of love sonnets produced by the three most outstanding and influential poets of the Elizabethan Age, namely Sir Philip Sidney, Edmund Spenser and William Shakespeare. The aim is to gain a deeper understanding of the creative possibilities inherent in the form of the sonnet. Much attention will be given to the treatment of love and, in particular, the traditions and socio-cultural factors that determined and fostered the fashion of sonneteering.

Texts will be made available on Moodle.

Assessment/requirements: test in class.

050715: Reading Modernist Short Stories

Di 14:00 - 16:00

GB 6/137

Klawitter, Uwe

In this class we will read well-known modernist short stories (see list below). Paying particular attention to aspects of narrative technique, we will explore how prominent modernist writers developed the genre to address central concerns of their time.

- James Joyce:
 - "Eveline"
 - "Two Gallants"
 - "A Little Cloud"
 - "Clay"
 - "A Painful Case"
- Virginia Woolf:
 - "Kew Gardens"
 - "The Mark on the Wall"
 - "The Lady in the Looking-Glass: A Reflection"
- Katherine Mansfield:
 - "Bliss"
 - "The Daughters of the Late Colonel"
 - "The Garden Party"
 - "Miss Brill"

Texts will be made available on Moodle.

Assessment/requirements: test in class.

Amerikanische Literatur

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050646: North American Literature and Culture 1: Beginnings to Civil War

Do 12:00 - 14:00

HGB 20

Bieger, Laura

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

The aim of this course is to lay the foundation for the study of North American literature and culture and to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular reading, final exam.

Seminare

050721: The Politics and Poetics of Landscape: Instances in a History of Visualizing, Fantasizing, and Appropriating the American Continent

Do 10:00 - 12:00

GABF 04/253

Bieger, Laura

"In the summer of 1842, a young explorer stood on the top of a mountain in what is now Wyoming and tried to describe what he saw. His experiences had given him no precedent for the dazzling view that stretched before him. The shifting of the earth's crust and eons of wind and water had shaped the land in forms he had never encountered. As the young man gazed over the barren windswept peaks, he recognized their beauty, but he struggled to find words to express the appearance of the scenery" (Hyde, *The Far West*, 1). The young man described here is the explorer John Charles Frémont, and his initial struggle to come to terms with the western landscape is in many ways paradigmatic for the larger story of making the American continent both imaginable and accessible. Explorers not only created routes of access into previously unknown terrain; they took along painters and photographers who illustrated their reports and translated their findings into transportable and consumable images. Later, railroad companies hired painters to promote their travel routes and destinations, national parks turned some of these landscapes into icons of national recreation. And today, collective fantasies of navigating, accessing and conquering space manifest themselves in phenomena such as the Grand Canyon Skywalk.

In this course we want to track the lines of this development, visit some of its paradigmatic sites, and investigate the close relation of visualizing and appropriating the North American continent. We will look at exploration and travel reports, landscape painting and photography, literary and cinematic landscapes, landscape tourism, land art projects and ask what kinds of images and places they created. Two basic ideas will guide us through the seminar: the *politics* of landscape, that is: landscape as a material site which is always tied to and regulated by questions of access and appropriation; and the *poetics* of landscape, that is: landscape as a creative practice which is intricately tied to processes of perception and imagination.

Assessment/requirements:

Übung: regular and prepared attendance, participation in an expert group, submission of expert notes.

Seminar: regular and prepared attendance, participation in an expert group, term paper (15 pages) or oral exam.

050722: American Women's Writing

Di 10:00 - 12:00

GABF 04/253

Steinhoff, Heike

This seminar explores selected key texts of American women's writing from the eighteenth century to the present. Drawing on approaches from feminist theory, literary studies, cultural studies, and American Studies, it examines writing by American women authors as a shifting field of cultural production shaped by historical, social, and aesthetic contexts.

As we read and analyze texts across different historical periods and genres, including novels, short fiction, essays, theoretical manifestos, life writing, and digital forms, the course explores how these texts engage questions of gender and authorship as well as intersecting structures of power, including race, class, sexuality, and disability. The seminar places these texts within broader debates about canon formation, intersectionality, and cultural authority.

In the seminar, students are expected to engage closely with the primary texts and theoretical readings.

Assessment/requirements:

Übung: short written assignments/reading journal.

Seminar: the above, plus final term paper or oral exam.

Übungen

050655: Analyzing America: Beginnings to Civil War

Do 16:00 - 18:00

GABF 04/413

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Beginnings to Civil War." Week by week it revisits the content of the lecture and discusses its reading, viewing and audio assignments. Although the courses can be taken independently, I recommend that students take both them if possible.

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.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular and prepared attendance, in-class essay.

Cultural Studies (GB)

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050657: Eighteenth-Century Culture

Di 14:00 - 16:00

HGB 10

Pankratz, Anette

In the eighteenth century, Britain went through a time of relative stability: most of the monarchs were called George and the political system ran more or less smoothly along party lines. Due to a series of successful wars, the country rose to a major European and world power. Britannia “ruled the waves” and dominated overseas trade. Architecture and literature supported Augustan splendour, symmetry and stability. At the end of the century, this stability was undermined: the take-off of the Industrial Revolution changed the lives of the people, and the Revolutions in North America and France challenged traditional ideas about politics and power. Neo-classicist symmetry was superseded by Gothic irregularity, the sublime and Romantic irrationality.

The lecture course aims at having a critical look at eighteenth-century Britain and the grand narrative of Augustan stability. By dealing with political and religious developments, literature, music and fashion – not to mention beef and gin – it intends to present the students with a multifaceted survey of eighteenth-century culture.

This will be an asynchronous online course, credited on a pass/fail basis. The Units will contain pre-recorded Power Point Presentations and quizzes that will be released weekly. In addition to this, there will be weekly non-obligatory live sessions dealing with the finer points of eighteenth-century culture, having a closer look at literary texts and generally offering space for creativity.

Assessment/requirements:

B.A.: passing all the quizzes.

M.A./M.Ed.: passing all the quizzes plus: either contribution in one live session or oral exam.

Seminare

050708: Theories of the Comic and Laughter

Di 10:00 - 12:00

GB 6/137

Niederhoff, Burkhard

Why we laugh and what precisely it is that we laugh at are questions that have occupied philosophers, rhetoricians, literary scholars and psychologists since the times of Plato and Aristotle. In this course, we will discuss some of the answers given to these questions and check their validity against comic texts and films. Theorists to be studied will include some of the classic names (Aristotle, Hobbes, Freud, Bergson), but we will also look at more recent contributions from psychology and gender studies.

Required texts will be made available in the Moodle course.

Assessment/requirements:

Übung: oral exam.

Seminar: research paper.

050731: Censorship

Mo 14:00 - 16:00

GABF 04/614

Pankratz, Anette

Contemporary Britain is free of official censorship, „the action of preventing part or the whole of a book, film, work of art, document, or other kind of communication from being seen or made available to the public, because it is considered to be offensive or harmful, or because it contains information that someone wishes to keep secret, often for political reasons“ (Cambridge Dictionary). It was different in the past, though. Especially the theatre was seen as a dangerous institution that needs to be tightly controlled. Hence, until 1968, the Lord Chamberlain had the authority to censor plays, i.e. to demand that passages are cut or to forbid whole performances. The seminar will have a closer look at instances of censorship from the Restoration until the twentieth century. Students will get to know the legal, religious and moral discussions about the system of censorship and analyse some infamous cases from *The Golden Rump* and *Lady Chatterley's Lover* to *Early Morning*.

Assessment/requirements:

Übung: participation, preparation, expert group.

Seminar: the above plus seminar paper (*wissenschaftliche Hausarbeit*).

050732: Thrillers, Spies and James Bond

Mo 12:00 - 14:00

GB 6/137

Pankratz, Anette

While the apparatus of the Bond franchise is gradually getting ready for Bond film 26, it might be time to assess the Bond-story so far. How did the protagonist of the novels of a mildly unknown author turn into a multi-million business and one of the central heroes of the Western world? How did Bond develop since his beginnings in Ian Fleming's *Casino Royale* (1953)? Which impact did he have? The seminar will analyse novels and films in their sociopolitical, literary and medial contexts and try to reconstruct the development of the "Bond formula". Students are kindly asked to get copies of the following books:

- Ian Fleming, *Casino Royale* (unexpurgated version)
- Ian Fleming, *Goldfinger* (unexpurgated version)

Assessment/requirements:

Übung: participation, preparation, expert group.

Seminar: the above plus seminar paper (*wissenschaftliche Hausarbeit*).

Übungen

050737: Pacifism and Anti-War Protest

Do 12:00 - 14:00

GB 6/131

Berg, Sebastian

British society has a strong tradition of pacifism which on many occasions produced impressive movements against war and nuclear weapons. In a conjuncture of increasing global conflict (and of debates about the re-introduction of conscription), I would like to invite you to analyse and discuss examples and strands of pacifist thought and activism in the UK. These include religious groups like the *Society of Friends* (better known as *Quakers*), politicians resigning from leading positions because of their beliefs like George Lansbury, a former *Labor Party* leader, writers like Aldous Huxley, feminist activists like Vera Brittain, philosophers like Bertrand Russell, historians like E.P. Thompson, and less famous activists who protested by different means (in the *Peace Pledge Union*, in the *Campaign for Nuclear Disarmament*, at the *Greenham Common* military base, or in the *Stop the War Coalition*). We will compare and evaluate pacifist arguments, study the historical context in which they were formulated, ask why the voices and movements were not more successful (which does not mean that they were not successful at all), and discuss whether pacifism is outmoded or has to teach us something today.

Assessment/requirements: active participation, preparation and presentation of a (collective) research project.

Cultural Studies (USA)

Vorlesungen

050431: Lesen - Schreiben - Zählen - Prompten: Kulturtechniken des (Text-)Wissens von gestern bis heute

Mi 10:00 - 12:00

HGB 30

Lechtermann, Christina; Bieger, Laura

Texte werden gelesen und geschrieben, kopiert und kommentiert, gezählt und klassifiziert, gesucht und gefunden, verwaltet, vermittelt, zitiert und verlegt. Wie man mit Texten umgeht, ist nie neutral – es entscheidet darüber, was überhaupt als Text gilt, was an ihm zählt, wer ihn zu handhaben versteht, wo er aufbewahrt wird, wie lange er gilt und wann er vergessen werden darf. Wer liest, schreibt, zählt oder promptet, bewegt sich in Infrastrukturen, Medien, Techniken, Diskursen und Ordnungen des Textwissens.

Die Ringvorlesung fragt nach den Praktiken des Textwissens in *longue durée* – und nimmt dabei einen erweiterten Textbegriff zum Ausgangspunkt, der handschriftliche Codices ebenso einschließt wie Drucke, Datenbanken und digitale Sprachmodelle. Beiträge aus Philologie, Medien- und Theaterwissenschaft, Wissenschaftsgeschichte, DH und angrenzenden Feldern erkunden diese Fragen aus je eigener Perspektive und im Dialog miteinander.

Die Vorlesung findet in Präsenz statt. Erster Termin ist der: 21.10.2026.

050646: North American Literature and Culture 1: Beginnings to Civil War

Do 12:00 - 14:00

HGB 20

Bieger, Laura

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

The aim of this course is to lay the foundation for the study of North American literature and culture and to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular reading, final exam.

Seminare

050721: The Politics and Poetics of Landscape: Instances in a History of Visualizing, Fantasizing, and Appropriating the American Continent

Do 10:00 - 12:00

GABF 04/253

Bieger, Laura

"In the summer of 1842, a young explorer stood on the top of a mountain in what is now Wyoming and tried to describe what he saw. His experiences had given him no precedent for the dazzling view that stretched before him. The shifting of the earth's crust and eons of wind and water had shaped the land in forms he had never encountered. As the young man gazed over the barren windswept peaks, he recognized their beauty, but he struggled to find words to express the appearance of the scenery" (Hyde, *The Far West*, 1). The young man described here is the explorer John Charles Frémont, and his initial struggle to come to terms with the western landscape is in many ways paradigmatic for the larger story of making the American continent both imaginable and accessible. Explorers not only created routes of access into previously unknown terrain; they took along painters and photographers who illustrated their reports and translated their findings into transportable and consumable images. Later, railroad companies hired painters to promote their travel routes and destinations, national parks turned some of these landscapes into icons of national recreation. And today, collective fantasies of navigating, accessing and conquering space manifest themselves in phenomena such as the Grand Canyon Skywalk.

In this course we want to track the lines of this development, visit some of its paradigmatic sites, and investigate the close relation of visualizing and appropriating the North American continent. We will look at exploration and travel reports, landscape painting and photography, literary and cinematic landscapes, landscape tourism, land art projects and ask what kinds of images and places they created. Two basic ideas will guide us through the seminar: the *politics* of landscape, that is: landscape as a material site which is always tied to and regulated by questions of access and appropriation; and the *poetics* of landscape, that is: landscape as a creative practice which is intricately tied to processes of perception and imagination.

Assessment/requirements:

Übung: regular and prepared attendance, participation in an expert group, submission of expert notes.

Seminar: regular and prepared attendance, participation in an expert group, term paper (15 pages) or oral exam.

050722: American Women's Writing

Di 10:00 - 12:00

GABF 04/253

Steinhoff, Heike

This seminar explores selected key texts of American women's writing from the eighteenth century to the present. Drawing on approaches from feminist theory, literary studies, cultural studies, and American Studies, it examines writing by American women authors as a shifting field of cultural production shaped by historical, social, and aesthetic contexts.

As we read and analyze texts across different historical periods and genres, including novels, short fiction, essays, theoretical manifestos, life writing, and digital forms, the course explores how these texts engage questions of gender and authorship as well as intersecting structures of power, including race, class, sexuality, and disability. The seminar places these texts within broader debates about canon formation, intersectionality, and cultural authority.

In the seminar, students are expected to engage closely with the primary texts and theoretical readings.

Assessment/requirements:

Übung: short written assignments/reading journal.

Seminar: the above, plus final term paper or oral exam.

Übungen

050655: Analyzing America: Beginnings to Civil War

Do 16:00 - 18:00

GABF 04/413

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Beginnings to Civil War." Week by week it revisits the content of the lecture and discusses its reading, viewing and audio assignments. Although the courses can be taken independently, I recommend that students take both them if possible.

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.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular and prepared attendance, in-class essay.

Modulungebundene Übungen: Fremdsprachenausbildung

050760A: Communication MM

Do 16:00 - 18:00

GABF 04/614

Berg, Sebastian

This course aims at (further) improving your academic communication skills. Starting with reflections on the difference between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practice such argumentation through individually preparing a paper and presenting it to others and collectively planning and chairing a class discussion, or collectively planning and teaching a lesson. The course offers the chance to experiment with strategies that make it easier for you to speak confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: active participation, oral inputs (see above).

050760B: Communication MM

Fr 14:00 - 16:00

GABF 04/413

Kaul, Alexander

This course aims at (further) improving your academic communication skills. Starting with reflections on the difference between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practice such argumentation through individually preparing a paper and presenting it to others and collectively planning and chairing a class discussion, or collectively planning and teaching a lesson.

The course offers the chance to experiment with strategies that make it easier for you to speak confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: active participation, oral inputs (see above).

050760C: Communication MM

Mo 10:00 - 12:00

GABF 04/253

Klawitter, Uwe

To be successful in an academic environment, you need to have good presentation and discussion skills. The course offers you the opportunity to develop these skills by reading and preparing a set text and fielding a question and answer-session. Constructive feedback will be provided through the subsequent discussion in class. Equally important are good writing skills. Various micro-tasks provided in class will help you to improve your academic writing.

Assessment/requirements: writing assignments in class.

050761A: Grammar MM

Di 12:00 - 14:00

GABF 04/253

Müller, Torsten

This class will give you the opportunity to revise some problem areas of English grammar, especially tense, aspect, voice and modality. It will also address the difficult issues of prescriptive rule vs. actual usage and of regional variation (with a focus on differences between British and American English).

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

050761B: Grammar MM

Fr 12:00 - 14:00

GB 6/131

Ottlinger, Claudia

After a general and extensive revision of all possible aspects of English grammar, this course will provide systematic and intensive practice in various select problem areas other than those tested in Grammar BM and Grammar AM. Class work will consist of in-depth discussion of a myriad of exercise types including error detection and correction as well as the analysis of grammatical phenomena in texts.

All the materials will be provided on Moodle.

Assessment/requirements: regular attendance, thorough preparation, active class participation, end-of-term test.

050762A: Translation MM

Mi 14:00 - 16:00

GB 6/131

Münderlein, Kerstin-Anja

Translation across a variety of fields and text types will be undertaken. 'General' translation texts will be supplemented by texts from the semi-specialised fields of Literature, Linguistics, Science & Technology, Social Science, and Business (see CIOL exams). In addition, each session will introduce one aspect of the wider theoretical background to Translation Studies. This course will pay special attention to the correct choice of not only jargon but register, vocabulary and style adequate to the respective genre of the week. Texts will be made available on Moodle.

Assessment/requirements: three shorter assignments and one longer (exam) assignment.

050762B: Translation MM

Mo 14:00 - 16:00

GABF 04/252

Tolstopyat, Nataliya

Work on general language proficiency: Ability to recognize even subtle nuances in meaning and accurately convey them in the target language.

Improvement of translation competences: Further development of translation theory knowledge acquired in previous courses, including:

- Translation types (from interlinear translation to adaptation)
- Strategies tailored to text types and target audiences
- Types of equivalence (semantic, stylistic, dynamic)
- Ability to apply theoretical translation knowledge to profession-specific forms of language mediation
- Familiarity with various criteria for evaluating translation quality

Course Content: Translation of complex texts from German to English and vice versa, covering a variety of thematic areas. The texts are normally current and professionally relevant. Critical examination of real-world translations from various domains (e.g., multilingual EU publications on culture, economics, politics, or English versions of online articles). In addition, materials from popular culture will be used to improve translation strategies and language skills.

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

Examensmodul

050770: Examenskolloquium

Do 12:00 - 14:00

GB 6/60

Steinhoff, Heike

This *Examenskolloquium* is designed for students of American Studies and helps to prepare students for their MA thesis and/or oral MA exams. In a first step, we will repeat basic theories of Cultural Studies and American Studies, refreshing your knowledge of key theoretical concepts and historical developments. In a second step, we will deal with how to prepare for your MA thesis and oral exams. In this context, we will (1) repeat how to write a paper proposal, develop a topic and thesis statement for your MA thesis and (2) draft potential reading lists for your oral exams and practice oral exam situations in form of mock exams.

Assessment/requirements: active participation (fulfilling the small weekly tasks and attending the individual consultation), thesis proposal and 15 min. oral mock exam.

Forschungsmodul Amerikanistik

Forschungsseminare

050774: Current Themes in American Cultural and Literary Studies

Mi 18:00 - 20:00

GB 6/137

Bieger, Laura

This course in the "Forschungsmodul" is designed as a forum to introduce and discuss current themes in American literary and cultural studies. Scholars from inside and outside the RUB will present their work. To contextualize their presentations and provide insight into the particular field of their work and its respective theories and research methods, speakers will provide some introductory reading (about 50 pages each, distributed via Moodle).

With its focus on research in progress, this course especially caters to students with an interest in theory. In attending it, you learn first-hand, from scholars' work in progress, about the new trends and key works that are shaping American literary and cultural studies. And you also gain insight into how they present their work, and how they develop their ideas into interesting and feasible projects by discussing them with their peers. If you're approaching the end of your degree and/or have ambitions to continue with a PhD, you can use this course to work on your own research project, discuss your ideas with experts, develop a thesis, and write a research paper on a much more freely chosen topic than usual.

If you have questions or would like to register for the course, please contact Laura.Bieger@ruhr-uni-bochum.de.

Assessment/requirements:

Übung: regular attendance, active participation, 2 response papers.

Seminar: the above plus 10-page research paper.

Studienschwerpunkt "Shakespeare Studies: Early English Literature and Culture"

Vorlesungen

050624: Shakespeare's Tragedies

Di 08:00 - 10:00

HGB 30

Weidle, Roland

In this lecture I will discuss those plays by Shakespeare which are commonly referred to as tragedies. Apart from sharing features such as (at least) one central protagonist who experiences a conflict and dies at the end, all these ten plays thematise issues and concerns not only of their own time but also many that are still relevant for us today. The plays engage with ideas about the order of the cosmos, the organization of society and family, the nature of authority and the self, as well as notions of desire, sexuality, gender, and racecraft. Apart from addressing how the tragedies negotiate some of these concerns, I will also touch upon some of the plays' most important formal and structural aspects (their early publication history, literary sources and genres, techniques of emplotment and characterisation, treatment of time and space, linguistic features).

I strongly advise students to obtain either the latest Arden editions of the single plays or the *Arden Complete Works*.

The Powerpoint Presentations will be made available on Moodle.

Assessment/requirements: oral exam/interview at the end of term.

Seminare

050707: Runes in Popular Media: Runology and Medievalism Studies

Di 12:00 - 14:00

GB 6/137

Majewski, Kerstin

Runes are the characters of the writing system that was used by different Germanic peoples from roughly the second to the fifteenth centuries across Northern Europe, including early medieval Britain. Runes have made a spectacular re-appearance as prominent symbols in different areas of popular culture, featuring in television series such as *Vikings* (2013–2020) and *The Last Kingdom* (2015–2022), in films like *Midsommar* (2019) and *The Green Knight* (2021), in digital games like *The Witcher* (2007–) and *Assassin's Creed Valhalla* (2020), in the music industry (e.g. Viking metal), on tattoos and in branding (cf. the Bluetooth logo). Since the publication of J. R. R. Tolkien's *The Hobbit* (1937) and *The Lord of the Rings* (1954–1955) runes and invented runic scripts (like Tolkien's *Cirth*) are a common feature of fantasy worlds – from Earthsea to Hogwarts. In this seminar we will uncover where, how, and why runes and rune-like signs appear in different popular media in the English-speaking world.

The seminar takes place in **collaboration** with Dr. Daniela Hahn's master seminar at the Institute of Scandinavian Philology at Ludwig-Maximilians-Universität München. In **four hybrid joint sessions** (20.10., 3.11., 17.11., and 1.12.) participants will be introduced to runology (i.e. the scientific discipline of the study of runes and runic writing) as well as to medievalism and reception studies. In the subsequent weeks, students will engage in individual research projects. In two more sessions (15.12., 12.1.), they can address questions and exchange ideas. Students will eventually present their findings at **a two-day workshop** scheduled for the end of January 2027.

Through the interdisciplinary collaboration between English and Scandinavian Studies we seek to answer the following questions: If medieval runes or rune-like symbols feature in literature and other media, *which* and especially *whose* Middle Ages are they referring back to? Which historical rune-row is used (or served as inspiration) – the Germanic Older *Futhorc*, the Old English *Futhorc*, or the Viking-Age Scandinavian *Futhorc* – and what does that imply?

What exactly do runic or rune-like symbols transport in what context – from myth-making and nationalistic claims to magical-esoteric narratives? What, overall, are the functions of runes in popular media?

(Since this is a collaborative seminar, the language of instruction in the joint hybrid sessions will be German. Papers and poster presentations should, however, be in English.)

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; willingness to work on an individual research project; presentation of a paper or poster at the workshop.

Seminar: the above plus term paper (c. 15 pages; deadline: 22.3.2027).

050709: Shakespeare's *Measure for Measure*

Mo 10:00 - 12:00

GB 6/137

Weidle, Roland

Shakespeare's *Measure for Measure* is often referred to as a 'problem play', as it is considered problematic in terms of genre, but also when it comes to its themes and how it engages with them: characters are tricked into marriage as punishment or by employing 'bed-tricks', the lives of characters are bargained and toyed with, and a duke employs dubious practices to win back the respect of his people. By combining typical features of a comedy with the discussion of graver themes such as death, capital punishment, fornication, statecraft, and ethical values such as integrity, loyalty, and honesty, the play resembles other 'hybrid' plays in Shakespeare's canon like *All's Well That Ends Well*, *Troilus and Cressida*, and *The Merchant of Venice*.

On the occasion of the German Shakespeare Association's autumn conference on *Measure for Measure* on 6 and 7 November 2026 in Weimar, we will in this seminar combine in-depth discussions of some of its most important themes with a close reading and analysis of its most pertinent passages while at the same time considering the cultural, historical and literary contexts of early modern England.

I advise students to obtain the latest Arden edition of the play. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

050710: Shakespeare's Roman Tragedies

Mo 12:00 - 14:00

GB 6/131

Weidle, Roland

In this seminar we will focus on Shakespeare's three mature tragedies which are set in ancient Rome: *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus*. Each of them deals with different aspects of political life. While *Julius Caesar* places the main focus on the intricate relationships between loyalty, friendship, ambition, and political responsibility, *Antony and Cleopatra* explores the consequences resulting from putting pursuit of happiness and desire before state affairs. *Coriolanus*, the last Roman play Shakespeare wrote, offers an acute analysis of the mechanisms of politics and shows us why some people are better equipped for a life in politics than others. The idea of this course is to shed light on some of the most important themes and features of the plays while at the same time allowing time for close readings of key passages.

I advise students to obtain the latest Arden edition of the plays. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

Übungen

050712: Renaissance Sonneteering: Sidney, Spenser, Shakespeare

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

In this class we will engage in a close reading of love sonnets produced by the three most outstanding and influential poets of the Elizabethan Age, namely Sir Philip Sidney, Edmund Spenser and William Shakespeare. The aim is to gain a deeper understanding of the creative possibilities inherent in the form of the sonnet. Much attention will be given to the treatment of love and, in particular, the traditions and socio-cultural factors that determined and fostered the fashion of sonneteering.

Texts will be made available on Moodle.

Assessment/requirements: test in class.

M.Ed.-Veranstaltungen

Fachwissenschaftliches Modul

Vorlesungen

050612: Sociolinguistics

Mo 12:00 - 14:00

HGB 10

Meierkord, Christiane

This series of lectures intends to present the major research questions, methods and results of sociolinguistics, the linguistic subdiscipline which focuses on the relation between language and society. The topics will include regional and social dialectology, a review of early correlation studies, code-switching and language contact, and third wave sociolinguistics. Particular attention will be paid to recent developments in the field of sociolinguistics, such as discussions of language contact in urban communities, identity construction, or approaches to language shift and change.

Assessment/requirements:

B.A.: written exam.

M.A./M.Ed.: written exam and additional independent reading of appr. 30 pages on one of the lecture topics.

050624: Shakespeare's Tragedies

Di 08:00 - 10:00

HGB 30

Weidle, Roland

In this lecture I will discuss those plays by Shakespeare which are commonly referred to as tragedies. Apart from sharing features such as (at least) one central protagonist who experiences a conflict and dies at the end, all these ten plays thematise issues and concerns not only of their own time but also many that are still relevant for us today. The plays engage with ideas about the order of the cosmos, the organization of society and family, the nature of authority and the self, as well as notions of desire, sexuality, gender, and racecraft. Apart from addressing how the tragedies negotiate some of these concerns, I will also touch upon some of the plays' most important formal and structural aspects (their early publication history, literary sources and genres, techniques of emplotment and characterisation, treatment of time and space, linguistic features).

I strongly advise students to obtain either the latest Arden editions of the single plays or the *Arden Complete Works*.

The Powerpoint Presentations will be made available on Moodle.

Assessment/requirements: oral exam/interview at the end of term.

050636: Metahistorical Novels

Fr 08:00 - 10:00

HGB 20

Niederhoff, Burkhard

Fr 8-10 (non-obligatory Zoom meetings, otherwise no fixed time)

In the last four or five decades, the historical novel has experienced a veritable renaissance, and it is still going strong, judging by the astounding success that Hilary Mantel scored with her three novels about the Tudor politician Thomas Cromwell, two of which won the prestigious Man Booker Prize in 2009 and 2012. I will begin my lecture with a discussion of Sir Walter Scott's *Waverley* (1814), the first historical novel, to point out the classical conventions of the genre as it was practised in the nineteenth century. Then I will take a leap to the late twentieth century and discuss such novels as John Fowles's *The French Lieutenant's Woman* (1969), Penelope Lively's *Moon Tiger* (1987), A. S. Byatt's *Possession* (1990) and Hilary Mantel's *Wolf Hall* (2009). These recent works have been referred to as *historiographic metafiction* or *metahistorical novels* because they combine their reconstructions of the past with a critical reflection on the problems inherent in such reconstructions: Can we know the past at all? To what extent do our present concerns colour the stories that we tell about the past? Is it possible to distinguish a factual story, e.g. a biography, from a fictional story? Students should be aware that the lecture will not be given in a lecture hall but recorded and made available online. BA students may consider taking this lecture in connection with the seminar "History Plays in the Twentieth Century".

Participants will have to read Penelope Lively's *Moon Tiger* and excerpts from other texts.

Assessment/requirements: there will be a choice between a written and an oral exam.

050646: North American Literature and Culture 1: Beginnings to Civil War

Do 12:00 - 14:00

HGB 20

Bieger, Laura

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

The aim of this course is to lay the foundation for the study of North American literature and culture and to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular reading, final exam.

050657: Eighteenth-Century Culture

Di 14:00 - 16:00

HGB 10

Pankratz, Anette

In the eighteenth century, Britain went through a time of relative stability: most of the monarchs were called George and the political system ran more or less smoothly along party lines. Due to a series of successful wars, the country rose to a major European and world power. Britannia “ruled the waves” and dominated overseas trade. Architecture and literature supported Augustan splendour, symmetry and stability. At the end of the century, this stability was undermined: the take-off of the Industrial Revolution changed the lives of the people, and the Revolutions in North America and France challenged traditional ideas about politics and power. Neo-classicist symmetry was superseded by Gothic irregularity, the sublime and Romantic irrationality.

The lecture course aims at having a critical look at eighteenth-century Britain and the grand narrative of Augustan stability. By dealing with political and religious developments, literature, music and fashion – not to mention beef and gin – it intends to present the students with a multifaceted survey of eighteenth-century culture.

This will be an asynchronous online course, credited on a pass/fail basis. The Units will contain pre-recorded Power Point Presentations and quizzes that will be released weekly. In addition to this, there will be weekly non-obligatory live sessions dealing with the finer points of eighteenth-century culture, having a closer look at literary texts and generally offering space for creativity.

Assessment/requirements:

B.A.: passing all the quizzes.

M.A./M.Ed.: passing all the quizzes plus: either contribution in one live session or oral exam.

Übungen

050655: Analyzing America: Beginnings to Civil War

Do 16:00 - 18:00

GABF 04/413

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Beginnings to Civil War." Week by week it revisits the content of the lecture and discusses its reading, viewing and audio assignments. Although the courses can be taken independently, I recommend that students take both them if possible.

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.

A course pack with all the reading assignments will be provided on Moodle. MA/M.Ed-students will also read Herman Melville, *Benito Cereno* (1855). I recommend that you purchase your own paper copy of this novella!

Assessment/requirements: regular and prepared attendance, in-class essay.

050702: Linguistic Aspects of Intercultural Communication

Mi 10:00 - 12:00

GABF 04/614

Meierkord, Christiane

Today, English is mainly used as a global lingua franca, for communication between individuals who speak diverse first languages and use English as a second or foreign language. They do not only have different language backgrounds but typically also come from various cultures.

This course looks at how culture and first language influence their Englishes. We will investigate modal verbs, intonation patterns, turn-taking conventions, address terms, gesture, speech acts, directness, politeness conventions and metaphors to see how their different uses impact intercultural communication.

Assessment/requirements:

Übung: regular active participation and reading, in-session contribution in a format of your choice.

Seminar: the above, plus an empirical term paper; please note that term papers will be due by the end of February 2027.

Examensmodul: active regular participation and reading, contributions to Moodle forums and online activities, 30-minute oral in-class exam.

050703: Metropolitan English (London and New York)

Fr 12:00 - 16:00

GABF 04/614

Meierkord, Christiane

Termine: 14.10.26, 10-12 (attending this session is obligatory)

13.11.26, 11.12.26, 15.01.27, 05.02.27; jeweils 12-16h,

plus e-learning: appr. 4 hours

London and New York are often perceived as the prime loci of British and American English. However, in both cities, English differs significantly from what linguists call general British or American English. At the same time, both cities have been sites of very influential sociolinguistic research.

This course approaches English in the two metropolitan areas as having been shaped by language contact and migration. We will discuss the sociolinguistic histories of the two cities as well as social and ethnic variation and familiarise ourselves with William Labov's and research on Multicultural London English.

Assessment/requirements:

Übung: regular active participation and reading, in-session contribution in a format of your choice.

Seminar: the above, plus an empirical term paper; please note that term papers will be due by the end of February 2027.

Examensmodul: active regular participation and reading, contributions to Moodle forums and online activities, 30-minute oral in-class exam.

050705: Aspects of Language Change

Do 10:00 - 12:00

GB 6/137

Müller, Torsten

This class will focus on a number of specific cases of older or more recent language change in English, e.g. radical changes in the vowel system (such as the Great Vowel Shift or the Northern Cities Shift), changes in grammar (e.g. developments in tense, aspect and modality) and semantic change (from Old to Present-day English). You will be introduced to common pathways of change in all areas of language and some general principles driving these changes, such as grammaticalisation.

Assessment/requirements: active participation, homework, two written assignment.

050707: Runes in Popular Media: Runology and Medievalism Studies

Di 12:00 - 14:00

GB 6/137

Majewski, Kerstin

Runes are the characters of the writing system that was used by different Germanic peoples from roughly the second to the fifteenth centuries across Northern Europe, including early medieval Britain. Runes have made a spectacular re-appearance as prominent symbols in different areas of popular culture, featuring in television series such as *Vikings* (2013–2020) and *The Last Kingdom* (2015–2022), in films like *Midsommar* (2019) and *The Green Knight* (2021), in digital games like *The Witcher* (2007–) and *Assassin's Creed Valhalla* (2020), in the music industry (e.g. Viking metal), on tattoos and in branding (cf. the Bluetooth logo). Since the publication of J. R. R. Tolkien's *The Hobbit* (1937) and *The Lord of the Rings* (1954–1955) runes and invented runic scripts (like Tolkien's *Cirth*) are a common feature of fantasy worlds – from Earthsea to Hogwarts. In this seminar we will uncover where, how, and why runes and rune-like signs appear in different popular media in the English-speaking world.

The seminar takes place in **collaboration** with Dr. Daniela Hahn's master seminar at the Institute of Scandinavian Philology at Ludwig-Maximilians-Universität München. In **four hybrid joint sessions** (20.10., 3.11., 17.11., and 1.12.) participants will be introduced to runology (i.e. the scientific discipline of the study of runes and runic writing) as well as to medievalism and reception studies. In the subsequent weeks, students will engage in individual research projects. In two more sessions (15.12., 12.1.), they can address questions and exchange ideas. Students will eventually present their findings at **a two-day workshop** scheduled for the end of January 2027.

Through the interdisciplinary collaboration between English and Scandinavian Studies we seek to answer the following questions: If medieval runes or rune-like symbols feature in literature and other media, *which* and especially *whose* Middle Ages are they referring back to? Which historical rune-row is used (or served as inspiration) – the Germanic Older *Futhorc*, the Old English *Futhorc*, or the Viking-Age Scandinavian *Futhorc* – and what does that imply?

What exactly do runic or rune-like symbols transport in what context – from myth-making and nationalistic claims to magical-esoteric narratives? What, overall, are the functions of runes in popular media?

(Since this is a collaborative seminar, the language of instruction in the joint hybrid sessions will be German. Papers and poster presentations should, however, be in English.)

Assessment/requirements:

Übung: thorough reading and preparation of selected texts; active participation; willingness to work on an individual research project; presentation of a paper or poster at the workshop.
Seminar: the above plus term paper (c. 15 pages; deadline: 22.3.2027).

050708: Theories of the Comic and Laughter

Di 10:00 - 12:00

GB 6/137

Niederhoff, Burkhard

Why we laugh and what precisely it is that we laugh at are questions that have occupied philosophers, rhetoricians, literary scholars and psychologists since the times of Plato and Aristotle. In this course, we will discuss some of the answers given to these questions and check their validity against comic texts and films. Theorists to be studied will include some of the classic names (Aristotle, Hobbes, Freud, Bergson), but we will also look at more recent contributions from psychology and gender studies.

Required texts will be made available in the Moodle course.

Assessment/requirements:

Übung: oral exam.

Seminar: research paper.

050709: Shakespeare's Measure for Measure

Mo 10:00 - 12:00

GB 6/137

Weidle, Roland

Shakespeare's *Measure for Measure* is often referred to as a 'problem play', as it is considered problematic in terms of genre, but also when it comes to its themes and how it engages with them: characters are tricked into marriage as punishment or by employing 'bed-tricks', the lives of characters are bargained and toyed with, and a duke employs dubious practices to win back the respect of his people. By combining typical features of a comedy with the discussion of graver themes such as death, capital punishment, fornication, statecraft, and ethical values such as integrity, loyalty, and honesty, the play resembles other 'hybrid' plays in Shakespeare's canon like *All's Well That Ends Well*, *Troilus and Cressida*, and *The Merchant of Venice*.

On the occasion of the German Shakespeare Association's autumn conference on *Measure for Measure* on 6 and 7 November 2026 in Weimar, we will in this seminar combine in-depth discussions of some of its most important themes with a close reading and analysis of its most pertinent passages while at the same time considering the cultural, historical and literary contexts of early modern England.

I advise students to obtain the latest Arden edition of the play. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

050710: Shakespeare's Roman Tragedies

Mo 12:00 - 14:00

GB 6/131

Weidle, Roland

In this seminar we will focus on Shakespeare's three mature tragedies which are set in ancient Rome: *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus*. Each of them deals with different aspects of political life. While *Julius Caesar* places the main focus on the intricate relationships between loyalty, friendship, ambition, and political responsibility, *Antony and Cleopatra* explores the consequences resulting from putting pursuit of happiness and desire before state affairs. *Coriolanus*, the last Roman play Shakespeare wrote, offers an acute analysis of the mechanisms of politics and shows us why some people are better equipped for a life in politics than others. The idea of this course is to shed light on some of the most important themes and features of the plays while at the same time allowing time for close readings of key passages.

I advise students to obtain the latest Arden edition of the plays. The secondary material will be made available on Moodle.

Assessment/requirements:

Übung: regular and attentive (!) attendance; preparation of course material; short presentation in class.

Seminar: regular and attentive (!) attendance; preparation of course material; oral exam OR term paper of 13-15 pages to be handed in by 31 March 2027.

050712: Renaissance Sonneteering: Sidney, Spenser, Shakespeare

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

In this class we will engage in a close reading of love sonnets produced by the three most outstanding and influential poets of the Elizabethan Age, namely Sir Philip Sidney, Edmund Spenser and William Shakespeare. The aim is to gain a deeper understanding of the creative possibilities inherent in the form of the sonnet. Much attention will be given to the treatment of love and, in particular, the traditions and socio-cultural factors that determined and fostered the fashion of sonneteering.

Texts will be made available on Moodle.

Assessment/requirements: test in class.

050713: William Wordsworth and the Traditions of English Poetry

Do 10:00 - 12:00

GABF 04/252

Niederhoff, Burkhard

William Wordsworth (1770-1850) has had an enormous impact on English literature and culture. He forged a new poetic idiom, which may not quite be the "language really used by men" as he claimed, but which is still significantly different from the "poetic diction" of his 18th-century predecessors. Wordsworth also invented, along with other writers of his time, the way in which we think and feel about nature. In the seminar, we will work our way through a selection from Wordsworth's poems to get a sense of his style, his themes and his ideas. In addition to this, we will also compare his poems with those by his 18th-century predecessors, his Romantic contemporaries, and by later poets in order to recognise his pivotal position in the history of English poetry and culture.

Required text: William Wordsworth, *The Major Works*, ed. Stephen Gill (Oxford: OUP, 2008). A few additional texts will be made available in the Moodle course.

Assessment/requirements:

Übung: short paper.

Seminar: research paper.

050715: Reading Modernist Short Stories

Di 14:00 - 16:00

GB 6/137

Klawitter, Uwe

In this class we will read well-known modernist short stories (see list below). Paying particular attention to aspects of narrative technique, we will explore how prominent modernist writers developed the genre to address central concerns of their time.

- James Joyce:
 - "Eveline"
 - "Two Gallants"
 - "A Little Cloud"
 - "Clay"
 - "A Painful Case"
- Virginia Woolf:
 - "Kew Gardens"
 - "The Mark on the Wall"
 - "The Lady in the Looking-Glass: A Reflection"
- Katherine Mansfield:
 - "Bliss"
 - "The Daughters of the Late Colonel"
 - "The Garden Party"
 - "Miss Brill"

Texts will be made available on Moodle.

Assessment/requirements: test in class.

050721: The Politics and Poetics of Landscape: Instances in a History of Visualizing, Fantasizing, and Appropriating the American Continent

Do 10:00 - 12:00

GABF 04/253

Bieger, Laura

"In the summer of 1842, a young explorer stood on the top of a mountain in what is now Wyoming and tried to describe what he saw. His experiences had given him no precedent for the dazzling view that stretched before him. The shifting of the earth's crust and eons of wind and water had shaped the land in forms he had never encountered. As the young man gazed over the barren windswept peaks, he recognized their beauty, but he struggled to find words to express the appearance of the scenery" (Hyde, *The Far West*, 1). The young man described here is the explorer John Charles Frémont, and his initial struggle to come to terms with the western landscape is in many ways paradigmatic for the larger story of making the American continent both imaginable and accessible. Explorers not only created routes of access into previously unknown terrain; they took along painters and photographers who illustrated their reports and translated their findings into transportable and consumable images. Later, railroad companies hired painters to promote their travel routes and destinations, national parks turned some of these landscapes into icons of national recreation. And today, collective fantasies of navigating, accessing and conquering space manifest themselves in phenomena such as the Grand Canyon Skywalk.

In this course we want to track the lines of this development, visit some of its paradigmatic sites, and investigate the close relation of visualizing and appropriating the North American continent. We will look at exploration and travel reports, landscape painting and photography, literary and cinematic landscapes, landscape tourism, land art projects and ask what kinds of images and places they created. Two basic ideas will guide us through the seminar: the *politics* of landscape, that is: landscape as a material site which is always tied to and regulated by questions of access and appropriation; and the *poetics* of landscape, that is: landscape as a creative practice which is intricately tied to processes of perception and imagination.

Assessment/requirements:

Übung: regular and prepared attendance, participation in an expert group, submission of expert notes.

Seminar: regular and prepared attendance, participation in an expert group, term paper (15 pages) or oral exam.

050722: American Women's Writing

Di 10:00 - 12:00

GABF 04/253

Steinhoff, Heike

This seminar explores selected key texts of American women's writing from the eighteenth century to the present. Drawing on approaches from feminist theory, literary studies, cultural studies, and American Studies, it examines writing by American women authors as a shifting field of cultural production shaped by historical, social, and aesthetic contexts.

As we read and analyze texts across different historical periods and genres, including novels, short fiction, essays, theoretical manifestos, life writing, and digital forms, the course explores how these texts engage questions of gender and authorship as well as intersecting structures of power, including race, class, sexuality, and disability. The seminar places these texts within broader debates about canon formation, intersectionality, and cultural authority.

In the seminar, students are expected to engage closely with the primary texts and theoretical readings.

Assessment/requirements:

Übung: short written assignments/reading journal.

Seminar: the above, plus final term paper or oral exam.

050731: Censorship

Mo 14:00 - 16:00

GABF 04/614

Pankratz, Anette

Contemporary Britain is free of official censorship, „the action of preventing part or the whole of a book, film, work of art, document, or other kind of communication from being seen or made available to the public, because it is considered to be offensive or harmful, or because it contains information that someone wishes to keep secret, often for political reasons“ (Cambridge Dictionary). It was different in the past, though. Especially the theatre was seen as a dangerous institution that needs to be tightly controlled. Hence, until 1968, the Lord Chamberlain had the authority to censor plays, i.e. to demand that passages are cut or to forbid whole performances. The seminar will have a closer look at instances of censorship from the Restoration until the twentieth century. Students will get to know the legal, religious and moral discussions about the system of censorship and analyse some infamous cases from *The Golden Rump* and *Lady Chatterley's Lover* to *Early Morning*.

Assessment/requirements:

Übung: participation, preparation, expert group.

Seminar: the above plus seminar paper (*wissenschaftliche Hausarbeit*).

050732: Thrillers, Spies and James Bond

Mo 12:00 - 14:00

GB 6/137

Pankratz, Anette

While the apparatus of the Bond franchise is gradually getting ready for Bond film 26, it might be time to assess the Bond-story so far. How did the protagonist of the novels of a mildly unknown author turn into a multi-million business and one of the central heroes of the Western world? How did Bond develop since his beginnings in Ian Fleming's *Casino Royale* (1953)? Which impact did he have? The seminar will analyse novels and films in their sociopolitical, literary and medial contexts and try to reconstruct the development of the "Bond formula". Students are kindly asked to get copies of the following books:

- Ian Fleming, *Casino Royale* (unexpurgated version)
- Ian Fleming, *Goldfinger* (unexpurgated version)

Assessment/requirements:

Übung: participation, preparation, expert group.

Seminar: the above plus seminar paper (*wissenschaftliche Hausarbeit*).

050737: Pacifism and Anti-War Protest

Do 12:00 - 14:00

GB 6/131

Berg, Sebastian

British society has a strong tradition of pacifism which on many occasions produced impressive movements against war and nuclear weapons. In a conjuncture of increasing global conflict (and of debates about the re-introduction of conscription), I would like to invite you to analyse and discuss examples and strands of pacifist thought and activism in the UK. These include religious groups like the *Society of Friends* (better known as *Quakers*), politicians resigning from leading positions because of their beliefs like George Lansbury, a former *Labor Party* leader, writers like Aldous Huxley, feminist activists like Vera Brittain, philosophers like Bertrand Russell, historians like E.P. Thompson, and less famous activists who protested by different means (in the *Peace Pledge Union*, in the *Campaign for Nuclear Disarmament*, at the *Greenham Common* military base, or in the *Stop the War Coalition*). We will compare and evaluate pacifist arguments, study the historical context in which they were formulated, ask why the voices and movements were not more successful (which does not mean that they were not successful at all), and discuss whether pacifism is outmoded or has to teach us something today.

Assessment/requirements: active participation, preparation and presentation of a (collective) research project.

Modul Fremdsprachenausbildung

050760A: Communication MM

Do 16:00 - 18:00

GABF 04/614

Berg, Sebastian

This course aims at (further) improving your academic communication skills. Starting with reflections on the difference between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practice such argumentation through individually preparing a paper and presenting it to others and collectively planning and chairing a class discussion, or collectively planning and teaching a lesson. The course offers the chance to experiment with strategies that make it easier for you to speak confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: active participation, oral inputs (see above).

050760B: Communication MM

Fr 14:00 - 16:00

GABF 04/413

Kaul, Alexander

This course aims at (further) improving your academic communication skills. Starting with reflections on the difference between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practice such argumentation through individually preparing a paper and presenting it to others and collectively planning and chairing a class discussion, or collectively planning and teaching a lesson.

The course offers the chance to experiment with strategies that make it easier for you to speak confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: active participation, oral inputs (see above).

050760C: Communication MM

Mo 10:00 - 12:00

GABF 04/253

Klawitter, Uwe

To be successful in an academic environment, you need to have good presentation and discussion skills. The course offers you the opportunity to develop these skills by reading and preparing a set text and fielding a question and answer-session. Constructive feedback will be provided through the subsequent discussion in class. Equally important are good writing skills. Various micro-tasks provided in class will help you to improve your academic writing.

Assessment/requirements: writing assignments in class.

050761A: Grammar MM

Di 12:00 - 14:00

GABF 04/253

Müller, Torsten

This class will give you the opportunity to revise some problem areas of English grammar, especially tense, aspect, voice and modality. It will also address the difficult issues of prescriptive rule vs. actual usage and of regional variation (with a focus on differences between British and American English).

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

050761B: Grammar MM

Fr 12:00 - 14:00

GB 6/131

Ottlinger, Claudia

After a general and extensive revision of all possible aspects of English grammar, this course will provide systematic and intensive practice in various select problem areas other than those tested in Grammar BM and Grammar AM. Class work will consist of in-depth discussion of a myriad of exercise types including error detection and correction as well as the analysis of grammatical phenomena in texts.

All the materials will be provided on Moodle.

Assessment/requirements: regular attendance, thorough preparation, active class participation, end-of-term test.

050762A: Translation MM

Mi 14:00 - 16:00

GB 6/131

Münderlein, Kerstin-Anja

Translation across a variety of fields and text types will be undertaken. 'General' translation texts will be supplemented by texts from the semi-specialised fields of Literature, Linguistics, Science & Technology, Social Science, and Business (see CIOL exams). In addition, each session will introduce one aspect of the wider theoretical background to Translation Studies. This course will pay special attention to the correct choice of not only jargon but register, vocabulary and style adequate to the respective genre of the week. Texts will be made available on Moodle.

Assessment/requirements: three shorter assignments and one longer (exam) assignment.

050762B: Translation MM

Mo 14:00 - 16:00

GABF 04/252

Tolstopyat, Nataliya

Work on general language proficiency: Ability to recognize even subtle nuances in meaning and accurately convey them in the target language.

Improvement of translation competences: Further development of translation theory knowledge acquired in previous courses, including:

- Translation types (from interlinear translation to adaptation)
- Strategies tailored to text types and target audiences
- Types of equivalence (semantic, stylistic, dynamic)
- Ability to apply theoretical translation knowledge to profession-specific forms of language mediation
- Familiarity with various criteria for evaluating translation quality

Course Content: Translation of complex texts from German to English and vice versa, covering a variety of thematic areas. The texts are normally current and professionally relevant. Critical examination of real-world translations from various domains (e.g., multilingual EU publications on culture, economics, politics, or English versions of online articles). In addition, materials from popular culture will be used to improve translation strategies and language skills.

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

Modul Fremdsprachendidaktik I: Grundlagen

Grundlagen der Sprachdidaktik

050810A	Mi 12:00 - 14:00	GB 6/137	Ritter, Markus
050810B	Do 08:00 - 10:00	GB 6/131	Flaake, Sebastian
050810C	Fr 12:00 - 14:00	GB 6/137	Kaul, Alexander

The main aim of this compulsory introductory course will be to give you a first good insight into some central theoretical and practical aspects of foreign language learning and teaching. We will be analysing your present beliefs about successful language teaching and learning, and possibly call some of them into question. To achieve these aims we will follow a reflective model of training which involves reading about and discussing some of the central developments in teaching English as a foreign language and considering new and alternative ways of organising and stimulating classroom interaction.

Assessment/requirements: active participation in the sessions is expected and you are required to complete assignments punctually and to the required standard. A final written test at the end of our class will also be part of the requirements.

Grundlagen der Textdidaktik

050811A	Mo 10:00 - 12:00	GABF 04/252	Kaul, Alexander
050811B	Do 10:00 - 12:00	GB 02/160	Flaake, Sebastian
050811C	Do 12:00 - 14:00	GABF 04/253	Ritter, Markus

This course addresses central questions of using literary texts in the language classroom, such as why literature might be beneficial in the learning process, what texts are suitable for different learner levels, or how we can go about dealing with literature in an inspiring and motivating way. Focussing in particular on narrative texts, both theoretical issues (e.g. intercultural readings) as well as more practical matters (e.g. lesson planning) will be explored.

Assessment/requirements: active participation, weekly assignments, final written test.

Modul Fremdsprachendidaktik II: Praxis und Vertiefung

Begleitseminar zum Praxissemester

050814A	Fr 10:00 - 12:00	GB 6/131	Ritter, Markus
050814B	Fr 10:00 - 12:00	GB 6/137	Kaul, Alexander
050814C	Fr 10:00 - 12:00	GABF 04/252	Flaake, Sebastian

Das Begleitseminar zum Praxissemester ist eine Pflichtveranstaltung für die Studierenden, die nach LABG 2009 ihr Praxissemester absolvieren. In diesem Seminar werden die erworbenen Kompetenzen aus den zwei Einführungsveranstaltungen im Fach Englisch vertieft und konkreter auf das erlebte Praxisfeld in der Schule bezogen. Darüber hinaus geht es um die Vor- und Nachbereitung der von Ihnen geplanten Unterrichtsvorhaben und die Begleitung Ihres fachdidaktischen Studienprojekts. Die Veranstaltung wird durch E-Learning-Komponenten flankiert.

Assessment/requirements: research paper.

Vertiefungsseminare

050820: US Democracy Disrupted? Critical Perspectives on Politics and Media in the English Language Classroom

Mo 14:00 - 16:00

GB 6/137

Ellwart, Nina

In a time where right-wing politics flourish globally and algorithms pull students as well as ourselves into an increasingly one-dimensional, mono-perspective view of the world, how do we approach politics and media in the EFL classroom? How should we discuss omnipresent political figures such as Donald Trump on the one hand and how can we make minority voices and social justice issues accessible on the other? Is the English language classroom even the place for teaching political issues? Don't we have other subjects for that? And can we sometimes learn more from our students than we could teach them?

In this seminar, links between teaching culture, media, politics and critical thinking are to be explored. To do so, we will not just discuss ELT research in this field but mainly get practical: You will work on planning your own lesson sequence (*Reihenplanung*) on the topic "American Myths and Realities: Freedom & Equality", following a real school-internal curriculum for year 12 (Q1) and test out your ideas for it.

The seminar sessions will guide you in providing input on teaching approaches (Critical Pedagogy, Democratic Citizenship Education) and working on your teaching unit together, answering questions such as: How do I find teaching materials? How do I go about planning a lesson sequence? How do I include competences and goals from the school-internal curriculum and the *Kernlehrplan*? How do I include creative methods? How do I get my students to think critically about media and politics?

Together, let's work on designing educational settings that bring more criticality into ELT classrooms, that make learners broaden or even change their perspective on the world and that foster real meaningful interaction that has an effect on students' perception of the real world outside the classroom.

Assessment/requirements: active participation, present lesson ideas and prepare small in-class activities for other students, develop teaching materials (*schriftliche Reihenplanung*) in a Portfolio.

**050821: Innovation in Foreign Language Education: A Blended Intensive Programme
(@University León, Spain)**

Di 16:00 - 18:00

GB 6/137

Flaake, Sebastian

This course is offered as an ERASMUS+Blended Intensive Programme. This means that it will combine 1) online lectures by invited guest speakers, 2) international online collaboration in working groups between pre-service teachers from different European countries, and 3) one week at the University of León, Spain, where working groups will finish, present and discuss their projects and participate in various social and (inter)cultural events.

Course aims:

- To provide participants with an introduction to various new developments in foreign language teaching.
- To provide participants with opportunities to compare and (critically) reflect on teaching traditions in their respective countries.
- To provide participants with opportunities to exchange ideas and experiences with participants from other countries.

Course objectives:

- Participants will learn about key issues related to innovation in foreign language education through online lectures and discussion of materials.
- Participants will engage in task-based discussions with student teachers from various European countries around the theme of innovation in foreign language education across Europe.
- Participants will develop their own projects and learning materials based on the themes of the course.

Funding for physical mobility should be requested from RUB International Office as part of Erasmus+ funding – more information will be provided after registration.

Assessment/requirements: active participation in sessions on campus and via Zoom, online collaborative group work (via Zoom) and the on-campus collaborative work (in León). Other course requirements will be discussed in the first session.

050822: Games in ELT

Do 14:00 - 16:00

GB 6/137

Flaake, Sebastian

In this course, we'll explore the use of games (i.e. traditional and gamified classroom activities but mostly selected authentic board and card games) as innovative methods to enhance the teaching and learning of English. We'll discuss relevant pedagogical and psychological concepts, examine various types of games and evaluate their pedagogical potential.

This seminar relies on active student contributions, including preparatory tasks, communicative engagement during sessions and written follow-up reflection and material development. Participants are also invited to suggest specific games for inspection.

Assessment/requirements: active participation, developing teaching materials, in-class presentation/micro-teaching.

051065: KI im Fremdsprachenunterricht

Mi 10:00 - 12:00

Häusler, Anja

Please check eCampus for further information.