

Kommentiertes Vorlesungsverzeichnis

Englisches Seminar
Ruhr-Universität Bochum

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

SS 2026

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B.A.-Basisveranstaltungen

Sprach- und Textproduktion

Grammar BM

050600A	Mo 08:00 - 10:00	GABF 04/413	Viol, Claus-Ulrich
050600B	Mo 16:00 - 18:00	GABF 04/413	Zucker, Matthias
050600C	Di 08:00 - 10:00	GABF 04/413	Minow, Verena
050600D	Mi 14:00 - 16:00	GABF 04/413	Zucker, Matthias
050600E	Do 08:00 - 10:00	GABF 04/413	Juskan, Marten

Academic Skills

050601A	Mo 14:00 - 16:00	GABF 04/413	Dow, Ewan
050601B	Di 12:00 - 14:00	GABF 04/413	Pitetti, Connor
050601C	Di 10:00 - 12:00	GABF 04/413	Zucker, Matthias
050601D	Mi 12:00 - 14:00	GABF 04/413	Pitetti, Connor

Sprachwissenschaft

English Sounds and Sound Systems

050603A	Di 14:00 - 16:00	GABF 04/413	Müller, Torsten
050603B	Di 10:00 - 12:00	GABF 04/613	Kaul, Alexander
050603C	Mi 12:00 - 14:00	GABF 04/613	Müller, Torsten
050603D	Do 12:00 - 14:00	GABF 04/413	Meierkord, Christiane

Introduction to English Linguistics

050604A	Mo 12:00 - 14:00	GABF 04/413	Minow, Verena
050604B	Mo 10:00 - 12:00	GABF 04/413	Strubel-Burgdorf, Susanne
050604C	Di 10:00 - 12:00	GABF 04/614	Minow, Verena
050604D	Mi 12:00 - 14:00	GA 03/46	Rettweiler, Svitlana
050604E	Mi 10:00 - 12:00	GABF 04/413	Strubel-Burgdorf, Susanne
050604F	Do 08:00 - 10:00	GABF 04/613	Minow, Verena
050604G	Do 12:00 - 14:00	GAFO 02/364	Durgasingh, Ryan
050604H	Do 14:00 - 16:00	GABF 04/413	Durgasingh, Ryan

Literatur- und Kulturwissenschaft

Introduction to Literary Studies

050606A	Mo 12:00 - 14:00	GABF 04/614	Pitetti, Connor
050606B	Di 16:00 - 18:00	GABF 04/613	Klawitter, Uwe
050606C	Di 08:00 - 10:00	GABF 04/614	Pitetti, Connor
050606D	Do 08:00 - 10:00	GABF 04/614	Niederhoff, Burkhard

Introduction to Cultural Studies

050605A	Mo 12:00 - 14:00	GABF 04/613	Pankratz, Anette
050605B	Mo 08:00 - 10:00	GABF 04/613	Müller, Monika
050605C	Mo 10:00 - 12:00	GABF 04/613	Zucker, Matthias
050605D	Di 08:00 - 10:00	GABF 04/613	Viol, Claus-Ulrich
050605E	Di 14:00 - 16:00	GABF 04/613	Parigoridou, Christina
050605F	Do 10:00 - 12:00	GABF 04/413	Zucker, Matthias
050605G	Fr 10:00 - 12:00	GABF 04/413	Viol, Claus-Ulrich
050605H	Di 10:00 - 12:00	ID 04/653	Steinhoff, Heike

Medieval English Language and Literature (MELL)

Basismodul-Kurs für Studierende der PO 2025

050609A	Di 10:00 - 12:00	HZO 60	Majewski, Kerstin; Müller, Torsten
050609B	Mi 10:00 - 12:00	HGB 20	Henk, Antony

B.A.-Aufbauveranstaltungen

Modulungebundene Übung: MELL

Aufbaumodul-Kurs für Studierende der PO 2016

050609A: Medieval English Language and Literature

Di 10:00 - 12:00

HZO 60

Majewski, Kerstin; Müller, Torsten

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

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

Assessment/requirements: 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: historical linguistics; part 2: medieval English literature). Both parts count together and make up the final exam grade; students must pass both parts with more than 50% each in order to obtain their grade and credits.

050609B: Medieval English Language and Literature

Mi 10:00 - 12:00

HGB 20

Henk, Antony

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

Assessment/requirements: 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: historical linguistics; part 2: medieval English literature). Both parts count together and make up the final exam grade; students must pass both parts with more than 50% each in order to obtain their grade and credits.

Linguistik

Vorlesungen

050612: Dialect Contact and Language Contact

Mo 12:00 - 14:00

HGB 10

Meierkord, Christiane

From its early days in the 5th century to present day, English has undergone considerable change. Many changes resulted from extra-linguistic events, such as the Viking settlements, the Norman conquest, or trade with the Dutch and other nations. These events led to language contact, as did the settlements of English speakers in the various colonies, where English came into contact with local languages. In the colonies, furthermore, speakers of different English dialects met and the ensuing dialect contact involved processes that eventually shaped the new dialects in the colonies.

This series of lectures will look at the changes resulting from language contact and dialect contact from a theoretical as well as from a sociolinguistic perspective. We will describe the diverse ecologies and investigate the resulting developments in the English language empirically.

Assessment/requirements: *B.A.*: written exam.

Seminare

050613: English in the USA

Mo 10:00 - 12:00

GABF 04/252

Minow, Verena

This course will focus on different regional as well as ethnic dialects and explore these on all levels of language, i.e. pronunciation, grammar, lexis, and pragmatics. We will, for example, address the following questions:

What does it mean to sound Southern? How did African American English develop? How is it different from other varieties of American English? What do Americans think about different varieties of American English? How are American English varieties represented in pop culture?

Assessment/requirements: background reading and active participation, plus *Übung*: a short final test in the last session; *Seminar*: a research paper (12-15 pages) OR a final exam in the last session OR (*Prüfungsordnung 2025 only*) a 15-minute oral exam to be scheduled in the first week of the lecture-free period.

050614: Introduction to Early Middle English

Di 12:00 - 14:00

GB 6/131

Müller, Torsten

English has changed from a language very much like German (rich in inflections and a lexicon largely consisting of words inherited from Germanic) to the language we know today (very few inflections and a mix of Germanic, French and Latin words). Both these changes happened during Middle English, and especially the dramatic change in grammar characterizes its early stages. A closer inspection of Early Middle English will therefore yield many fascinating insights into language change and the re-shaping of English during the Middle Ages.

The class will focus on three texts in particular: *The Peterborough Chronicle*, *The Owl and the Nightingale* and *Lazamon's Brut*.

Assessment/requirements: *Übung*: active participation, homework, final exam (on selected topics to be specified at the beginning of term); *Seminar*: active participation, homework, final exam (on entire course content).

050615: Principles of Language Change

Mo 14:00 - 16:00

GABF 04/613

Müller, Torsten

Languages are constantly changing and language change is inevitable: these notions have become very well-known. It is less frequently emphasized that some changes are far more likely to happen than others. This class will introduce you to common pathways of change in all areas of language, i.e. pronunciation, grammar and vocabulary, and some general principles driving these changes, such as analogy and grammaticalization.

Assessment/requirements: *Übung*: active participation, reading, two written assignments; *Seminar*: active participation, reading, term paper.

050616: Dialects and Varieties

Di 10:00 - 12:00

GB 6/131

Strubel-Burgdorf, Susanne

No language is a uniform and fixed entity; we will always find variation and change. How and why do various forms of a language come into being? How do we differentiate them in linguistic terms?

In this course, we will have a look at varieties in English from the early days of dialectology to the emergence of digital varieties today. We take a lexicological and sociolinguistic approach with a focus on lexis, semantics, pragmatics and identity mainly in the context of English in Northern America.

Assessment/requirements: *Übung*: regular attendance; course preparation and participation; presentation of an empirical study; *Seminar*: regular attendance; course preparation and participation; EITHER: empirical term paper OR: oral exam (15 minutes) – will be further discussed in class.

050617: Sociolinguistics of English

Mi 10:00 - 12:00

GB 6/137

Rettweiler, Svitlana

This course introduces students to the basics of sociolinguistic approaches to the study of the English language. It covers key topics such as language variation, social class, regional and social accents, language attitudes, multilingualism, language and identity, and English in global contexts. Special emphasis is placed on familiarising students with basic and contemporary sociolinguistic research methods. Through short practical tasks and guided discussions of selected research articles, students gain insight into how sociolinguistic data are collected, analysed, and interpreted.

Assessment/requirements: *Übung*: active participation, presentation, *Seminar*: active participation, presentation, final test.

050618: Instructed Second Language Acquisition (SUMMER SCHOOL)

Kaul, Alexander

In this seminar, we will explore the main issues that have driven the field of second language acquisition research with a particular focus on instructed language learning. We will begin with a revision of the differences between instructed learning and natural L2 acquisition. We will then go on to discuss key SLA theories and their (potential) applications in the classroom. Self-study methods, like e.g. language learning apps, will also be critically examined from an SLA perspective. Moreover, we will investigate questions such as: What does development in the language learning process look like? Can learners of a foreign language become native-like? What is the role of previously learned languages? To what extent does explicit grammar instruction have an impact on learners' language development? What is the role of non-linguistic factors such as motivation, intelligence or gender?

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

Übungen

050620: Heritage Language

Mo 08:00 - 10:00

GB 6/137

Strubel-Burgdorf, Susanne

We live in a world with a multitude of languages, dialects, and varieties. In many countries, we find a dominant / standard language variety alongside numerous dialects or languages people brought with them. The United States Census Bureau for example reports in 2019 that 67.8 million people living in the US speak another language than English at home (<https://www.census.gov/library/stories/2022/12/languages-we-speak-in-united-states.html>). These languages spoken besides the dominant English language are considered to be "heritage languages": a language that is connected to one's personal, family, or community history, mostly spoken at home or in community settings.

In this course, we will have a look at the definition of heritage language and its speakers, its role in sociolinguistic identities and language education.

Assessment/requirements: regular attendance, course preparation and participation; presentation of an empirical study.

050621: Constructing Language(s)

Do 10:00 - 12:00

GB 6/137

Minow, Verena

The aim of this *Übung* is to enhance our knowledge of (English) linguistics through the study of conlangs, i.e. constructed languages that we often encounter in certain types of fictional works. We will first look at some famous examples of constructed languages, such as the Elvish languages created by Tolkien, Klingon or Dothraki. The second part of the course will then be devoted to constructing our own new languages.

Assessment/requirements: you are expected to construct your own language during this course and present it in a form of your choice, i.e. a written report, a podcast or video. (Deadline: 30 September 2026).

Englische Literatur bis 1700

Vorlesungen

050624: Early Modern Drama

Di 10:00 - 12:00

HGB 30

Weidle, Roland

The lecture will provide students with an overview of the main dramatic genres of the English early modern age (1485-1660). The first sessions will sketch the cultural, historical and economic background of the period as well as the beginnings of early modern secular drama. The lecture will then proceed to discuss some of the most important representatives and examples of tragedy, comedy, tragicomedy and history plays. In each lecture we will also try to look at specific plays (or passages from them) to illustrate some of the discussed features.

The lecture will be based on my *Englische Literatur der Frühen Neuzeit: Eine Einführung* published in the series "Grundlagen der Anglistik und Amerikanistik" with Erich Schmidt Verlag (Berlin, 2013). The Powerpoint Presentations will be made available on Moodle. For the primary texts I recommend Greenblatt, Stephen et al., ed. *The Norton Anthology of English Literature*, Vol I, Norton & Company, 2012.

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

Seminare

050625: Christopher Marlowe: Doctor Faustus

Mo 14:00 - 16:00

GABF 04/614

Klawitter, Uwe

Christopher Marlowe's best-known play *Doctor Faustus* (c. 1589) is based on an English translation of a German source. It dramatizes the life of the notorious late 15th- and early 16th-century astrologer and magician Faust, who becomes tired of his studies and enters into a bargain with the devil. While this allows him to get powers and experiences he desires, it fatally results in his damnation.

In class, we will explore Marlowe's successful use of traditional and innovative dramatic devices and discuss how the tragedy engages with contemporary debates on religion, magic, science, selfhood and politics.

Participants need to acquire a well-annotated edition that contains the A- and B-versions of the play; for example, the Oxford World's Classics edition or the Revels Plays edition.

Assessment/requirements: *Übung*: test; *Seminar*: 12-page research paper (or possibly oral examination).

050626: Renaissance Love Poetry

Di 12:00 - 14:00

GABF 04/613

Klawitter, Uwe

The English Renaissance was a heyday of amatory poetry. In class, we will read love poems by Sir Philip Sidney, Edmund Spenser, William Shakespeare, Michael Drayton, Lady Mary Wroth, John Donne, Robert Herrick, Abraham Cowley and Andrew Marvell. This means that we will explore Elizabethan sonneting and the love lyrics produced by metaphysical poets. Two case studies will give deeper insights into the cultural conditions which determined and fostered this poetry.

A reader will be made available at the beginning of term.

Assessment/requirements: *Übung*: five-page essay; *Seminar*: 12-page research paper (or possibly oral examination).

050627: Death, Love, and Valour: Poetics of the Medieval Warrior

Mi 16:00 - 18:00

GABF 04/614

Henk, Antony

Military engagements and individual acts of heroism dominate much of the medieval poetic corpus. Drawing on Classical and Biblical examples, as well as local cultural poetic traditions, medieval poets crafted stirring narratives of bravery and cowardice, of wisdom and foolhardiness, of abiding loyalties and seditious betrayals. While much twentieth-century scholarship on these works viewed them, often quite superficially, as early attempts at nation-building, medieval poets display profound and nuanced ideas about warfare and battle. Much as modern writers and creatives depict battle in a variety of lights, medieval poets grappled with the morality of warfare and wept at its senselessness, both glorified and decried violence, and questioned where bravery ends and foolishness begins.

In this course, students will read a mixture of selections and complete works that epitomise major trends and ideas about war, battle, and heroism as they appear in poetry, with a primary focus on English works before 1300. Among others, we will examine *Juliana*, *Judith*, the *Battle of Maldon*, the *Life of St Oswald*, and *Andreas*, as well as the *Ludwigslied*, the *Chanson de Roland*, the *Life of St Martin*, and the *Wallace*. Longer texts will be examined in selections. All texts will be read in translation. Shorter excerpts will be provided. Students are recommended to obtain their own copy of *The Song of Roland and Other Poems of Charlemagne* (trans. Simon Gaunt & Karen Pratt), as well as a copy of *Anglo-Saxon Poetry*, S. A. J. Bradley.

Assessment/requirements: *Übung*: active and engaged participation, passing the majority of the in-class reading quizzes, 15- to 20-minute oral presentation on one of the texts discussed through the semester; *Seminar*: active and engaged participation passing the majority of the weekly in-class reading quizzes; term paper, incorporating significant secondary literature and independent analysis of the text(s) OR oral examination which demonstrates the student's knowledge of the texts taught over the semester.

Übungen

050633: Reading Hamlet

Mi 10:00 - 12:00

GABF 04/613

Weidle, Roland

The primary aim of this "Übung" is to engage in a thorough and close reading of *Hamlet*, 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 be able to look at some of the main themes and issues addressed in the play (interiority, kingship, performativity, power, authority, gender etc.) but also attain a better understanding of Shakespeare's dramatic style and use of language.

I recommend obtaining the latest Arden edition of the play (Third Series, edited by Ann Thompson and Neil Taylor).

Assessment/requirements: regular and attentive (!) attendance; thorough preparation of the individual scenes and the secondary material; scene commentary (ca. 5 pages; to be handed in by 30 September 2026).

Englische Literatur nach 1700

Vorlesungen

050636: The Literature of Sensibility

Niederhoff, Burkhard

No specific time (videocast); two non-mandatory Zoom meetings Fri 9-10.

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German), a movement based on empathy, good nature and a benevolent attitude to our neighbours. Sensibility has often been dismissed as sentimental emotionalism, but it has been going surprisingly strong ever since its beginnings about three hundred years ago, surfacing in today's culture primarily in advertising and film. The lecture will focus on literary works from the eighteenth century, including masterpieces like Laurence Sterne's *Tristram Shandy*, while also analysing the presence of sensibility in related cultural fields such as philosophy or painting. Other topics to be dealt with include the backlash against sensibility (how did such authors as Richard Sheridan or Jane Austen make fun of it?), the politics of sensibility (was it conservative or progressive?) and the origin of sensibility (where did it come from?). The lecture will be offered as a videocast with two additional Zoom sessions (not mandatory), in which students will have a chance to ask questions.

Assessment/requirements: reading a selection of texts; oral or written exam.

Seminare

050637: Children and Futurity

Di 12:00 - 14:00

GABF 04/614

Huber, Karoline

The slogan "children are our future" has been used across the political spectrum by right-wing parties and leftist organizations alike to justify their policies and pursuits. Children in the cultural imagination have become an emblem of innocence and the future of humanity, an idea which is often more politically charged than we realize.

In this seminar, we will discuss this connection between children and futurity on the basis of speculative fiction texts, both cinematic and literary. We will begin our examination with the science fiction classic *Childhood's End* (1953) by Arthur C. Clarke, and move on to more contemporary texts, including *Never Let Me Go* (2005) by Kazuo Ishiguro, the film *Children of Men* (2006) directed by Alfonso Cuarón, as well as a novel from the *Hunger Games* franchise. To deepen our understanding of the often problematic and highly politicized image of children in speculative fiction, we will read excerpts from the non-fiction monographs *No Future* (2004) by Lee Edelman and *The Child to Come* (2016) by Rebekah Sheldon.

Assessment/requirements: *Übung*: (shorter) exam about the contents of the class; *Seminar*: choice between (longer) exam or term paper.

050638: Modernism

Di 10:00 - 12:00

GB 03/49

Dow, Ewan

The course will cover the full range of modernist output in literature (poetry, drama, prose), will touch on movements and manifestos (e.g. Imagism, Surrealism, Vorticism) and will have a particular focus on authors and some of their key works, including Pound, HD, Joyce, Eliot, Woolf, Auden, Isherwood, Beckett.

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

050639: Place Poems in Contemporary British Poetry

Mo 12:00 - 14:00

GB 6/137

Klawitter, Uwe

Any casual browsing through poetry published by British poets within the last five decades will reveal that there are plenty of poems that focus on places in Britain (mainly cities and towns, rivers, landscapes and popular sights). As Seamus Heaney points out in his lecture "The Sense of Place" (1977), such poetry goes beyond the mere visual and is imbued with rich historical associations and serves purposes of cultural identification.

Discussing place poems by well-known contemporary British poets, we will ask the following questions: How are particular places described and evoked? Which uses and senses of place become apparent here? In what ways does the poetic representation of places reflect certain traditions or relate to other media? How do the place poems respond to recent changes in our habits of experiencing, moving and dwelling in places?

A reader will be provided on Moodle.

Assessment/requirements: *Übung*: test; *Seminar*: 12-page research paper (or possibly oral examination).

050640: Victorian Ghost Stories

Do 14:00 - 16:00

GABF 04/252

Stratton, Stephanie

From fog-shrouded streets and haunted mansions to unseen terrors of the mind, Victorian writers used ghost stories to explore anxieties about belief, science, class, gender, and empire. This course examines how the supernatural became a mirror for Victorian society's deepest fears and desires. Reading across key authors—including Charles Dickens, Elizabeth Gaskell, Sheridan Le Fanu, Henry James, Arthur Machen, and Marie Trevelyan—we will trace how the ghost story evolved from moral fable to psychological horror and modernist ambiguity.

Students will study a range of tales such as Dickens's festive hauntings, Gaskell's compassionate spirits, Le Fanu's Gothic suspense, and James's elusive spectres, alongside lesser-known but culturally significant works like Trevelyan's Welsh ghost lore and Machen's mystic horrors. Our discussions will engage with contemporary debates about faith and

rationality, gender and domesticity, regional identity, and the blurred boundaries between the material and the spectral.

Assessment/requirements: *Übung*: a short written assignment and an oral presentation;
Seminar: term paper of approximately 12–15 pages.

Übungen

050643: Reading Canadian Short Stories

Fr 10:00 - 12:00

GABF 04/614

Niederhoff, Burkhard

This course has a double aim: students should become familiar with characteristic themes and motifs of Canadian Literature and improve their skills in analysing fiction in general. We will read one story per week, focusing on structural aspects such as setting, narrator, point of view or beginnings, and on thematic aspects such as gender, survival in a hostile natural environment or family dynamics. Writers to be discussed will include Margaret Atwood, Jack Hodgins, Stephen Leacock and Alice Munro, but the precise choice of writers and stories will be made during the break. There will also be a focus on academic writing; students will have to hand in written assignments throughout the semester instead of writing a paper after the course is over.

Required texts: the short stories will be provided in the Moodle course.

Assessment/requirements: active participation; writing assignments throughout the semester.

050644: Contemporary Irish Fiction

Di 14:00 - 16:00

GABF 04/253

Ahrens, Kristina

This course will give an overview of a broad range of 21st century novels from the Republic of Ireland, Northern Ireland and the Irish diaspora that span a variety of styles and genres: realist and experimental writing, migration novels, family novels and coming-of-age novels, historical fiction, crime fiction and speculative fiction. These texts trace questions of Irish national and cultural identity through various stages of political, social and economic change, from the Easter Rising to the Troubles, the rise and fall of the Celtic Tiger and even a 2053 dystopian version of Ireland. We will explore how contemporary Irish writers (like Anne Enright, Colm Tóibín, Sally Rooney, Anna Burns and others) deal with past, present and future, with questions of inequality, class and gender, with experiences of hybridity and liminality, trauma, disruption and death – all while keeping sight of the ever present (if often dark or absurd) Irish humour.

Assessment/requirements: expert group (including a short presentation in class and a written handout).

Amerikanische Literatur

Vorlesungen

050646: North American Literature and Culture III: Cold War to Present

Do 10:00 - 12:00

HGB 30

Bieger, Laura

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

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

Texts: A course pack with all reading material will be provided via Moodle.

Assessment/requirements: regular reading and final exam (in the final week of the lecture period).

Seminare

050647: "The Past Once Existed": History and Fiction in the Postmodern Novel

Mo 08:00 - 10:00

GABF 04/614

Pitetti, Connor

In literary studies, the term "postmodern" generally describes texts from the late twentieth century that are characterized by an explicit interest in their own status as works of art and by the idea that language plays a role in shaping reality. As the scholar Martin Socfeld explains, this postmodern view of language manifests in literary art in a number of related ways, including "selfconsciousness about language; a tendency towards arbitrary, playful or parodic uses of language; [...] a mixing up of linguistic styles and registers [...and a] sceptical view both of the division between 'high' and popular culture and of the belief in reason." The Italian novelist Umberto Eco offers a more playfully definition: "I think of the postmodern attitude as that of a man who loves a very cultivated woman and knows that he cannot say to her 'I love you madly', because he knows that she knows (and that she knows he knows) that these words have already been written by Barbara Cartland. Still there is a solution. He can say 'As Barbara Cartland would put it, I love you madly'. At this point, having avoided false innocence, having said clearly it is no longer possible to talk innocently, he will nevertheless say what he wanted to say to the woman: that he loves her in an age of lost innocence."

This course will explore some influential theories of postmodernism, including the idea that postmodern culture is characterized by the production of “simulacra,” that postmodernism is driven by “suspicion of grand narratives,” and that it is “the cultural logic of late capitalism.” We will also examine more explicitly literary historical ideas, including the argument that postmodern literature is a form of “historiographic metafiction” and that it is defined by an “ontological dominant.” Using these concepts to guide and structure our conversation, we will then read and discuss works by three prominent American postmodern writers. In our discussions of these primary texts, we will focus in particular on the way in which these works of fiction engage with historical events and figures—that is, we will think about what happens when skeptical novelists from Eco’s “age of lost innocence” take up the task of writing about “real” events.

Students who wish to participate in the course will need copies of the following texts. Please try to purchase the editions indicated here, as this will facilitate classroom discussion.

- Kurt Vonnegut, *Slaughterhouse-Five* (ISBN: 978-0440180296)
- Octavia Butler, *Kindred* (ISBN: 978-0807083697)

Please note that the meetings of this class will begin at 8:30 sharp and will end at 10:00.

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

050648: Neo Slave Narratives

Mo 10:00 - 12:00

GABF 04/614

Pitetti, Connor

The American writer Zora Neal Hurston described the American slave trade as “the most dramatic chapter in the story of human existence” and argued that it was not surprising that “a great literature has grown up around it.” The great literature of this dark phase of American history includes both autobiographical narratives written by people who experienced slavery firsthand and fictional narratives produced by later generations.

This course will examine both of these genres: the 19th-century slave narrative and the neo slave narrative of the 20th and 21st centuries. Students who participate in the course will learn about some of the basic narrative patterns and motifs that characterize slave narratives, as well as the historical contexts in which they were produced and the socio-political dynamics involved in slave authorship. We will then look at several examples of creative engagement with and reappropriation of the slave narrative tradition in later American fiction in order to explore the enduring relevance of both the history of slavery and the tradition of the slave narrative in American culture.

Students who wish to participate in the course will need copies of the following texts. Please try to purchase the editions indicated here, as this will facilitate classroom discussion.

- Margaret Walker, *Jubilee* (ISBN: 978-0544812123)
- Toni Morrison, *Beloved* (ISBN: 978-1400033411)

- Natasha Trethewey, *Native Guard* (ISBN: 978-0618872657)
- Colson Whitehead, *The Underground Railroad* (ISBN: 978-0345804327)

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

050649: Close Reading: Theory and Practice

Mi 14:00 - 16:00

GABF 04/614

Flamand, Lee

What does it mean to get *close* to a text?

Most scholars would agree that close reading refers to the careful, slow, sustained analysis and interpretation of a text. In this sense, it is a basic skill utilized across the humanities. However, this is often where agreement ends.

For those who first popularized the term, close reading meant treating the work of literature—usually, a poem—as a kind of self-sufficient, “autotelic” entity, best understood on its own terms, its content and form considered independently of any external consideration. For deconstructionists, however, texts were never so steady on their feet; they were instead inherently unstable, radically undecidable; the harder we grasp at their meaning, the quicker it slips through our fingers. For historicists, meanwhile, texts only attain significance in their cultural contexts; that is to say, when concatenated with other texts.

Just as important as these theoretical concerns, it seems, are the metaphors we use to allegorize our own relationship to texts. For some critics, the poem is a butterfly, close reading the microscope through which the critic gazes at it in wonder; for others, the text is a body splayed upon a table, the close reader acting as an expert surgeon, scalpel steady in hand, ready to cut with expert precision (but then is the textual “body” living or dead, the operation an autopsy, a vivisection, or a dismemberment?). Some critics preach transcendence, the close reader opened up and transformed through the redemptive encounter with a text. Others read with deep suspicion, wary of the mesmerizing machinations of ideology lurking just beneath the textual surface. Some aim to get too close for comfort; others to step back and observe from a lofty distance. “For the practice of close reading,” D.A. Miller writes, “has always been radically cloven: here, on one side, my ambition to master a text, to write *over* its language and refashion it to the cut of my argument... there, on the other, my longing to write *in* this language, to identify and combine with it. The adept in close reading must assert an autonomy of which he must also continually betray” (*Jane Austen, Or The Secret of Style*, 58).

To read closely, then, may be best described as the practice of engaging in a certain writerly dramaturgy on the one hand, and a readerly erotics on the other; it is to both invade and be invaded, to engage in a play of seductions and intimacies no less than resistance and refusal; to exert power over a text one minute and to submit completely in the next. And to find therein pain no less than pleasure, insight at the moment of blindness.

This seminar introduces students to the history, theory, and practice of close reading, with a special focus on its institutionalization and evolution as a (semi-)professionalized practice

championed and disseminated by anointed practitioners of literary studies working primarily (although by no means exclusively) within Anglophone and American universities. In this sense, close reading is a sanctified practice, passed down from generation to generation of teachers and students. Yet it is also a contested one, with theoretical and methodological assumptions constantly churning through cycles of refutation and revision.

We will not only close read works of literature, but also works of literary criticism. We will chart a course through examples of the Cambridge and New Critics of the early 20th century, the French structuralists and deconstructionists of mid-century, the New Historicists of the late 20th century, the surface and distant reading debates of the early 21st century, and end by looking at recent innovations in critical practice.

Whatever else close reading may be, it is the act of writing *with verve* about a text; we will therefore also spend ample time penning our own close readings, both in class and at home.

NOTE: This class will be reading and writing intensive. Texts will be difficult, but grappling earnestly with them should drastically improve your own scholarship. I will expect all students to arrive prepared, having read and deeply analyzed all assigned readings and finished all take-home assignments. The false representation of AI-generated text as a student's own original thinking and writing will be strictly prohibited. All other uses are governed according to the 'Guidelines of the English Department on the Use of Artificial Intelligence.'

Assessment/requirements: *Übung*: reading, listening, note-taking, preparation, active participation in small groups and larger discussions, completion of in-class activities/homework, portfolio of short written assignments; *Seminar*: the above plus 12 page term paper.

050650: Early American Short Stories

Do 08:00 - 10:00

GB 6/131

Ottlinger, Claudia

The short story as a literary genre in its own right emerged in early nineteenth-century America with E. A. Poe as its first critical theorist. In a first step the seminar will therefore deal with Poe's review of Hawthorne's *Twice-Told Tales*, in which he provided the first definition of the short story and isolated its essential generic features. In the major part of the seminar, however, we will read and analyse major short stories by the three pioneers Washington Irving (1783 – 1859), Nathaniel Hawthorne (1804 – 1864) and Edgar Allen Poe (1809 - 1849), thus providing the participants with an overview of the early historical development of the genre, the diversity of its themes and techniques as well as the similarities and differences between the three authors.

All the relevant texts will be made available on Moodle.

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

050669: The 1980s

Do 10:00 - 12:00

GABF 04/614

Müller, Monika

The 1980s are remembered as the decade of punk and hip-hop music, the rise of "big media" and the AIDS crisis. Politically and socially, they were characterized by the rise of global capitalism, the Reagan era, consumerism, and commodification as well as various forms of resistance against these developments. In this class we will explore this contradictory and fascinating time in U.S. history by studying a variety of non-fictional and fictional texts ranging from cultural history readers to song lyrics. Texts: Please read Bret Easton Ellis's *American Psycho* as preparation for the course. Additional materials will be uploaded on Moodle.

Assessment/requirements: *Übung*: active participation, presentation, short answer test; *Seminar*: active participation, comprehensive final test or term paper.

Übungen

050643: Reading Canadian Short Stories

Fr 10:00 - 12:00

GABF 04/614

Niederhoff, Burkhard

This course has a double aim: students should become familiar with characteristic themes and motifs of Canadian Literature and improve their skills in analysing fiction in general. We will read one story per week, focusing on structural aspects such as setting, narrator, point of view or beginnings, and on thematic aspects such as gender, survival in a hostile natural environment or family dynamics. Writers to be discussed will include Margaret Atwood, Jack Hodgins, Stephen Leacock and Alice Munro, but the precise choice of writers and stories will be made during the break. There will also be a focus on academic writing; students will have to hand in written assignments throughout the semester instead of writing a paper after the course is over.

Required texts: the short stories will be provided in the Moodle course.

Assessment/requirements: active participation; writing assignments throughout the semester.

050655: North American Literature and Culture III: Cold War to Present - The Readings

Do 12:00 - 14:00

GA 03/149

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Cold War to Present." 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.

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

Cultural Studies (GB)

Vorlesungen

050657: Restoration Culture

Di 14:00 - 16:00

HGB 10

Pankratz, Anette

The times between the Restoration of the monarchy in 1660 and the death of the last Stuart ruler in 1714 saw many profound changes. Power gradually shifted from the monarch to parliament; science and empiricism nudged God from the centre of things; money and wealth challenged heredity. The development towards what we nowadays would consider a "modern" state did not go smoothly, though. There are a great many tensions between old and new. Hence, the Restoration period is full of crises, conflicts and paradoxes. Sometimes the people seem like our near contemporaries and sometimes like quaint bewigged figures from a very distant time.

The lecture course aims at having a critical look at the familiar and to make the quaint more accessible. By dealing with political and religious developments, literature, music and fashion it intends to provide a multifaceted survey of Restoration 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. There will be weekly non-obligatory live sessions for clarifications, discussions and performances.

Assessment/requirements: B.A.: passing all the quizzes.

Seminare

050658: Gender in the UK

Di 10:00 - 12:00

IA 02/481

Pankratz, Anette

The aim of the seminar is to enhance the understanding of one of the central categories for cultural analysis dealt with in the Introduction to Cultural Studies. Students will get to know theories of masculinity and queerness and discuss concepts like post-feminism. In the second part of the seminar, they will get the opportunity to do their own research and analysis of representations of gender – from James Bond to *Fleabag*.

Text: all theoretical texts will be provided on Moodle. Please get a copy of

- Caryl Churchill, *Top Girls* (any edition is fine)

Assessment/requirements: *Übung*: participation, preparation, expert group; *Seminar*: the above plus seminar paper (*wissenschaftliche Hausarbeit*).

050659: Transadaptations: Writing Back in Theatre

Do 12:00 - 14:00

GABF 04/614

Parigoridou, Christina

Originating from translation studies, the terms *tradaptation* and *transadaptation* “describe the process of translating texts that does not focus just on language, but *also on translating cultural references*” (Daboo 92). In Contemporary theatre, transadaptations are increasingly encountered in the sense that playwrights take source texts and “translate,” that is, set them into a different cultural, historical, and/or regional context to dismantle the “grand narratives” of the literary canon. This new, “transformed” text often challenges the source text it sprang from, contesting its hegemonial position by providing counter-narratives of colonial resistance. Thus, in Tanika Gupta's adaptation of Charles Dickens's *Great Expectations*, the story of protagonist Pip is transposed from early nineteenth-century England into mid-nineteenth-century India; Zadie Smith's theatrical debut, *The Wife of Willesden*, changes Chaucer's fourteenth-century “Wife of Bath” from the *Canterbury Tales* to a Jamaican-born British woman telling her story in a pub in present-day London; and Deepak Verma and Felix Cross' Bollywood-style interpretation of Emily Brontë's *Wuthering Heights* likewise transforms a classical novel into a contemporary play. Applying postcolonial theories such as by Edward W. Said, Homi K. Bhabha, or Gayatri Chakravorty Spivak, we will investigate how such transadaptations enable playwrights to “write back” to canonical texts and make alternative perspectives seen. This course will aim at introducing you to practices of contemporary British theatre as well as extending your knowledge about methods commonly employed in postcolonial studies.

Participants are kindly asked to purchase the following plays:

- Zadie Smith, *The Wife of Willesden*; Tanika Gupta, *Great Expectations*;
- Deepak Verma and Felix Cross, *Wuthering Heights* (found here: <https://www.lehmans.de/shop/literatur/10023559-9781408120781-wuthering-heights>)

Assessment/requirements: *Übung*: active participation, thorough preparation of the texts, and a research group project; *Seminar*: the above plus either a seminar paper (ca. 10-12 pages) or an oral exam.

[Work Cited: Daboo, Jerri. *Staging British South Asian Culture: Bollywood and Bhangra in British Theatre*. Routledge, 2018.]

050660: British Material Culture: Badges, Bikes and DM Boots

Do 10:00 - 12:00

GABF 04/613

Viol, Claus-Ulrich

In this class we will be talking about things, literally. Finding out about, discussing, and applying some of the basic theoretical ideas put forward by the interdisciplinary discipline of material culture or object studies, we shall turn our attention to three examples from the British context: two-wheeled steel vehicles with pedals (as developed and produced by the Morris Company in Oxford at the end of the 19th century); small round pieces of metal or plastic people pin to their clothes or bags (as used by political organisations and social movements from the 1960s to the 1980s); and air-padded thick-soled workers' boots (as worn by generations of skinheads, punks, supermodels, students, and university lecturers).

Apart from aspects of the objects' production and material make, we will be particularly interested in how the objects relate to the people that use them, how such use is regulated and represented by culture, and how the objects themselves may help 'produce' cultural practices, identity formation, collective and individual memory, processes of meaning-making.

If you own a political badge or DMs, or have a personal bike, badge or DM story to tell, please bring them to our first session (photos are welcome too)!

Assessment/requirements: *Übung*: research project and presentation of material; *Seminar*: the above plus oral exam or term paper.

050662: How Europe Underdeveloped Africa

Mo 14:00 - 16:00

GABF 04/253

Grabowski, Leo

Alongside C. L. R. James's *The Black Jacobins*, Eric Williams's *Capitalism and Slavery*, Frantz Fanon's *The Wretched of the Earth*, and Kwame Nkrumah's *Neo-Colonialism: The Last Stage of Imperialism*, Walter Rodney's seminal *How Europe Underdeveloped Africa* (1972) stands as a classic anti-colonial and anti-imperial text in the Black Radical Tradition. It offers an alternative history of Africa – not only to demonstrate that Africa has its own history, but to argue that it was never “underdeveloped”; rather, “underdevelopment” is best understood as a historical process of plunder and the construction of a global system of inequality, without which European expansion and the rise of capitalism cannot be adequately explained. Covering five hundred years and an entire continent, Rodney moves from large-scale analyses of continental developments to detailed case studies and reconstructs African history from the perspectives of Africans, while not suppressing the social conflicts that played out within African societies. Angela Y. Davis describes Rodney as an archetypal “scholar-activist” and claims:

When [he] was assassinated in 1980 [for his belief in the real possibility of radical political change] at the young age of thirty-eight, he had already accomplished what few scholars achieve during careers that extend considerably longer than his. The field of African history would never be the same after the publication of *How Europe Underdeveloped Africa*. (x)

In this seminar we will closely read *How Europe Underdeveloped Africa*, situate it within the Black Radical Tradition, and examine its reception and ongoing relevance in Britain and several

former British colonies (e.g., Guyana, Tanzania, South Africa, Kenya, Ghana). All texts will be provided as digital scans, but I highly recommend purchasing the following edition:

- Rodney, Walter. *How Europe Underdeveloped Africa*. Verso, 2018.
- Davis, Angela Y. "Foreword." *How Europe Underdeveloped Africa*, by Walter Rodney, Verso, 2018, pp. ix–xii.

Assessment/requirements: active participation and thorough preparation of the course materials; *Übung*: assignments, and one of the following: (short) written test, or critical book/article review; *Seminar*: assignments, and one of the following: oral exam, or written test, or term paper (10-12 pages).

050663: An Irish Lesson in How to Remember – Constructing Legacies for the Ordinary Heroes of the 1916 Easter Rising

Blockseminar

GABF 04/614

Unterberg, Teresa

Mandatory first meeting: Thursday, 16 April, 4-6 pm. In this preliminary meeting, we will discuss the historical framework and the assignments. The reading assignments will need to be completed before the main course days in May: 27-29 May, 9 am-4.30 pm. The willingness to read about and remember the evolution of the 1916 revolution is crucial to any sort of productive discussion in the time we have together in class. Therefore, you should be willing to engage with the texts between the April and May course dates.

The 1916 Easter Rising is regarded as a pivotal moment in the pursuit of Irish independence, but it was far from the first attempt at rebellion against British rule. At that point, several uprisings had already been swiftly and brutally repressed. After the capture and execution of the rebel leaders (a seemingly ragtag group of actors, soldiers and teachers), the 1916 Rising appeared destined to end in another failure with nothing to show for it but a few names added to the canon of Irish martyrs. However, surprisingly, this uprising eventually led to (partial) success and, finally, to (partial) Irish independence. Arguably in no small part due to the instant instrumentalisation of the leaders' memory after their execution.

In this class, we will explore the ways in which narratives surrounding martyrdom and sacrifice for the greater good contributed to rallying support behind a seemingly doomed cause. We will take a closer look at the key figures of the insurrection and how the mantra "They died for us" was skillfully used during and after the Rising – to some extent shaping national memory narratives up to this day. Aside from the canonical key figures, we will also investigate the critical role women and children played in the Rising and its aftermath – as messengers, spies and soldiers – as well as the ways they have been remembered – or forgotten.

Assessment/requirements: *Übung*: active participation, reading assignments, case study: presentation and short essay; *Seminar*: all of the above and one of the following: term paper OR oral exam (30 min).

Übungen

050664: Current Issues in British Politics

Blockseminar

GABF 04/614

Berg, Sebastian

Block: do 30.07., fr 31.07., mo 10.08., di 11.08., mi 12.08., 13:30-18:00

In this course, we familiarise ourselves with some of the most important changes and trends in British politics. At the time of writing, British politics seems to go through a period of rapid and radical change. The far-right *Reform UK* party (reincarnation of *UK Independence* and *Brexit* parties) does extremely well in opinion polls (better than the *Conservatives* and sometimes better than *Labour*) and strongly influences political discourse. Protest movements, for a long time a phenomenon associated with the political left, these days attack refugees, migrants and centre-left politicians. Hence immigration has become *the* contentious and salient issue in British politics, which we are going to deal with. However, there are other topics that also deserve our attention, for example, the housing crisis, problems of the National Health Service, the re-organisation of economic policy post-Brexit, debates on where to save and spend tax money or how to deal with the increasingly visible impact of climate change, a low-key but permanent propagation of another independence referendum in Scotland, etc. We are going to study some of the most important debates, establish where to find what kind of political information and discuss and try out some of the methods used by scholars of politics.

Assessment/requirements: active participation, organising and chairing part of a course session.

050665: History of Photography (SUMMER SCHOOL)

Müller, Monika

This course is designed to introduce students to photography in GB and the US from the beginnings to the present as well as the critical methodologies for studying and describing photographs. Using classical texts about photography and also applying recent cultural studies approaches to the analysis of visual culture, we will discuss photography's contested relationship to "the real," and we will also examine the cultural work that photographs perform at particular historical moments.

Please buy (and read) your own copy of Susan Sontag's *On Photography*; all other materials will be made available on Moodle.

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

Cultural Studies (USA)

Vorlesungen

050646: North American Literature and Culture III: Cold War to Present

Do 10:00 - 12:00

HGB 30

Bieger, Laura

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

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

Texts: A course pack with all reading material will be provided via Moodle.

Assessment/requirements: regular reading and final exam (in the final week of the lecture period).

Seminare

050667: Screening American History

Di 16:00 - 18:00

GABF 04/413

Flamand, Lee

Few mediums have more power to shape the contours of collective memory than cinema. For most audiences, images of and stories about the past arrive through popular screen cultures with more frequency and potency than through the pages of historical monographs and textbooks. And thus, ever since its evolution from early spectacle to narrative artform, cinema has been a key agent in the formation, refutation, and reformulation of US historical narratives and national mythology.

While fictional historical films, documentaries, and biopics all tell stories about the past, they often do so as barely veiled commentaries on their contemporaneous moments of production, dissemination, and reception. They also tend to live long afterlives, influencing audiences long after their first run in theatres. Films themselves are never innocent; they exist within frequently raucous public contestations about the meaning of the past and its relevance in the present. They are produced in particular commercial and historical contexts, and are made to serve audiences which are rarely homogenous; they must therefore often adjudicate a wide variety of different political, ideological, and identity positions. The historical images and

narratives they serve up thus often betray just as much about the cultural conditions and historical contexts in which they appear as they teach us about the uses and abuses of the past.

This course thus deals with the ways in which films mediate cultural memory, American mythology, and US history, often with particular presentist biases. We will focus primarily on feature films, although we may also consider a few documentaries or television shows along the way. We will approach films not as transparent re-enactments of actual history, but rather as carefully crafted, media-specific artworks which function as influential agents of popular political contestation and cultural memory (re)formation. We will also read and discuss critical works of academic film scholarship. We will be less concerned with teasing out historical actuality from embellishment or fiction, and more concerned with the ways in which films perform various kinds of cultural work vis-à-vis their portrayals of the past.

NOTE: This class will be reading and viewing intensive. Secondary scholarship may be difficult, but grappling earnestly with it should drastically improve your own scholarship. I will expect all students to arrive prepared, having watched, read and deeply analyzed all assigned materials, and having finished any take-home assignments. The false representation of AI-generated text as a student's own original thinking and writing will be strictly prohibited. All other uses are governed according to the 'Guidelines of the English Department on the Use of Artificial Intelligence.'

Assessment/requirements: *Übung*: reading, listening, note-taking, preparation, active participation in small groups and larger discussions, completion of in-class activities/homework, portfolio of short written assignments; *Seminar*: the above PLUS 12 page term paper OR Oral Exam.

050668: Fit, Fair, and Filtered: Appearance Culture in the U.S., 19th Century to Today

Do 10:00 - 12:00

GA 8/37

Steinhoff, Heike

This BA seminar examines the history and cultural politics of beauty and appearance in the United States from the nineteenth century to the present. We will explore how ideals of attractiveness, fitness, and bodily improvement have been produced, circulated, and contested across different historical periods.

The course engages a wide range of materials, including literature, advertising, film, television, and social media. It traces key transformations in appearance culture—from nineteenth-century regimes of bodily discipline and the rise of the cosmetics industry to contemporary influencer economies, digital filters, and algorithm-driven aesthetics. Throughout, we will consider how beauty standards both reflect and reinforce broader structures of power and inequality. An intersectional framework guides our analysis of how race, gender, class, body size, and dis/ability shape appearance norms and experiences. Topics include dieting and fitness cultures, cosmetic surgery, hair politics, and online phenomena such as “looksmaxxing.”

The seminar aims to equip students with key concepts from American Cultural Studies and to develop critical tools for understanding appearance as a central dimension of U.S. social and media history.

Assessment/requirements: *Übung*: active participation, reading journal; *Seminar*: active participation, reading journal, written exam or term paper.

050669: The 1980s

Do 10:00 - 12:00

GABF 04/614

Müller, Monika

The 1980s are remembered as the decade of punk and hip-hop music, the rise of “big media” and the AIDS crisis. Politically and socially, they were characterized by the rise of global capitalism, the Reagan era, consumerism, and commodification as well as various forms of resistance against these developments. In this class we will explore this contradictory and fascinating time in U.S. history by studying a variety of non-fictional and fictional texts ranging from cultural history readers to song lyrics. Texts: Please read Bret Easton Ellis's *American Psycho* as preparation for the course. Additional materials will be uploaded on Moodle.

Assessment/requirements: *Übung*: active participation, presentation, short answer test; *Seminar*: active participation, comprehensive final test or term paper.

050670: MAGA Cinema. Right-Wing Metapolitics, White Christian Nationalism and Contemporary US Independent Film

Fr 14:00 - 16:00

GABF 04/252

Vignold, Peter

The class time is Fridays, 2–4 p.m. In the Friday 12–2 p.m. slot, you have the option to watch the corresponding films on a voluntary basis.

Right-wing agitator Andrew Breitbart commented in 2009 that instead of funding political candidates, conservatives should have created a film studio. While motion pictures have lost the broader cultural relevancy they have enjoyed during most of the 20th century, conservative film producers have since taken on Breitbart's advice. Off-Hollywood studios such as Pinnacle Peak Production, Angel Studios or Bonfire Legend, as well as streaming platforms like Great American Pure Flix, Angel+ or The Daily Wire+, are now offering hundreds of movies ranging from „faith-based“ family entertainment to violent horror and action films. What unites this very heterogenous slate of productions is their shared metapolitical effort to normalize right-wing talking points and comment on hot button topics that have increasingly informed the US presidential races since 2016. With the reactionary backlash rapidly changing the political and cultural landscape of the United States and mainstream studios such as Paramount, Sony or Universal Pictures increasingly getting involved in the production and distribution of openly conservative movies, this seminar shines a light on the aesthetics, economics and politics of MAGA cinema. This seminar aims to historically contextualize this still very young but currently rapidly growing movement and its infrastructures, to relate it to the current meta-politics of “reflexive fascism”, and to map the industry and infrastructures responsible for the production and international distribution of the films. Weekly film analyses will focus on the question of normalization strategies with which conservative to right-wing extremist positions are discursivized and narratively legitimized. Please note: some of the films examined in the seminar contain depictions of physical violence, hate speech, and other potentially

offensive/disturbing/triggering content. A full list of the films to be screened in the seminar can be provided on request before the seminar begins.

Assessment/requirements: *Übung*: active participation, preparatory film screenings, presentation and essay (3-5 pages); *Seminar*: active participation and term paper or oral exam.

050671: Hawaiian Voices, American Narratives: Culture, Representation, and Colonialism

Mi 08:00 - 10:00

GABF 04/613

Laemmerhirt, Iris-Aya

This seminar examines the historical and cultural entanglements between Hawai'i and the United States, focusing on how colonial expansion, tourism, and popular culture have shaped representations of the islands and their indigenous population. Moving from the overthrow of the Hawaiian Kingdom to contemporary struggles over sovereignty, land, and language revitalization, the course situates Hawai'i within broader frameworks of settler colonialism, racial formation, and U.S. empire.

Students will analyze literary texts, films, music, political speeches, and visual culture to investigate how Native Hawaiian voices contest dominant narratives produced by tourism industries, state institutions, and Hollywood. Emphasis is placed on indigenous epistemologies, cultural resilience, and the politics of representation. By the end of the course, students will be able to critically assess how stories about Hawai'i have been constructed, circulated, and challenged.

Please purchase and start reading: Kaui Hart Hemmings. *The Descendants*.

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

Übungen

050655: North American Literature and Culture III: Cold War to Present - The Readings

Do 12:00 - 14:00

GA 03/149

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Cold War to Present." 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.

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

050665: History of Photography (SUMMER SCHOOL)

Müller, Monika

This course is designed to introduce students to photography in GB and the US from the beginnings to the present as well as the critical methodologies for studying and describing photographs. Using classical texts about photography and also applying recent cultural studies approaches to the analysis of visual culture, we will discuss photography's contested relationship to "the real," and we will also examine the cultural work that photographs perform at particular historical moments.

Please buy (and read) your own copy of Susan Sontag's *On Photography*; all other materials will be made available on Moodle.

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

050672: Music and Lyrics

Di 14:00 - 16:00

GAFO 02/364

Zucker, Matthias

Popular music can be as salient a cultural artifact as any piece of literature, filmmaking or advertising. Yet its poetic form and interplay between several forms of representation – there are, after all, not just lyrics, but also music, as well as the occasional visual aid in the form of album packaging or a music video – make it a challenging medium to investigate to its full potential.

This *Übung* thus aims at developing strategies of analyzing popular music within the field of Cultural Studies. How can pop be made useful to the study of culture? What does the history of pop genres tell us about their cultural impact? How does music tell stories and either perpetuate or challenge myths and ideology? How political is pop music?

Each week, we will focus on one culturally relevant album, which we will analyze in depth using any applicable theoretical framework. You will be asked to develop salient theses and argue them in a compelling manner. Relevant materials will be made available on Moodle.

Assessment/requirements: submission of thesis statements on regular basis & final test.

Fachsprachen

Seminare

050685: Strategies of Conflict Management

Mo 08:00 - 10:00

GB 03/49

Bachem, Karin

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

Course materials will be provided in a digital format.

Assessment/requirements: term paper or final written exam.

050686: The Circular Economy and the Logistical Links

Mi 14:00 - 16:00

GABF 04/613

Mugenyi, Cliff

This course explores the principles of the circular economy and its interconnected forward and reverse logistical links. Students will examine how circular practices reshape production, distribution, consumption, and reverse logistics systems. Through case studies and applied exercises, students will learn how sustainable value chains are analysed and designed.

Course materials will be provided in class.

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

050687: Marketing in the Digital World

Do 08:00 - 10:00

GA 03/149

Bachem, Karin

In this seminar, students will learn that marketing in our digital world is the result of a remarkable evolution of this business discipline – an evolution that has not yet come to an end.

Today, the world has developed into a global business arena. New industries and business concepts penetrate markets not only in industrialised nations but also in emerging economies. Hence, marketing is no longer a niche field of business: marketing departments in companies and marketing agencies alike are key players in a digital world characterised by intense international competition.

In our weekly meetings, we will gain insight into modern forms of marketing – such as social media marketing, affiliate marketing, content marketing and influencer marketing, to name just a few. Last, but not least, this seminar will also address the most recent development in marketing: the power of AI as a tool - on the one hand, to optimise and boost consumer engagement, and on the other hand, as a strategic means for companies to remain competitive in rapidly changing business environments.

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

Assessment/requirements: final written exam or term paper.

050688: Science and Technology

Fr 08:00 - 10:00

GABF 04/413

Mugenyi, Cliff

This course deals with how science and technology have evolved over time by exploring major scientific breakthroughs, advancements, technological innovations, and their societal, ethical, and environmental implications.

The speed of change and impact of some major scientific and technological breakthroughs, such as AI is remarkably fast and poses challenges to how fast humanity can adapt to them.

Course materials will be provided in class.

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

Übungen

050690: Business English I

050690A	Di 08:00 - 10:00	GB 03/49	Bachem, Karin
050690B	Mi 12:00 - 14:00	GB 03/49	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 today's world of business such as brands/branding, recent business practices like greenwashing, the importance of customers/clients, marketing, social media in the world of business as well as the financial dimension of business. The course material will be in digital format and related to current developments in the global business environment. Students are expected to actively participate in our weekly discussions on the respective business topics.

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

050691: Business English II

050691A	Mo 10.00 – 12.00	GA 03/149	Bachem, Karin
050691B	Di 14:00 - 16:00	GABF 04/614	Mugenyi, Cliff
050691C	Fr 10:00 - 12:00	GABF 04/613	Mugenyi, Cliff
050691D	Do 12:00 - 14:00	GABF 04/613	Bachem, Karin

This course is designed to make students aware of topics highly relevant in an international business environment: cross cultural communication, HR management, risk management, business ethics, styles of leadership and competition in the global business world.

The course material will be in digital format and related to current developments in the international business environment. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

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

050692: Legal English

Di 12:00 - 14:00

GB 03/49

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 materials will be provided in class.

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

050693: Technical English

Do 10:00 - 12:00

GB 03/49

Bachem, Karin

This course will address recent technical developments that have shaped and revolutionised our modern world. We will look at the importance of technical innovation, design, systems and procedures by also highlighting some of the most pertinent issues. Why and in which ways does the world gradually turn into a smart world? In how far does AI technology transform the world we live in? Which technologies help us achieve a more sustainable lifestyle?

The course material will be in digital format and related to current developments in technology.

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

Modulungebundene Übungen: Fremdsprachenausbildung

050690: Business English I

050690A	Di 08:00 - 10:00	GB 03/49	Bachem, Karin
050690B	Mi 12:00 - 14:00	GB 03/49	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 today's world of business such as brands/branding, recent business practices like greenwashing, the importance of customers/clients, marketing, social media in the world of business as well as the financial dimension of business. The course material will be in digital format and related to current developments in the global business environment. Students are expected to actively participate in our weekly discussions on the respective business topics.

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

050691: Business English II

050691A	Mo 10.00 – 12.00	GA 03/149	Bachem, Karin
050691B	Di 14:00 - 16:00	GABF 04/614	Mugenyi, Cliff
050691C	Fr 10:00 - 12:00	GABF 04/613	Mugenyi, Cliff
050691D	Do 12:00 - 14:00	GABF 04/613	Bachem, Karin

This course is designed to make students aware of topics highly relevant in an international business environment: cross cultural communication, HR management, risk management, business ethics, styles of leadership and competition in the global business world.

The course material will be in digital format and related to current developments in the international business environment. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

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

050692: Legal English

Di 12:00 - 14:00

GB 03/49

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 materials will be provided in class.

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

050693: Technical English

Do 10:00 - 12:00

GB 03/49

Bachem, Karin

This course will address recent technical developments that have shaped and revolutionised our modern world. We will look at the importance of technical innovation, design, systems and procedures by also highlighting some of the most pertinent issues. Why and in which ways does the world gradually turn into a smart world? In how far does AI technology transform the world we live in? Which technologies help us achieve a more sustainable lifestyle?

The course material will be in digital format and related to current developments in technology.

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

050695A: Communication AM

Di 10:00 - 12:00

GB 6/137

Pitetti, Connor

050695B: Communication AM

Mi 10:00 - 12:00

GABF 04/252

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: Henry James's novella "Daisy Miller," a classic piece of 19th-century American short fiction. This text and all other required readings will be provided in PDF form.

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

050695C: Communication AM - Qualitative Research (Forschendes Lernen)

Mi 12:00 - 14:00

GABF 04/614

Dow, Ewan

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.

050695D: Communication AM (SUMMER SCHOOL)

Minow, Verena

"I write longhand. Because I believe that there is a connection between the brain and the hands." (Dame Emma Thompson on *The Late Show with Stephen Colbert*, 28 October 2025)

Never before has it been more valuable and crucial to spend time on creating things – art, music, literature – than today. This is why this Communication AM course will be solely devoted to trying out different forms of creative writing in a new and unique environment. Just as the global Urban Sketching movement is about drawing on location and "capturing what we see from direct observation" (<https://urbansketchers.org/faq/>), we will be using the place we're in as inspiration for our individual and collaborative stories. And, yes, I will encourage you to follow Dame Emma Thompson's example and get back into writing in longhand! So be prepared to bring along your favourite pens, inks and notebooks. Please note that I STRONGLY discourage the use of generative AI tools for any of the writing tasks for this class – I want to read what YOU have to say.

The course will be based in part on the following textbook:

- Maley, Alan and Sharon Sunny. 2025. *Exploring Creativity Through Writing: A Handbook for Teachers*. Taylor & Francis Group.

Assessment/requirements: a portfolio of three writing tasks to be handed in by 30 September 2025. You are free to choose those pieces of writing that you feel best showcase you as an author.

050696A: Grammar AM

Mi 10:00 - 12:00

GABF 04/614

Müller, Torsten

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

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

050696B: Grammar AM

Fr 08:00 - 10:00

GABF 04/613

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.

050697A: Translation AM

Mo 10:00 - 12:00

GB 6/131

Müller, Monika

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. Texts will be made available on Moodle.

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

050697B: Translation AM

Fr 12:00 - 14:00

GABF 04/614

Ottlinger, Claudia

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

All the materials will be provided on Moodle.

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

M.A.-Veranstaltungen

Linguistik

Vorlesungen

050612: Dialect Contact and Language Contact

Mo 12:00 - 14:00

HGB 10

Meierkord, Christiane

From its early days in the 5th century to present day, English has undergone considerable change. Many changes resulted from extra-linguistic events, such as the Viking settlements, the Norman conquest, or trade with the Dutch and other nations. These events led to language contact, as did the settlements of English speakers in the various colonies, where English came into contact with local languages. In the colonies, furthermore, speakers of different English dialects met and the ensuing dialect contact involved processes that eventually shaped the new dialects in the colonies.

This series of lectures will look at the changes resulting from language contact and dialect contact from a theoretical as well as from a sociolinguistic perspective. We will describe the diverse ecologies and investigate the resulting developments in the English language empirically.

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: Discourse Analysis and Pragmatics

Mi 10:00 - 12:00

GB 6/131

Meierkord, Christiane

Discourse Analysis and Pragmatics are both concerned with the study of language in its contexts of use. While the field of Pragmatics has its roots in philosophy and focusses on the influence of context on meaning, Discourse Analysis emerged in linguistics, with an aim of understanding structures larger than the sentence. The concepts developed in Pragmatics, such as speech acts and politeness theory, underly much of the discussions in Discourse Analysis, which include the structure of texts or turn-taking in conversation.

After a revision of core concepts in the two fields, this seminar will look at how both Discourse Analysis and Pragmatics have been integrated and developed in the fields of cross-cultural, interlanguage and variational studies.

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; *Examensmodul*: active regular participation and reading, contributions to Moodle forums and online activities, annotated bibliography of 10 titles related to the course topic(s) *or* a 30-minute oral in-class exam on such 10 titles.

050703: Asian Englishes

Mi 10:00 - 12:00

GB 6/131

Meierkord, Christiane

This course will focus on Asia as an exemplary area of first and second language varieties of English and of English-based pidgins and creoles. It will focus on varieties of English that have been spoken on the Indian subcontinent, particularly in Singapore, Hong Kong and the Philippines, but also in other countries.

After an introduction to the linguistic ecologies in Asia, we will concern ourselves with the socio-historical context of English in the selected countries, discuss the different forms which English assumes, and take a brief look at individual pieces of literature that have been written in these varieties of English.

Asia will also serve to introduce students to more general aspects of the global spread of English and of the features found with second language varieties and with pidginised forms of English.

Assessment/requirements: *Übung*: regular active participation and reading, contributions to Moodle forums and online activities, in-session contribution in a format of your choice; *Seminar*: the above, plus an empirical term paper; *Examensmodul*: active regular participation and reading, contributions to Moodle forums and online activities, annotated bibliography of 10 titles related to the course topic(s) *or* a 30-minute oral in-class exam on such 10 titles.

Übungen

050705: Language Technology

Di 08:00 - 10:00

GB 03/142

Juskan, Marten

Ever heard of *Turing tests* and *Chinese rooms*? Or wondered how ChatGPT works under the hood? Things such as speech recognition, computer-assisted language learning, machine translation, and of course digital assistants like ChatGPT are everywhere, and all of these technologies combine basic concepts from computer science on the one hand and linguistics on the other. Learning about this kind of software can therefore teach us things about the nature of human language and what it means to speak.

In this course we will look at a whole range of different tools, from simple spellcheckers to large language models. We will also consider the nature of linguistic data and the functions language performs in the real world. Based on such discussions our primary goal will then be to better understand the basic working principles of these tools in order to explain what they are (not) particularly good at. By the end of this course, we will be in a better position to assess what is fact and what is hype in the public discourse on AI.

No previous knowledge of or special expertise in computer science is required for this course, but participants *are* expected to be willing to actively engage with a number of technical tools to various degrees. In-class discussions will be complemented by (guided) hands-on exercises, so participants are required to bring along their own laptops.

Assessment/requirements: active participation, (in-class) assignments, presentation.

Englische Literatur bis 1700

Vorlesungen

050624: Early Modern Drama

Di 10:00 - 12:00

HGB 30

Weidle, Roland

The lecture will provide students with an overview of the main dramatic genres of the English early modern age (1485-1660). The first sessions will sketch the cultural, historical and economic background of the period as well as the beginnings of early modern secular drama. The lecture will then proceed to discuss some of the most important representatives and examples of tragedy, comedy, tragicomedy and history plays. In each lecture we will also try to look at specific plays (or passages from them) to illustrate some of the discussed features.

The lecture will be based on my *Englische Literatur der Frühen Neuzeit: Eine Einführung* published in the series "Grundlagen der Anglistik und Amerikanistik" with Erich Schmidt Verlag (Berlin, 2013). The Powerpoint Presentations will be made available on Moodle. For the primary texts I recommend Greenblatt, Stephen et al., ed. *The Norton Anthology of English Literature*, Vol I, Norton & Company, 2012.

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

Seminare

050707: Shakespeare's *Venus and Adonis* and *The Rape of Lucrece*

Mo 08:00 - 10:00

GB 6/131

Weidle, Roland

In this course we will read and study the two narrative poems *Venus and Adonis* (1593) and *The Rape of Lucrece* (1594). While the former is an example of an "epyllion" (a "kind of erotic treatment of a mythological narrative", *The Penguin Dictionary of Literary terms and Literary Theory*), the latter, a "female complaint", is more sombre and darker in both content and style. The poems, however, also have a lot in common. Both are dedicated to the same person (Henry Wriothesley, third Earl of Southampton), have a powerful and intelligent female figure as the central character, show an interest in reversed gender and power dynamics, and both poems are "fascinated by perspectival experimentation" (Colin Burrow). Michael Schoenfeldt even goes so far as to claim that in "some ways, *Venus and Adonis* and *Lucrece* tell the same story in very different keys". In the course we will explore some of these (shared) features, taking into consideration the cultural, political and literary contexts of late 16th-century England.

Students are advised to obtain the Arden Shakespeare edition of the poems, *Shakespeare's Poems: Venus and Adonis, The Rape of Lucrece and the Shorter Poems*, edited by Katherine Duncan-Jones and H. R. Woudhuysen, 2007, Bloomsbury Arden Shakespeare, 2014.

Since we will start the course by discussing *Venus and Adonis*, please make sure to have read the poem at least once before the first session. Secondary texts 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 30 September 2026.

050708: Medievalisms: Imagining the English Middle Ages in the 20th and 21st Centuries

Di 12:00 - 14:00

GABF 04/252

Majewski, Kerstin

The Middle Ages have long been a source of artistic inspiration and imagination: Shakespeare, for example, drew many ideas and motifs from the Middle Ages, so did poets and artists in the Victorian Age. This seminar focuses on responses to the English Middle Ages (c. 450–1500) in the 20th and 21st centuries – from Tolkien's *Hobbit* (1937) to the BBC's *King & Conqueror* (2025–). Students will analyse how popular media and entertainment (fantasy novels, films, television, board and digital games) evoke, adapt, and re-imagine 'the medieval'. They will also discuss how popular imaginations relate to understandings of 'the medieval' in (new) religious groups and political extremism.

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. 15 pages; details and deadline will be announced in class).

050709: Transmedial Narratology

Di 08:00 - 10:00

GB 6/131

Weidle, Roland

Once primarily confined to the study of novels, novellas and short stories, "narratology", the study of how stories are told, is now applied to many genres, media, and social domains, such as poetry, drama, film, painting, and even everyday communication. Believing that human beings are by nature story-telling animals who perceive the world in narrative terms, narratological concepts such as narrator, narrative, story, event, perspective and focalizer have been applied (with varying degrees of success) to the analysis of various literary and art forms. In this course, we will investigate some of these transmedial and transgeneric applications of narratological concepts to plays, films, poems, graphic novels and paintings to discuss their validity, relevance and value.

A familiarity with (and interest in) basic narratological concepts is expected for taking part in this course. We will focus on early modern as well as modern 'texts' and begin with a discussion of James Joyce's short story "The Boarding House" from *Dubliners* (1914) and excerpts from an English translation of Thomas Morus' *Utopia* (1516). Please make sure to have read "The Boarding House" by the first session.

At this point, except for preparing "The Boarding House" for this first session, there is no need to obtain copies of the primary 'texts'. Most of these will be made available on Moodle or announced in due course. At the time of writing this course description (December 2025), in subsequent sessions I also plan to include Beckett's short play *Krapp's Last Tape* (1958), William Shakespeare's *Pericles* (ca. 1609), excerpts from William Shakespeare's epic poem *Venus and Adonis* (1593), a feature or documentary film, excerpts from Art Spiegelman's graphic novel *Maus. A Survivor's Tale* (1986/1992), as well as a selection of paintings. The secondary texts 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 30 September 2026.

050710: Satire in the Long Eighteenth Century

Di 14:00 - 16:00

GB 6/137

Niederhoff, Burkhard

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German), which is based on empathy, good nature and a benevolent attitude to our neighbours. However, the eighteenth century was also the golden age of English satire, which is based on suspicion, indignation, and a critical attitude to the human species. In the seminar we will analyse major examples of eighteenth-century satire, including Jonathan Swift's *Gulliver's Travels*, as well as shorter texts by the Earl of Rochester, John Dryden, Alexander Pope, and Lady Mary Wortley Montagu. We will discuss definitions of satire, establish its key features, identify its political and social values, and discuss the puzzling question of its co-existence with the literature of sensibility, which flourished at roughly the same time (students may consider taking the seminar in connection with the same teacher's lecture on "The Literature of Sensibility").

Required text: the Penguin edition of Jonathan Swift's *Gulliver's Travels* (ISBN 9780141439495). Other texts will be provided by way of Moodle.

Assessment/requirements: *Übung*: participation in expert group and short paper; *Seminar*: participation in expert group and research paper.

Übungen

050712: Monologic and Dialogic Speech in Shakespeare's Plays

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

This class is devoted to an aspect in Shakespeare's dramatic art that deserves close attention, namely the use of various types of dramatic speech (dialogue, monologue, aside, soliloquy) and their multiple functions. Studying text samples from Shakespeare's tragedies and comedies, we will see how linguistic and rhetorical analysis of speech can greatly enhance our understanding of how characters are constituted, conflicts propelled and themes developed. Dramatic speech, this will become clear, is a matter of enactment, demands to be heard and appeals in its high degree of wit and metalinguistic awareness to the audience's sheer delight in language.

A reader will be made available at the beginning of term.

Assessment/requirements: test.

Englische Literatur nach 1700

Vorlesungen

050636: The Literature of Sensibility

Niederhoff, Burkhard

No specific time (videocast); two non-mandatory Zoom meetings Fri 9-10.

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German), a movement based on empathy, good nature and a benevolent attitude to our neighbours. Sensibility has often been dismissed as sentimental emotionalism, but it has been going surprisingly strong ever since its beginnings about three hundred years ago, surfacing in today's culture primarily in advertising and film. The lecture will focus on literary works from the eighteenth century, including masterpieces like Laurence Sterne's *Tristram Shandy*, while also analysing the presence of sensibility in related cultural fields such as philosophy or painting. Other topics to be dealt with include the backlash against sensibility (how did such authors as Richard Sheridan or Jane Austen make fun of it?), the politics of sensibility (was it conservative or progressive?) and the origin of sensibility (where did it come from?). The lecture will be offered as a videocast with two additional Zoom sessions (not mandatory), in which students will have a chance to ask questions.

Assessment/requirements: reading a selection of texts; oral or written exam.

Seminare

050709: Transmedial Narratology

Di 08:00 - 10:00

GB 6/131

Weidle, Roland

Once primarily confined to the study of novels, novellas and short stories, "narratology", the study of how stories are told, is now applied to many genres, media, and social domains, such as poetry, drama, film, painting, and even everyday communication. Believing that human beings are by nature story-telling animals who perceive the world in narrative terms, narratological concepts such as narrator, narrative, story, event, perspective and focalizer have been applied (with varying degrees of success) to the analysis of various literary and art forms. In this course, we will investigate some of these transmedial and transgeneric applications of narratological concepts to plays, films, poems, graphic novels and paintings to discuss their validity, relevance and value.

A familiarity with (and interest in) basic narratological concepts is expected for taking part in this course. We will focus on early modern as well as modern 'texts' and begin with a discussion of James Joyce's short story "The Boarding House" from *Dubliners* (1914) and excerpts from an English translation of Thomas Morus' *Utopia* (1516). Please make sure to have read "The Boarding House" by the first session.

At this point, except for preparing "The Boarding House" for this first session, there is no need to obtain copies of the primary 'texts'. Most of these will be made available on Moodle or announced in due course. At the time of writing this course description (December 2025), in subsequent sessions I also plan to include Beckett's short play *Krapp's Last Tape* (1958), William Shakespeare's *Pericles* (ca. 1609), excerpts from William Shakespeare's epic poem *Venus and Adonis* (1593), a feature or documentary film, excerpts from Art Spiegelman's graphic novel *Maus. A Survivor's Tale* (1986/1992), as well as a selection of paintings. The secondary texts 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 30 September 2026.

050710: Satire in the Long Eighteenth Century

Di 14:00 - 16:00

GB 6/137

Niederhoff, Burkhard

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German), which is based on empathy, good nature and a benevolent attitude to our neighbours. However, the eighteenth century was also the golden age of English satire, which is based on suspicion, indignation, and a critical attitude to the human species. In the seminar we will analyse major examples of eighteenth-century satire, including Jonathan Swift's *Gulliver's Travels*, as well as shorter texts by the Earl of Rochester, John Dryden, Alexander Pope, and Lady Mary Wortley Montagu. We will discuss definitions of satire, establish its key features, identify its political and social values, and discuss the puzzling question of its co-existence with the literature of sensibility, which flourished at roughly the same time (students may consider taking the seminar in connection with the same teacher's lecture on "The Literature of Sensibility").

Required text: the Penguin edition of Jonathan Swift's *Gulliver's Travels* (ISBN 9780141439495). Other texts will be provided by way of Moodle.

Assessment/requirements: *Übung*: participation in expert group and short paper; *Seminar*: participation in expert group and research paper.

050714: Contemporary British and Irish Novels

Do 10:00 - 12:00

GB 03/46

Niederhoff, Burkhard

This course is meant to provide an overview of the contemporary novel in Britain and Ireland. Each week, one student will give a thirty-minute presentation that contains a reading of or an argument on a novel of their choice; the other students will have to prepare by reading a 20-page excerpt chosen by the presenter. **Students who would like to participate should contact the teacher as early as possible** (if you are not sure about the choice of a novel, I will offer suggestions).

Required texts: the excerpts from the novels chosen by the presenters will be provided in Moodle.

Assessment/requirements: *Übung*: presentation; *Seminar*: presentation plus paper.

Übungen

050717: Romantic Poetry

Do 14:00 - 16:00

GABF 04/613

Klawitter, Uwe

The Romantic Period produced some of the finest poetry in English literature. In this class we will engage in a close reading of canonical texts by Blake, Wordsworth, Coleridge, Byron, Keats and Shelley but also consider poems by such long neglected poets as Anne Letitia Barbour, Mary Ann Browne and Letitia Elizabeth Landon. This will draw attention to the favoured poetic genres and techniques as well as the major thematic concerns. The poetic practice will be discussed in the light of Romantic key concepts concerning the role of the poet and the writing of poetry. We will also look more closely at the way single Romantic poets tried to establish themselves and engaged with contemporary issues.

A reader will be made available at the beginning of term.

Assessment/requirements: test.

Amerikanische Literatur

Vorlesungen

050646: North American Literature and Culture III: Cold War to Present

Do 10:00 - 12:00

HGB 30

Bieger, Laura

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

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

Texts: A course pack with all reading material will be provided via Moodle. MA/M.Ed-students will also read Don DeLillo's novel *Cosmopolis* (2003). I recommend that you purchase your own paper copy of this novel.

Assessment/requirements: regular reading and final exam (in the final week of the lecture period).

Seminare

050721: African-American Literature in the 21st Century

Mi 10:00 - 12:00

GABF 04/253

Bieger, Laura

This seminar takes its cue from a recent special issue of *American Literary History* on twenty-first-century African American literature, in which guest editor Stephanie Li looks back at the Black Arts movement of the 1960s and 70s as "perhaps the last clearly defined period of African American literary production." By the 1980s, she goes on to argue, "calls for a new black aesthetic to celebrate and empower the African American community had given way to other ways of identifying and expressing blackness. The patriarchal assumptions and virulent homophobia undergirding demands for Black Power exposed the limitations of a movement that has now been well examined. The first decade[s] of the twenty-first century [have] indeed witnessed attempts by many to identify what comes next for African American literature: post-black, post-soul, the newblack, even the new new black"—to then note that "a prefix or a modifier as commonplace as 'new' does little to illuminate the contours of our contemporary moment" (Li, "Introduction: What Is Twenty-First-Century African American Literature?" 632).

'Post-race,' 'post-soul,' or simply 'contemporary' are some of the labels that scholars have toyed with when trying to name the current flourishing of Black literature in the U.S., in an era marked by both "horror and anxiety" and "the hope of new possibilities" (Li 633). This is the time of the shock of 9/11 and the resulting "war on terror" in Iraq and Afghanistan; of the financial crisis of 2008/09 and the resulting burst of the housing bubble, which caused many American to lose their savings, their homes, and their livelihoods, and gave rise to the Occupy Movement; of the devastation of Hurricane Katrina; of the rise of new social movements including the Tea Party, Occupy and Black Lives Matter; of the election of the first Black president and the white supremacist backlash following it.

This course delves into the vast body of literature produced by Black writers in the U.S. during this time. Among our readings will be novels, poems and essays by Percival Everett, Teju Cole, Edridge Danticat, Jesmyn Ward, Yaa Gyasi, Colson Whitehead, Claudia Rankine, Terrence Hayes, Tracy Smith, Sasha Debevec-McKenney, Ta-Nehisi Coates, Christina Sharpe, and a play by Jeremy O. Harris,

If you already want to start reading, definitely and in full length on our syllabus will be:

- Percival Everett, *Erasure* (2001)
- Teju Cole, *Every Day is for the Thief* (2007)
- Edridge Danticat, *Brother, I'm Dying* (2007)
- Jesmyn Ward, *Sing, Unburied, Sing* (2016)
- Jemery O. Harris, *Slave Play* (2017)
- Colson Whitehead, *Nickel Boys* (2019)

And if this list intimidates you—most of these texts are not very long.

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: Houses and Home(s) in America: A Cultural History of Spaces, Narratives, and Practices of Domesticity and Dwelling

Do 12:00 - 14:00

GABF 04/253

Steinhoff, Heike

In this seminar, we explore the cultural and historical significance of houses and homes in the United States. We analyze domestic architecture, homemaking practices, concepts of belonging, and the relationship between dwelling and identity across North American texts and media. Materials include haunted houses in Gothic fiction, nineteenth-century housekeeping manuals, contemporary house renovation shows, and architectural trends such as minimalism and tiny housing.

Drawing on diverse theoretical and intersectional perspectives, we examine how discourses of home and housing both reflect and shape broader cultural formations. Special attention is given to the ways domestic spaces intersect with constructions of gender, race, ethnicity, class, region, and nation. The course encourages students to critically consider how everyday

practices, narratives, and spaces of dwelling are embedded within larger cultural and historical contexts.

Assessment/requirements: *Übung*: active participation, discussion questions, expert session;
Seminar: active participation, discussion questions, expert session, oral exam or term paper.

Übungen

050655: North American Literature and Culture III: Cold War to Present - The Readings

Do 12:00 - 14:00

GA 03/149

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Cold War to Present." 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.

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

Cultural Studies (GB)

Vorlesungen

050657: Restoration Culture

Di 14:00 - 16:00

HGB 10

Pankratz, Anette

The times between the Restoration of the monarchy in 1660 and the death of the last Stuart ruler in 1714 saw many profound changes. Power gradually shifted from the monarch to parliament; science and empiricism nudged God from the centre of things; money and wealth challenged heredity. The development towards what we nowadays would consider a "modern" state did not go smoothly, though. There are a great many tensions between old and new. Hence, the Restoration period is full of crises, conflicts and paradoxes. Sometimes the people seem like our near contemporaries and sometimes like quaint bewigged figures from a very distant time.

The lecture course aims at having a critical look at the familiar and to make the quaint more accessible. By dealing with political and religious developments, literature, music and fashion it intends to provide a multifaceted survey of Restoration 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. There will be weekly non-obligatory live sessions for clarifications, discussions and performances.

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

Seminare

050731: Populism and Populists in the UK

Mo 14:00 - 16:00

GB 6/131

Pankratz, Anette

The OED defines populism as "The policies or principles of any of various political parties which seek to represent the interests of ordinary people, [...] Also: support for or representation of ordinary people or their views; speech, action, writing, etc., intended to have general appeal". Implicitly, the "interests of ordinary people" are distinguished from the interests of an elite – whether connected globally or in power nationally. Populism always reeks a bit of manipulation, simplifying (or even forging) things to get the approval of "the masses".

The seminar aims at having a closer look at recent instances of populism in the UK. The two main examples will be Brexit and the recent politics of Nigel Farage for Reform UK. Students will get to know theories on populism and use them for the analysis of concrete examples. How did or do Dominic Cummings, Boris Johnson and Nigel Farage construct an opposition between "them" and "us"? How do populist discourses intersect with ethnicity, national identity, class and gender? Why are populists successful? When do they fail?

Assessment/requirements: *Übung*: research project/expert group; *Seminar*: the above plus seminar paper (wissenschaftliche Hausarbeit).

050732: The Miners Strike

Di 12:00 - 14:00

GB 6/137

Berg, Sebastian

The miners' strike was a turning point in the history of the British labour movement. For sympathisers, it was a heroic (though eventually futile) attempt at blocking the installation of a neoliberal state project and economic accumulation regime in Britain. For critics, it was an unjustified revolt of a radical section of workers without any democratic legitimacy. Whatever it was, the defeat of the miners weakened working-class solidarity and resistance. Later, the year-long strike became the topic of a number of immensely popular works of culture. Still today, it has a prominent place in the country's collective memory. In this course we revisit the events and developments that preceded and provoked the strike, look into its conduct in different places, study its aftermath (in particular its effects on working-class communities) and analyse its later cultural representations. This gives us a chance to discuss different approaches to how economies and societies should be organised and to evaluate the role of cross-class solidarity in democratic struggles.

Assessment/requirements: *Übung*: active participation, input to a course session; *Seminar*: active participation, input to a course session, written summary (3-4 pp) OR active participation, research paper (15 pp).

Übungen

050738: Reading the Centre for Contemporary Cultural Studies

Di 16:00 - 18:00

GABF 04/614

Berg, Sebastian

The Centre for Contemporary Cultural Studies (CCCS) at Birmingham University is widely regarded as the institution that 'invented' and popularised Cultural Studies in Britain. Many Cultural Studies scholars in other countries consider 'the Centre' as an important source of inspiration too. Often, the quality of Cultural Studies projects and programmes around the world (primarily but not only the anglophone one) is measured against the 'Birmingham school'. Nevertheless, most scholars and students of Cultural Studies know only a few of the many studies conducted and texts produced by the CCCS. Hence in this course we discuss and analyse the work of the CCCS by reading some of its seminal publications from its early days (it was founded in 1964) to its closure in 2002. These texts, often produced collectively, deal with popular culture in the widest sense: they cover topics from working-class youngsters' educational careers to the behaviour of broadcasting audiences and from theoretical reflections on feminism and Marxism to the policing of minority ethnic communities. What they share is a commitment to 'theoretical practice': an aspiration to produce academic work with political surplus value.

After a few introductory sessions on the historical and intellectual context in which the Centre was set up, students in this class are going to form expert groups and prepare specific texts produced by the CCCS for discussion in class.

Assessment/requirements: active participation, preparing and leading a discussion as an expert group.

Cultural Studies (USA)

Vorlesungen

050646: North American Literature and Culture III: Cold War to Present

Do 10:00 - 12:00

HGB 30

Bieger, Laura

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

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

Texts: A course pack with all reading material will be provided via Moodle. MA/M.Ed-students will also read Don DeLillo's novel *Cosmopolis* (2003). I recommend that you purchase your own paper copy of this novel.

Assessment/requirements: regular reading and final exam (in the final week of the lecture period).

Seminare

050722: Houses and Home(s) in America: A Cultural History of Spaces, Narratives, and Practices of Domesticity and Dwelling

Do 12:00 - 14:00

GABF 04/253

Steinhoff, Heike

In this seminar, we explore the cultural and historical significance of houses and homes in the United States. We analyze domestic architecture, homemaking practices, concepts of belonging, and the relationship between dwelling and identity across North American texts and media. Materials include haunted houses in Gothic fiction, nineteenth-century housekeeping manuals, contemporary house renovation shows, and architectural trends such as minimalism and tiny housing.

Drawing on diverse theoretical and intersectional perspectives, we examine how discourses of home and housing both reflect and shape broader cultural formations. Special attention is given to the ways domestic spaces intersect with constructions of gender, race, ethnicity, class, region, and nation. The course encourages students to critically consider how everyday

practices, narratives, and spaces of dwelling are embedded within larger cultural and historical contexts.

Assessment/requirements: *Übung*: active participation, discussion questions, expert session;
Seminar: active participation, discussion questions, expert session, oral exam or term paper.

050740: Body Theories: Approaching Corporeality in American Culture

Di 08:00 - 10:00

ID 04/653

Steinhoff, Heike

In this seminar, we examine theories, histories, and media representations of bodies in U.S. culture. Students will be introduced to key works in body theory from fields including philosophy, sociology, media studies, gender studies, critical race theory, and queer theory, engaging with influential thinkers such as Michel Foucault, Judith Butler, Elizabeth Grosz, Sarah Ahmed and Donna Haraway.

We will apply these theoretical approaches to a series of case studies that trace representations and practices of the body throughout the history of the United States, with particular attention to the intersectional dimensions of corporeality, including gender, sexuality, race, ethnicity, class, age, dis/ability, size, health, and nationality. Students will critically explore the history and function of cultural dichotomies such as natural vs. technological, healthy vs. ill, and normal vs. deviant, as well as the discourses surrounding bodily practices ranging from dieting and cosmetic surgery to the dystopias and utopias of (bio)technologies.

The aim of this course is to familiarise students with the central concepts and debates of contemporary body theory and to develop a critical understanding of the human body as a cultural site shaped by—and shaping—relations of power, knowledge, media, and identity.

Assessment/requirements: *Übung*: active participation, reading journal and case study;
Seminar: active participation, reading journal and case study, oral exam or term paper.

050741: McLuhan Reconsidered: Is the Medium Still the Message?

Mo 16:00 - 19:00

GB 6/137

Klähn, Bernd

14-tgl. ab dem 20.04.2026

When Marshall McLuhan transformed the values of communication by focusing on functional and material elements within the mediating process, he transformed messages into ideologically preformed modes of cultural items and culturally relevant pivots of all forms of self- and world-understanding. The medium itself became the message and transmitted contents turned out to be components of an overall social, societal and cultural environment that undermined modern ideas of the autonomous subject by giving way to pandemic forms of social control in an abstract "global village" - still underlining the liberating forces of these structures in an optimistic way.

This seminar will take a closer look at McLuhan's visionary ideas from the perspective of recent developments, including classical approaches (Shannon/Weaver, Norbert Wiener) and confronting McLuhan's prophecies with contemporary reflections on media and human interaction in technologically fetishized spaces.

Literature:

- Marshall McLuhan, *The Gutenberg-Galaxy* (1962)
- Marshall McLuhan, *Understanding Media: The Extensions of Man* (1964)
- Marshall McLuhan / Quentin Fiore, *The Medium Is the Message: An Inventory of Effects* (1967)
- Nick Ripatrazone, *Digital Communication: Marshall McLuhan's Spiritual Vision for a Virtual Age* (2022)
- Sarah Sharma / Rianka Singh (eds.), *Re-Understanding Media. Feminist Extensions of Marshall McLuhan* (2022)
- Sven Grampp, *Marshall McLuhan. Vier Lesarten zur Einführung* (2025)
- Grant N. Havers, *The Medium Is Still the Message. Marshall McLuhan for Our Time* (2025)

Assessment/requirements: *Übung*: two presentations; *Seminar*: one presentation and a term paper.

Übungen

050655: North American Literature and Culture III: Cold War to Present - The Readings

Do 12:00 - 14:00

GA 03/149

Bieger, Laura

This *Übung* accompanies the lecture "North American Literature and Culture: Cold War to Present." 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.

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

Modulungebundene Übungen: Fremdsprachenausbildung

050760A: Communication MM

Mi 12:00 - 14:00

GB 6/137

Liebel, Carina

This course is designed to help you practice, improve upon, and further develop your oral and written communication skills on an academic level. As the focus is set on practical application with regard to a professional context, students will have the opportunity to find their own style in professionally speaking and presenting prepared content as well as taking part in and moderating discussions. (Aspiring) teachers or instructors will have the chance to practice teaching in a realistic classroom setting. More details concerning the course content and the course requirements will be given in the first session.

Assessment/requirements: regular and active participation, presentation (academic talk or teaching a class) along with preparing your own materials (handouts, slides, e.g. PowerPoint, etc.), peer feedback.

050760B: Communication MM

Fr 10:00 - 12:00

GB 6/137

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).

050760C: Communication MM (Classroom Communication)

Fr 14:00 - 16:00

GABF 04/614

Kaul, Alexander

In this course, we will have a closer look at the dynamics of classroom communication. We will analyse several communication models and apply them to typical situations in the EFL classroom. Topics will include (corrective) feedback, teacher/student talking time, the teacher's use of language, body language, cooperative learning, seating arrangements, discipline issues, classroom management, inclusivity, etc.

Assessment/requirements: active participation, presentation/micro-teaching, short written assignments, peer feedback.

050761A: Grammar MM

Mo 12:00 - 14:00

GB 6/131

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: homework and final exam.

050761B: Grammar MM

Di 12:00 - 14:00

GABF 04/253

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

Mo 12:00 - 14:00

GABF 04/252

Dow, Ewan

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.

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

050762B: Translation MM

Di 14:00 - 16:00

GABF 04/252

Dow, Ewan

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.

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

Examensmodul

050771: Examenskolloquium

Do 14:00 - 16:00

GB 6/131

Pankratz, Anette

This *Examenskolloquium* is primarily for students of cultural studies (GB) 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 practise oral exam situations in form of mock exams.

Assessment/requirements: active participation, thesis proposal and mock exam(s).

Studienschwerpunkt "Shakespeare Studies: Early English Literature and Culture"

Vorlesungen

050624: Early Modern Drama

Di 10:00 - 12:00

HGB 30

Weidle, Roland

The lecture will provide students with an overview of the main dramatic genres of the English early modern age (1485-1660). The first sessions will sketch the cultural, historical and economic background of the period as well as the beginnings of early modern secular drama. The lecture will then proceed to discuss some of the most important representatives and examples of tragedy, comedy, tragicomedy and history plays. In each lecture we will also try to look at specific plays (or passages from them) to illustrate some of the discussed features.

The lecture will be based on my *Englische Literatur der Frühen Neuzeit: Eine Einführung* published in the series "Grundlagen der Anglistik und Amerikanistik" with Erich Schmidt Verlag (Berlin, 2013). The Powerpoint Presentations will be made available on Moodle. For the primary texts I recommend Greenblatt, Stephen et al., ed. *The Norton Anthology of English Literature*, Vol I, Norton & Company, 2012.

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

Seminare

050707: Shakespeare's *Venus and Adonis* and *The Rape of Lucrece*

Mo 08:00 - 10:00

GB 6/131

Weidle, Roland

In this course we will read and study the two narrative poems *Venus and Adonis* (1593) and *The Rape of Lucrece* (1594). While the former is an example of an "epyllion" (a "kind of erotic treatment of a mythological narrative", *The Penguin Dictionary of Literary terms and Literary Theory*), the latter, a "female complaint", is more sombre and darker in both content and style. The poems, however, also have a lot in common. Both are dedicated to the same person (Henry Wriothesley, third Earl of Southampton), have a powerful and intelligent female figure as the central character, show an interest in reversed gender and power dynamics, and both poems are "fascinated by perspectival experimentation" (Colin Burrow). Michael Schoenfeldt even goes so far as to claim that in "some ways, *Venus and Adonis* and *Lucrece* tell the same story in very different keys". In the course we will explore some of these (shared) features, taking into consideration the cultural, political and literary contexts of late 16th-century England.

Students are advised to obtain the Arden Shakespeare edition of the poems, *Shakespeare's Poems: Venus and Adonis, The Rape of Lucrece and the Shorter Poems*, edited by Katherine Duncan-Jones and H. R. Woudhuysen, 2007, Bloomsbury Arden Shakespeare, 2014.

Since we will start the course by discussing *Venus and Adonis*, please make sure to have read the poem at least once before the first session. Secondary texts 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 30 September 2026.

050709: Transmedial Narratology

Di 08:00 - 10:00

GB 6/131

Weidle, Roland

Once primarily confined to the study of novels, novellas and short stories, "narratology", the study of how stories are told, is now applied to many genres, media, and social domains, such as poetry, drama, film, painting, and even everyday communication. Believing that human beings are by nature story-telling animals who perceive the world in narrative terms, narratological concepts such as narrator, narrative, story, event, perspective and focalizer have been applied (with varying degrees of success) to the analysis of various literary and art forms. In this course, we will investigate some of these transmedial and transgeneric applications of narratological concepts to plays, films, poems, graphic novels and paintings to discuss their validity, relevance and value.

A familiarity with (and interest in) basic narratological concepts is expected for taking part in this course. We will focus on early modern as well as modern 'texts' and begin with a discussion of James Joyce's short story "The Boarding House" from *Dubliners* (1914) and excerpts from an English translation of Thomas Morus' *Utopia* (1516). Please make sure to have read "The Boarding House" by the first session.

At this point, except for preparing "The Boarding House" for this first session, there is no need to obtain copies of the primary 'texts'. Most of these will be made available on Moodle or announced in due course. At the time of writing this course description (December 2025), in subsequent sessions I also plan to include Beckett's short play *Krapp's Last Tape* (1958), William Shakespeare's *Pericles* (ca. 1609), excerpts from William Shakespeare's epic poem *Venus and Adonis* (1593), a feature or documentary film, excerpts from Art Spiegelman's graphic novel *Maus. A Survivor's Tale* (1986/1992), as well as a selection of paintings. The secondary texts 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 30 September 2026.

Übungen

050712: Monologic and Dialogic Speech in Shakespeare's Plays

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

This class is devoted to an aspect in Shakespeare's dramatic art that deserves close attention, namely the use of various types of dramatic speech (dialogue, monologue, aside, soliloquy) and their multiple functions. Studying text samples from Shakespeare's tragedies and comedies, we will see how linguistic and rhetorical analysis of speech can greatly enhance our understanding of how characters are constituted, conflicts propelled and themes developed. Dramatic speech, this will become clear, is a matter of enactment, demands to be heard and appeals in its high degree of wit and metalinguistic awareness to the audience's sheer delight in language.

A reader will be made available at the beginning of term.

Assessment/requirements: test.

M.Ed.-Veranstaltungen

Fachwissenschaftliches Modul

Vorlesungen

050612: Dialect Contact and Language Contact

Mo 12:00 - 14:00

HGB 10

Meierkord, Christiane

From its early days in the 5th century to present day, English has undergone considerable change. Many changes resulted from extra-linguistic events, such as the Viking settlements, the Norman conquest, or trade with the Dutch and other nations. These events led to language contact, as did the settlements of English speakers in the various colonies, where English came into contact with local languages. In the colonies, furthermore, speakers of different English dialects met and the ensuing dialect contact involved processes that eventually shaped the new dialects in the colonies.

This series of lectures will look at the changes resulting from language contact and dialect contact from a theoretical as well as from a sociolinguistic perspective. We will describe the diverse ecologies and investigate the resulting developments in the English language empirically.

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

050624: Early Modern Drama

Di 10:00 - 12:00

HGB 30

Weidle, Roland

The lecture will provide students with an overview of the main dramatic genres of the English early modern age (1485-1660). The first sessions will sketch the cultural, historical and economic background of the period as well as the beginnings of early modern secular drama. The lecture will then proceed to discuss some of the most important representatives and examples of tragedy, comedy, tragicomedy and history plays. In each lecture we will also try to look at specific plays (or passages from them) to illustrate some of the discussed features.

The lecture will be based on my *Englische Literatur der Frühen Neuzeit: Eine Einführung* published in the series "Grundlagen der Anglistik und Amerikanistik" with Erich Schmidt Verlag (Berlin, 2013). The Powerpoint Presentations will be made available on Moodle. For the primary texts I recommend Greenblatt, Stephen et al., ed. *The Norton Anthology of English Literature*, Vol I, Norton & Company, 2012.

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

050636: The Literature of Sensibility

Niederhoff, Burkhard

No specific time (videocast); two non-mandatory Zoom meetings Fri 9-10.

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German), a movement based on empathy, good nature and a benevolent attitude to our neighbours. Sensibility has often been dismissed as sentimental emotionalism, but it has been going surprisingly strong ever since its beginnings about three hundred years ago, surfacing in today's culture primarily in advertising and film. The lecture will focus on literary works from the eighteenth century, including masterpieces like Laurence Sterne's *Tristram Shandy*, while also analysing the presence of sensibility in related cultural fields such as philosophy or painting. Other topics to be dealt with include the backlash against sensibility (how did such authors as Richard Sheridan or Jane Austen make fun of it?), the politics of sensibility (was it conservative or progressive?) and the origin of sensibility (where did it come from?). The lecture will be offered as a videocast with two additional Zoom sessions (not mandatory), in which students will have a chance to ask questions.

Assessment/requirements: reading a selection of texts; oral or written exam.

050646: North American Literature and Culture III: Cold War to Present

Do 10:00 - 12:00

HGB 30

Bieger, Laura

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

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

Texts: A course pack with all reading material will be provided via Moodle. MA/M.Ed-students will also read Don DeLillo's novel *Cosmopolis* (2003). I recommend that you purchase your own paper copy of this novel.

Assessment/requirements: regular reading and final exam (in the final week of the lecture period).

050657: Restoration Culture

Di 14:00 - 16:00

HGB 10

Pankratz, Anette

The times between the Restoration of the monarchy in 1660 and the death of the last Stuart ruler in 1714 saw many profound changes. Power gradually shifted from the monarch to parliament; science and empiricism nudged God from the centre of things; money and wealth challenged heredity. The development towards what we nowadays would consider a "modern" state did not go smoothly, though. There are a great many tensions between old and new. Hence, the Restoration period is full of crises, conflicts and paradoxes. Sometimes the people seem like our near contemporaries and sometimes like quaint bewigged figures from a very distant time.

The lecture course aims at having a critical look at the familiar and to make the quaint more accessible. By dealing with political and religious developments, literature, music and fashion it intends to provide a multifaceted survey of Restoration 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. There will be weekly non-obligatory live sessions for clarifications, discussions and performances.

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

Übungen

050702: Discourse Analysis and Pragmatics

Mi 10:00 - 12:00

GB 6/131

Meierkord, Christiane

Discourse Analysis and Pragmatics are both concerned with the study of language in its contexts of use. While the field of Pragmatics has its roots in philosophy and focusses on the influence of context on meaning, Discourse Analysis emerged in linguistics, with an aim of understanding structures larger than the sentence. The concepts developed in Pragmatics, such as speech acts and politeness theory, underly much of the discussions in Discourse Analysis, which include the structure of texts or turn-taking in conversation.

After a revision of core concepts in the two fields, this seminar will look at how both Discourse Analysis and Pragmatics have been integrated and developed in the fields of cross-cultural, interlanguage and variational studies.

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

050703: Asian Englishes

Mi 10:00 - 12:00

GB 6/131

Meierkord, Christiane

This course will focus on Asia as an exemplary area of first and second language varieties of English and of English-based pidgins and creoles. It will focus on varieties of English that have been spoken on the Indian subcontinent, particularly in Singapore, Hong Kong and the Philippines, but also in other countries.

After an introduction to the linguistic ecologies in Asia, we will concern ourselves with the socio-historical context of English in the selected countries, discuss the different forms which English assumes, and take a brief look at individual pieces of literature that have been written in these varieties of English.

Asia will also serve to introduce students to more general aspects of the global spread of English and of the features found with second language varieties and with pidginised forms of English.

Assessment/requirements: regular active participation and reading, contributions to Moodle forums and online activities, in-session contribution in a format of your choice.

050707: Shakespeare's Venus and Adonis and The Rape of Lucrece

Mo 08:00 - 10:00

GB 6/131

Weidle, Roland

In this course we will read and study the two narrative poems *Venus and Adonis* (1593) and *The Rape of Lucrece* (1594). While the former is an example of an "epyllion" (a "kind of erotic treatment of a mythological narrative", *The Penguin Dictionary of Literary terms and Literary Theory*), the latter, a "female complaint", is more sombre and darker in both content and style. The poems, however, also have a lot in common. Both are dedicated to the same person (Henry Wriothesley, third Earl of Southampton), have a powerful and intelligent female figure as the central character, show an interest in reversed gender and power dynamics, and both poems are "fascinated by perspectival experimentation" (Colin Burrow). Michael Schoenfeldt even goes so far as to claim that in "some ways, *Venus and Adonis* and *Lucrece* tell the same story in very different keys". In the course we will explore some of these (shared) features, taking into consideration the cultural, political and literary contexts of late 16th-century England.

Students are advised to obtain the Arden Shakespeare edition of the poems, *Shakespeare's Poems: Venus and Adonis, The Rape of Lucrece and the Shorter Poems*, edited by Katherine Duncan-Jones and H. R. Woudhuysen, 2007, Bloomsbury Arden Shakespeare, 2014.

Since we will start the course by discussing *Venus and Adonis*, please make sure to have read the poem at least once before the first session. Secondary texts will be made available on Moodle.

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

050708: Medievalisms: Imagining the English Middle Ages in the 20th and 21st Centuries

Di 12:00 - 14:00

GABF 04/252

Majewski, Kerstin

The Middle Ages have long been a source of artistic inspiration and imagination: Shakespeare, for example, drew many ideas and motifs from the Middle Ages, so did poets and artists in the Victorian Age. This seminar focuses on responses to the English Middle Ages (c. 450–1500) in the 20th and 21st centuries – from Tolkien's *Hobbit* (1937) to the BBC's *King & Conqueror* (2025–). Students will analyse how popular media and entertainment (fantasy novels, films, television, board and digital games) evoke, adapt, and re-imagine 'the medieval'. They will also discuss how popular imaginations relate to understandings of 'the medieval' in (new) religious groups and political extremism.

Assessment/requirements: 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).

050709: Transmedial Narratology

Di 08:00 - 10:00

GB 6/131

Weidle, Roland

Once primarily confined to the study of novels, novellas and short stories, "narratology", the study of how stories are told, is now applied to many genres, media, and social domains, such as poetry, drama, film, painting, and even everyday communication. Believing that human beings are by nature story-telling animals who perceive the world in narrative terms, narratological concepts such as narrator, narrative, story, event, perspective and focalizer have been applied (with varying degrees of success) to the analysis of various literary and art forms. In this course, we will investigate some of these transmedial and transgeneric applications of narratological concepts to plays, films, poems, graphic novels and paintings to discuss their validity, relevance and value.

A familiarity with (and interest in) basic narratological concepts is expected for taking part in this course. We will focus on early modern as well as modern 'texts' and begin with a discussion of James Joyce's short story "The Boarding House" from *Dubliners* (1914) and excerpts from an English translation of Thomas Morus' *Utopia* (1516). Please make sure to have read "The Boarding House" by the first session.

At this point, except for preparing "The Boarding House" for this first session, there is no need to obtain copies of the primary 'texts'. Most of these will be made available on Moodle or announced in due course. At the time of writing this course description (December 2025), in subsequent sessions I also plan to include Beckett's short play *Krapp's Last Tape* (1958), William Shakespeare's *Pericles* (ca. 1609), excerpts from William Shakespeare's epic poem *Venus and Adonis* (1593), a feature or documentary film, excerpts from Art Spiegelman's graphic novel *Maus. A Survivor's Tale* (1986/1992), as well as a selection of paintings. The secondary texts will be made available on Moodle.

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

050710: Satire in the Long Eighteenth Century

Di 14:00 - 16:00

GB 6/137

Niederhoff, Burkhard

The eighteenth century saw the rise of sensibility (*Empfindsamkeit* in German), which is based on empathy, good nature and a benevolent attitude to our neighbours. However, the eighteenth century was also the golden age of English satire, which is based on suspicion, indignation, and a critical attitude to the human species. In the seminar we will analyse major examples of eighteenth-century satire, including Jonathan Swift's *Gulliver's Travels*, as well as shorter texts by the Earl of Rochester, John Dryden, Alexander Pope, and Lady Mary Wortley Montagu. We will discuss definitions of satire, establish its key features, identify its political and social values, and discuss the puzzling question of its co-existence with the literature of sensibility, which flourished at roughly the same time (students may consider taking the seminar in connection with the same teacher's lecture on "The Literature of Sensibility").

Required text: the Penguin edition of Jonathan Swift's *Gulliver's Travels* (ISBN 9780141439495). Other texts will be provided by way of Moodle.

Assessment/requirements: participation in expert group and short paper.

050712: Monologic and Dialogic Speech in Shakespeare's Plays

Do 10:00 - 12:00

GB 6/131

Klawitter, Uwe

This class is devoted to an aspect in Shakespeare's dramatic art that deserves close attention, namely the use of various types of dramatic speech (dialogue, monologue, aside, soliloquy) and their multiple functions. Studying text samples from Shakespeare's tragedies and comedies, we will see how linguistic and rhetorical analysis of speech can greatly enhance our understanding of how characters are constituted, conflicts propelled and themes developed. Dramatic speech, this will become clear, is a matter of enactment, demands to be heard and appeals in its high degree of wit and metalinguistic awareness to the audience's sheer delight in language.

A reader will be made available at the beginning of term.

Assessment/requirements: test.

050714: Contemporary British and Irish Novels

Do 10:00 - 12:00

GB 03/46

Niederhoff, Burkhard

This course is meant to provide an overview of the contemporary novel in Britain and Ireland. Each week, one student will give a thirty-minute presentation that contains a reading of or an argument on a novel of their choice; the other students will have to prepare by reading a 20-page excerpt chosen by the presenter. **Students who would like to participate should contact the teacher as early as possible** (if you are not sure about the choice of a novel, I will offer suggestions).

Required texts: the excerpts from the novels chosen by the presenters will be provided in Moodle.

Assessment/requirements: presentation.

050717: Romantic Poetry

Do 14:00 - 16:00

GABF 04/613

Klawitter, Uwe

The Romantic Period produced some of the finest poetry in English literature. In this class we will engage in a close reading of canonical texts by Blake, Wordsworth, Coleridge, Byron, Keats and Shelley but also consider poems by such long neglected poets as Anne Letitia Barbour, Mary Ann Browne and Letitia Elizabeth Landon. This will draw attention to the favoured poetic genres and techniques as well as the major thematic concerns. The poetic practice will be discussed in the light of Romantic key concepts concerning the role of the poet and the writing of poetry. We will also look more closely at the way single Romantic poets tried to establish themselves and engaged with contemporary issues.

A reader will be made available at the beginning of term.

Assessment/requirements: test.

050721: African-American Literature in the 21st Century

Mi 10:00 - 12:00

GABF 04/253

Bieger, Laura

This seminar takes its cue from a recent special issue of *American Literary History* on twenty-first-century African American literature, in which guest editor Stephanie Li looks back at the Black Arts movement of the 1960s and 70s as “perhaps the last clearly defined period of African American literary production.” By the 1980s, she goes on to argue, “calls for a new black aesthetic to celebrate and empower the African American community had given way to other ways of identifying and expressing blackness. The patriarchal assumptions and virulent homophobia undergirding demands for Black Power exposed the limitations of a movement that has now been well examined. The first decade[s] of the twenty-first century [have] indeed witnessed attempts by many to identify what comes next for African American literature: post-black, post-soul, the newblack, even the new new black”—to then note that “a prefix or a

modifier as commonplace as 'new' does little to illuminate the contours of our contemporary moment" (Li, "Introduction: What Is Twenty-First-Century African American Literature?" 632).

'Post-race,' 'post-soul,' or simply 'contemporary' are some of the labels that scholars have toyed with when trying to name the current flourishing of Black literature in the U.S., in an era marked by both "horror and anxiety" and "the hope of new possibilities" (Li 633). This is the time of the shock of 9/11 and the resulting "war on terror" in Iraq and Afghanistan; of the financial crisis of 2008/09 and the resulting burst of the housing bubble, which caused many American to lose their savings, their homes, and their livelihoods, and gave rise to the Occupy Movement; of the devastation of Hurricane Katrina; of the rise of new social movements including the Tea Party, Occupy and Black Lives Matter; of the election of the first Black president and the white supremacist backlash following it.

This course delves into the vast body of literature produced by Black writers in the U.S. during this time. Among our readings will be novels, poems and essays by Percival Everett, Teju Cole, Edridge Danticat, Jesmyn Ward, Yaa Gyasi, Colson Whitehead, Claudia Rankine, Terrence Hayes, Tracy Smith, Sasha Debevec-McKenney, Ta-Nehisi Coates, Christina Sharpe, and a play by Jeremy O. Harris.

If you already want to start reading, definitely and in full length on our syllabus will be:

- Percival Everett, *Erasure* (2001)
- Teju Cole, *Every Day is for the Thief* (2007)
- Edridge Danticat, *Brother, I'm Dying* (2007)
- Jesmyn Ward, *Sing, Unburied, Sing* (2016)
- Jemery O. Harris, *Slave Play* (2017)
- Colson Whitehead, *Nickel Boys* (2019)

And if this list intimidates you—most of these texts are not very long.

assessment/requirements: regular and prepared attendance, participation in an expert group, submission of expert notes.

050722: Houses and Home(s) in America: A Cultural History of Spaces, Narratives, and Practices of Domesticity and Dwelling

Do 12:00 - 14:00

GABF 04/253

Steinhoff, Heike

In this seminar, we explore the cultural and historical significance of houses and homes in the United States. We analyze domestic architecture, homemaking practices, concepts of belonging, and the relationship between dwelling and identity across North American texts and media. Materials include haunted houses in Gothic fiction, nineteenth-century housekeeping manuals, contemporary house renovation shows, and architectural trends such as minimalism and tiny housing.

Drawing on diverse theoretical and intersectional perspectives, we examine how discourses of home and housing both reflect and shape broader cultural formations. Special attention is given to the ways domestic spaces intersect with constructions of gender, race, ethnicity, class, region, and nation. The course encourages students to critically consider how everyday practices, narratives, and spaces of dwelling are embedded within larger cultural and historical contexts.

Assessment/requirements: active participation, discussion questions, expert session.

050731: Populism and Populists in the UK

Mo 14:00 - 16:00

GB 6/131

Pankratz, Anette

The OED defines populism as “The policies or principles of any of various political parties which seek to represent the interests of ordinary people, [...] Also: support for or representation of ordinary people or their views; speech, action, writing, etc., intended to have general appeal”. Implicitly, the “interests of ordinary people” are distinguished from the interests of an elite – whether connected globally or in power nationally. Populism always reeks a bit of manipulation, simplifying (or even forging) things to get the approval of “the masses”.

The seminar aims at having a closer look at recent instances of populism in the UK. The two main examples will be Brexit and the recent politics of Nigel Farage for Reform UK. Students will get to know theories on populism and use them for the analysis of concrete examples. How did or do Dominic Cummings, Boris Johnson and Nigel Farage construct an opposition between “them” and “us”? How do populist discourses intersect with ethnicity, national identity, class and gender? Why are populists successful? When do they fail?

Assessment/requirements: research project/expert group.

050732: The Miners Strike

Di 12:00 - 14:00

GB 6/137

Berg, Sebastian

The miners' strike was a turning point in the history of the British labour movement. For sympathisers, it was a heroic (though eventually futile) attempt at blocking the installation of a neoliberal state project and economic accumulation regime in Britain. For critics, it was an unjustified revolt of a radical section of workers without any democratic legitimacy. Whatever it was, the defeat of the miners weakened working-class solidarity and resistance. Later, the year-long strike became the topic of a number of immensely popular works of culture. Still today, it has a prominent place in the country's collective memory. In this course we revisit the events and developments that preceded and provoked the strike, look into its conduct in different places, study its aftermath (in particular its effects on working-class communities) and analyse its later cultural representations. This gives us a chance to discuss different approaches to how economies and societies should be organised and to evaluate the role of cross-class solidarity in democratic struggles.

Assessment/requirements: active participation, input to a course session.

Modul Fremdsprachenausbildung

050760A: Communication MM

Mi 12:00 - 14:00

GB 6/137

Liebel, Carina

This course is designed to help you practice, improve upon, and further develop your oral and written communication skills on an academic level. As the focus is set on practical application with regard to a professional context, students will have the opportunity to find their own style in professionally speaking and presenting prepared content as well as taking part in and moderating discussions. (Aspiring) teachers or instructors will have the chance to practice teaching in a realistic classroom setting. More details concerning the course content and the course requirements will be given in the first session.

Assessment/requirements: regular and active participation, presentation (academic talk or teaching a class) along with preparing your own materials (handouts, slides, e.g. PowerPoint, etc.), peer feedback.

050760B: Communication MM

Fr 10:00 - 12:00

GB 6/137

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).

050760C: Communication MM (Classroom Communication)

Fr 14:00 - 16:00

GABF 04/614

Kaul, Alexander

In this course, we will have a closer look at the dynamics of classroom communication. We will analyse several communication models and apply them to typical situations in the EFL classroom. Topics will include (corrective) feedback, teacher/student talking time, the teacher's use of language, body language, cooperative learning, seating arrangements, discipline issues, classroom management, inclusivity, etc.

Assessment/requirements: active participation, presentation/micro-teaching, short written assignments, peer feedback.

050761A: Grammar MM

Mo 12:00 - 14:00

GB 6/131

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: homework and final exam.

050761B: Grammar MM

Di 12:00 - 14:00

GABF 04/253

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

Mo 12:00 - 14:00

GABF 04/252

Dow, Ewan

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.

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

050762B: Translation MM

Di 14:00 - 16:00

GABF 04/252

Dow, Ewan

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.

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

Modul Fremdsprachendidaktik I: Grundlagen

Grundlagen der Sprachdidaktik

050810A	Mi 12:00 - 14:00	GB 6/131	Ritter, Markus
050810B	Do 12:00 - 14:00	GB 6/137	Flaake, Sebastian
050810C	Fr 08:00 - 10:00	GABF 04/614	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	Di 08:00 - 10:00	GABF 04/252	Kaul, Alexander
050811B	Do 12:00 - 14:00	GB 6/131	Ritter, Markus
050811C	Do 10:00 - 12:00	GABF 04/252	Flaake, Sebastian

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	GABF 04/252	Flaake, Sebastian
050814B	Fr 10:00 - 12:00	GABF 04/253	Kaul, Alexander
050814C	Fr 10:00 - 12:00	GB 6/131	Ritter, Markus

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

030375: Teach4Democracy - Diversität und Demokratiebildung im Unterricht gestalten (Kursprache Englisch) (Blockveranstaltung)

Mo 09:00 - 16:00

Kaufmann, Nicole; Vanderbeke, Marie;

Feldmann, Henning; Rothstein, Björn; Visser, Judith

Wie können Lehrkräfte eine Demokratie und Diversität wertschätzende Lehr- und Lernatmosphäre in der Schule schaffen? Wie können Schüler:innen für diese Themen sensibilisiert und in ihrer Entwicklung unterstützt werden?

Die zweiwöchige internationale Summer School lädt Lehramtsstudierende der RUB und von Partneruniversitäten in Ecuador, Finnland, Polen, Österreich und Spanien ein, gemeinsam diese und weitere Fragen von Diversität und demokratischer Bildung zu erkunden, sich über Unterschiede in den Herkunftsländern auszutauschen, und selbst erstellte Unterrichtseinheiten mit Schülerinnen und Schülern durchzuführen.

In unterschiedlichen Arbeitsphasen setzen Sie sich mit aktuellen Herausforderungen und Chancen vielfältiger Klassenzimmer auseinander. Das Seminar bietet Raum für internationalen Austausch, gemeinsames Lernen und die Entwicklung innovativer Unterrichtsideen.

Teach4Democracy - Diversität und demokratische Bildung im Unterricht gestalten ist Teil des Projekts „Professional School of International Education“ (PiStEn).

Voraussetzungen: Bitte beachten Sie, dass die Kommunikation während der Summer School vorwiegend auf Englisch stattfindet.

Zusätzliche Informationen: Die Anmeldung erfolgt bis zum 20.03.2026 individuell per Mail an: pisten-pse@rub.de (Ansprechpartnerinnen: Nicole Kaufmann, Dr. Marie Vanderbeke).

Bitte melden Sie sich nur an, wenn Sie an allen Tagen teilnehmen können. Übersteigt die Anmeldezahl die verfügbaren Plätze, wird gelost.

Bei Überschneidungen mit anderen Seminaren melden Sie sich bitte frühzeitig, damit geprüft werden kann, ob eine erfolgreiche Teilnahme trotz Überschneidungen möglich ist. Geben Sie bei der Anmeldung bitte folgende Daten an:

Name, Nachname; Matrikelnummer; Geschlecht (männlich/weiblich/divers); Studiengang und Fächerkombination; Fachsemester

Prüfungen: Projektarbeit und Projektpräsentation, n.a., SS 2026

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

Mo 16:00 - 18:00

GABF 04/613

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: Projects for the English Language Classroom – Theory and Practice

Di 14:00 - 16:00

GB 6/131

Ritter, Markus

The purpose of this class is to explore innovative new forms and projects of English Language Teaching, both in theory and practice. We are therefore going to study relevant multimodal materials as well as getting in touch with teachers who are willing to share their experiences and classes with us. Students who wish to participate should show some flexibility in their time management so that school visits can be arranged outside the seminar time slot.

Assessment/requirements: this type of seminar is not graded – requirements to obtain the 5 credit points for passing will be active participation, involvement in teaching projects, and presentations. Any further questions prior to the first session can be addressed via mail (markus.ritter@rub.de).

050822: Songs and Films in English Language Teaching

Blockseminar

GB 6/131

Ritter, Markus

Why might teaching songs and films in secondary schools be a good option for a modern language classroom? How does teaching songs and films differ from written texts? How do you prepare a session that is based on songs and films or makes use of these resources? This course will address these and related questions and will develop various approaches to teaching songs and films in secondary schools considering both intermediate and advanced language learners.

All the models of teaching that will be covered in this course are firmly tied to the current syllabus of NRW. Furthermore, AI tools for lesson planning and material creation will play a central role in this seminar.

Assessment/requirements: group presentations, individual writing and creation tasks before and after the sessions.

050823: 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.

050980: KI im Kopf, Sprache im Blick

Mi 10:00 - 12:00

GABF 04/257

Visser, Judith; Häusler, Anja

Das Seminar setzt sich zum Ziel, mit Studierenden die wachsende Bedeutung Künstlicher Intelligenz im Fremdsprachenunterricht zu bearbeiten. Im Zentrum steht eine Auseinandersetzung mit der Frage, wie KI die Anforderungen und Möglichkeiten des Fremdsprachenlernens verändert und welche neuen Potenziale sich daraus für digitales und sprachbewusstes Lernen ergeben. Nach einer theoretischen Einarbeitung in den Gegenstand wird gemeinsam an der Entwicklung von Aufgaben für Schüler:innen (besonderer Schwerpunkt: Sekundarstufe I) gearbeitet, die sich auf a) ‚Promptingkompetenzen‘, b) ‚produktive Kompetenzen‘ und c) ‚rezeptive Kompetenzen‘ beziehen. Die Aufgaben sollen die Grundlage bilden für die Entwicklung eines Schülerlaborprojekts.

Vorbereitende Pflichtlektüre:

- Ebinger, J., & Kaufmann, S. (2023). Künstliche Intelligenz im Unterricht: sprachgesteuerte KI
- Müller, S. (2024). KI für Lehrende. Generative KI im Hochschulkontext. Online-Kurs (2,5 h). <https://ki-campus.org/lernangebote/kurse/ki-fuer-lehrende-generative-ki-im-hochschulkontext>.

Weitere Lektüreempfehlungen:

- Buck, I. (2025). *Wissenschaftliches Schreiben mit KI* (Vol. 6365). Utb.
- Häusler, A.; Mersmann-Hoffmann, H.; Richter, S.; Allirand, L.; Bukeberger, K.; Engelhardt, M. & Salas Poblete, J. (2025). Use of AI systems in Foreign Language Teaching in Higher Education – A Discussion Paper. FuH 102. 1-11. DOI: <https://doi.org/10.46586/fuh.v.102.2025.12645>.
- Ständige Wissenschaftliche Kommission der Kultusministerkonferenz (SWK) (Hrsg.). (2024). Large Language Models und ihre Potenziale im Bildungssystem. Impulspapier der Ständigen Wissenschaftlichen Kommission der Kultusministerkonferenz. Bonn. DOI: <https://doi.org/10.25656/01:28303>.