ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang Anglistik/Amerikanistik

Wintersemester 2024/25

(Stand: 03.09.2024)

Inhalt

Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende findet statt

Dienstag, 08.10.2024, von 12.00-14.00 Uhr im Hörsaal HGB 10.

Zusätzlich zu der persönlichen Begrüßung stellen wir Ihnen ab Anfang Oktober in einem Moodle-Kurs die "Erstsemester-Einführung Anglistik/Amerikanistik" bereit. Dort finden Sie auch auch weitere Informationen zum Aufbau des Studiums, zur Kurswahl und zu den Beratungsangeboten des Englischen Seminars hinterlegt.

Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem 14.10.2024.

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

Auch der studentische Fachschaftsrat bietet Informationen und Beratungsangebote zum Studieneinstieg:
Instagram: @franglistik.rub;
Facebook: Fachschaftsrat Anglistik/Amerikanistik – RUB

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

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

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

Anmeldung zu den Lehrveranstaltungen per eCampus

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

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

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

vom 16.09.2024, 08.00 Uhr, bis 09.10.2024, 21.00 Uhr

vorgenommen werden.

Die Anmeldungen für die **Veranstaltungen der Aufbau- und Mastermodule** können in der Zeit
vom 16.09.2024, 08.00 Uhr, bis 02.10.2024, 10.00 Uhr

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

Studienberatung und Service

Studienfachberatung

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

E-Mail: fachberatungenglisch@rub.de

Servicezimmer

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

E-Mail: es-servicezimmer@rub.de

Obligatorische Studienberatung

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

Auslandsberatung

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

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

Berater: Nick Emmerich

E-Mail: es-auslandsaufenthalt@rub.de

B.A.-Prüfungsberechtigte im Wintersemester 2024/25

Prof. Dr. Sebastian Berg
Prof. Dr. Laura Bieger
Dr. Ewan Dow
Dr. Lee Flamand
Prof. Dr. Kornelia Freitag
Dr. Marten Juskan
PD Dr. Uwe Klawitter
Jun.-Prof. Dr. Kerstin Majewski
Prof. Dr. Christiane Meierkord
Dr. Verena Minow
PD Dr. Monika Müller
Dr. Torsten Müller
Prof. Dr. Burkhard Niederhoff
Dr. Claudia Ottlinger
Prof. Dr. Anette Pankratz
Dr. Connor Pitetti
Prof. Dr. Markus Ritter
Dr. Florian Sedlmeier
Dr. Robert Smith
Jun.-Prof. Dr. Heike Steinhoff
Dr. Karin Stoklasa
Dr. Susanne Strubel-Burgdorf
Dr. Claus-Ulrich Viol
Prof. Dr. Roland Weidle
Dr. Matthias Zucker

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

Lehrveranstaltungen B.A.-Studiengang

Basismodule

Sprach- und Textproduktion

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

Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben; Teilnahme an und Bestehen der zentralen Abschlussklausur im Bereich „Grammar" BM sowie Bestehen der anderen geforderten Studienleistungen.
Verwendung des Moduls: Der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion" ist Voraussetzung für die Teilnahme an allen Aufbaumodulen.
Stellenwert der Note für die Fachnote: Die Benotung der Studienleistung dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/End-note ein.
Modulbeauftragte: Dr. Claudia Ottlinger, Dr. Claus-Ulrich Viol

050 600

Grammar BM, 2 CP

Gruppe A	2 st.	mo 8.30-10	GB 1/144	Viol
Gruppe B	2 st	di 10-12	GABF 04/413	Minow
Gruppe C	2 st.	di 8.30-10	GABF 04/614	Minow
Gruppe D	2 st.	fr 10-12	GABF 04/614	Minow
Gruppe E	2 st.	di 12-14	GABF 04/413	Müller, T.
Gruppe F	2 st.	do 10-12	GABF 04/614	Müller, T.
Gruppe G	2 st.	mo 16-18	GABF 04/614	Zucker
Gruppe H	2 st.	do 14-16	GABF 04/413	Zucker

050 601

Academic Skills, 2 CP

Gruppe A	2 st.	fr 12-14	GABF 04/413	Berg
Gruppe B	2 st.	di 12-14	GABF 04/614	Dow
Gruppe C	2 st.	di 14-16	GABF 04/413	Dow
Gruppe D	2 st.	mi 12-14	GABF 04/613	Pitetti
Gruppe E	2 st.	do 8.30-10	GABF 04/413	Pitetti
Gruppe F	2 st.	mo 8.30-10	GABF 04/413	Strubel-Burgdorf
Gruppe G	2 st.	di 10-12	GABF 04/613	Zucker
Gruppe H	2 st.	do 10-12	GABF 04/613	Zucker

Sprachwissenschaft

Workload/Credits	Semester:	Häufigkeit des Angebots:		Dauer:
150 Std. / 5 CP	1.-2.	jedes Semester		zwei Semester

Lehrveranstaltungsart:	Kontaktzeit:	Selbststudium:	Geplante Gruppengröße:
Übung + Übung	2 SWS + 2 SWS	ca. 94 Std.	je Übung ca. 30

Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist das Bestehen der Veranstaltung „English Sounds and Sound Systems" Voraussetzung für die Teilnahme an der Veranstaltung „Introduction to English Linguistics".

English Sounds and Sound Systems (2 CP):
Lernergebnisse: Studierende werden befähigt, die grundsätzlichen artikulatorischen Prozesse bei der Produktion von Sprachlauten, mit besonderem Schwerpunkt auf der englischen *received pronunciation* (RP), nachzuvollziehen und adäquat, auch mit Hilfe phonemischer Umschrift, beschreiben zu können. Zudem werden den Teilnehmern Grundkenntnisse der Englischen Sprachgeschichte vermittelt, die es den Lernern ermöglicht, allgemeine Sprachwandelprozesse nachzuvollziehen.

Inhalte: Die Studierenden werden in die Lautsysteme des Englischen und ihre Entwicklung eingeführt. Sie lernen, einzelne Laute aber auch Wortbetonung und Satzintonation sowie Aspekte des Redezusammenhangs (*connected speech*) wahrzunehmen und mit linguistischer Terminologie zu beschreiben. Dabei liegt der Schwerpunkt auf der Beschreibung der britischen Standardvarietät RP. Gleichzeitig wird die historische Entwicklung hin zum RP, aber auch zum General American betrachtet. Theoretische Anteile werden durch praktische Übungen ergänzt, in denen Studierende lernen, wie gesprochene Sprache mittels phonemischer Transkription beschrieben werden kann.

Introduction to English Linguistics (3 CP):
Lernergebnisse: Studierende erwerben die Fähigkeit, die Funktion und die fundamentalen Aspekte menschlicher Sprache, insbesondere der englischen, auf Wort- und Satzebene zu erkennen und zu beschreiben. Zudem wird ihnen vermittelt, wie Bedeutung in der Sprachwissenschaft beschrieben wird, und warum sie zwischen kontextunabhängiger und kontextabhängiger Bedeutung unterscheidet.

Inhalte: Die Studierenden werden in die Grundlagen der anglistischen Sprachwissenschaft eingeführt und mit den Grundbegriffen und Methoden der modernen Linguistik vertraut gemacht, insbesondere in den Bereichen Morphologie, Syntax, Semantik und Pragmatik. Des Weiteren erwerben die Studierenden Kenntnisse zu Fragen der Funktion von Sprache und der Geschichte der englischen Sprache und zu Grundlagen der Zeichen- und Kommunikationstheorie. Ein besonderer Schwerpunkt liegt auf der praktischen Anwendung der linguistischen Terminologie und Methoden an authentischen Sprachbeispielen des Englischen.

Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.

Prüfungsformen: Studienleistungen in Form von kleineren studienbegleitenden Aufgaben und Abschlusstests.

Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben; Bestehen der Abschlusstests.

Verwendung des Moduls: Der erfolgreiche Abschluss des Basismoduls „Sprachwissenschaft" ist Voraussetzung für die Teilnahme an einem Aufbaumodul „Linguistik".

Stellenwert der Note für die Fachnote: Die Benotung der Studienleistung dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/End-note ein.
Modulbeauftragte: Dr. Torsten Müller, Dr. Claus-Ulrich Viol

050 603
Englisch Sounds and Sound Systems, 2 CP

Gruppe A	2 st.	di 8.30-10	GABF 04/613	Juskan
Gruppe B	2 st.	di 10-12	GABF 04/614	Juskan
Gruppe C	2 st.	do 12-14	GABF 04/613	Meierkord
Gruppe D	2 st.	do 8.30-10	GABF 04/613	Minow
Gruppe E	2 st.	do 10-12	GABF 04/413	Minow
Gruppe F	2 st.	mi 14-16	GABF 04/413	Müller, T.
Gruppe G	2 st.	mo 10-12	GABF 04/413	Strubel-Burgdorf
Gruppe H	2 st.	mi 10-12	GABF 04/413	Strubel-Burgdorf

050 604
Introduction to English Linguistics, 3 CP

Gruppe A	2 st.	mi 12-14	ID 03/419	Rettweiler
Gruppe B	2 st.	do 12-14	GA 03/49	Durgasingh
Gruppe C	2 st.	mo 12-14	GABF 04/413	Minow
Gruppe D	2 st.	mo 10-12	GB 03/49	Kaul

Literatur- und Kulturwissenschaft

Workload/Credits 180 Std. / 6 CP	Semester: 1.-2.	Häufigkeit des Angebots: jedes Semester	Dauer: zwei Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 124 Std.	Geplante Gruppengröße: je Übung ca. 30

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

050 605

Introduction to Cultural Studies, 3 CP

Gruppe A (GB)	2 st.	do 14-16	UFO 0/04	Pankratz
Gruppe B (US)	2 st.	mo 10-12	GABF 04/613	Zucker
Gruppe C (US)	2 st.	mi 10-12	GABF 04/613	Zucker
Gruppe D (US)	4 st.	mi 16-20	GABF 04/413	Koberg

050 606

Introduction to Literary Studies, 3 CP

Gruppe A	2 st.	mo 10-12	GABF 04/614	Pitetti
Gruppe B	2 st.	mo 12-14	GABF 04/613	Dow
Gruppe C	2 st.	di 10-12	HGB 30	Pitetti
Gruppe D	2 st.	di 8.30-10	GB 1/144	Niederhoff
Gruppe E	2 st.	di 16-18	GABF 04/614	Klawitter
Gruppe F	2 st.	do 8.30-10	GABF 04/614	Niederhoff
Gruppe G	2 st.	do 14-16	GABF 04/613	Klawitter
Gruppe H	2 st.	fr 8.30-10	GABF 04/613	Ottlinger

Aufbaumodule

<u>Modulungebundene Übung: MEL</u>

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

050 609

Medieval English Literature, 3 CP

Gruppe A	2 st.	di 10-12	HGB 20	Majewski
Gruppe B	2 st.	mi 10-12	HGB 30	Henk
Gruppe C	2 st.	do 16-18	HGA 20	Kleinschmidt

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, translate, and analyse excerpts from selected canonical literary works in poetry and prose (e.g., from *Beowulf* and *The Canterbury Tales*). Dealing with texts from historical periods of English may at first seem difficult. Yet, by acquiring basic knowledge of the Old and Middle English languages, including key linguistic developments and changes, students will be able to approach and appreciate medieval literary texts in the original. It is therefore essential for all participants to diligently prepare the texts and given tasks on a regular basis. All materials will be made available on *Moodle*.

Assessment/requirements: students are expected to attend the course weekly, revise all topics on a regular basis, and hand in various homework tasks throughout the semester. To obtain credit points, students must pass a written in-class test.

Linguistik

Workload/ Credits	Semester:	Häufigkeit des Angebots:	Dauer:
285 Std. / 9,5 CP	3.-6.	jedes Semester	1-2 Semester

Lehrveranstaltungsart:	Kontaktzeit:	Selbststudium:	Geplante Gruppengröße:	
Vorlesung + Übung + Seminar	2 SWS + 2 SWS + 2 SWS	ca. 201 Std.	VL 80-300 Ü 15-25 S 20-40	

Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Basismodule „Sprach- und Textproduktion" und „Sprachwissenschaft" Voraussetzung für die Teilnahme am Modul.

Lernergebnisse: Studierende erhalten einen breiten Überblick über einen Teilbereich oder ein Thema der Linguistik. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der Linguistik, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung sprachwissenschaftliche Fragestellungen und lernen, diese mit dem einschlägigen wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere linguistische Theorien werden vorgestellt und diskutiert. Die Studierenden vertiefen ihre Kenntnisse in ausgewählten Gebieten der englischen Linguistik.

Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der Linguistik; eine Einführung in ein ausgewähltes Gebiet der englischen Linguistik; die Möglichkeit zur Einübung bzw. Übung sprach-wissenschaftlicher Analysemethoden sowie zur Auseinandersetzung mit linguistischen Theorien; Möglichkeiten zur Vertiefung von Kenntnissen in ausgewählten Teilbereichen der englischen Linguistik.

Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.

Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).

Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.

Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.

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

Vorlesungen

050 612
<u>The English Lexicon</u>, 2,5 CP
2 st. mo 12-14   HGB 10   Meierkord

English has spread across the world, and it is today used by a large number of first language, second language, and foreign language speakers. In this series of lectures, we shall look at the diversity which, as a result, characterises the English lexicon. The individual lectures will look at how new words are created, how their meaning changes over time and varies across different varieties of English, but we shall also address social, functional, and stylistic variation.

Furthermore, we will also revise those areas of linguistics which are central to the study of words: lexicology, semantics, and morphology, using authentic language examples from written, spoken and new genres.

The lecture course is based on the following book:
Gramley, Stephan (2001). *The Vocabulary of World English*. London: Arnold. ISBN: 0-340-74072-8.
Literature will be made available via Moodle.

Assessment/requirements: written exam.

Seminare

050 613
<u>Language Change</u>, 4 CP
2 st. do 8.30-10   GB 6/137   Juskan

As in life, the only constant in language is change. This becomes obvious when young adults realise they use phrases that didn't even exist when their parents were their age, when the author of a two hundred year-old book uses a word in a seemingly strange way, or when something that is supposed to basically be the same language is virtually unintelligible (looking at you, Old English).

In this class, we will consider examples of change from all levels of linguistic structure: sounds, word forms, meaning, and syntactic constructions. We will see that many of these changes interact and are not as random as they might first appear. Instead, they actually follow common patterns and trends of development that are found time and again across many different languages. We will also discuss sources and triggers of language change and see that they come from both inside and outside the language they happen in. By the end, students will be able to plan and execute their own small-scale research project in the discipline.

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

050 614
<u>English in Africa</u>, 4 CP
2 st. mo 10-12   GA 03/46   Minow

English enjoys a special status on the African continent since many countries were once British colonies or protectorates. Today, we find L1 varieties of English (e.g. in South Africa and Zimbabwe) alongside indigenized L2 varieties (e.g. in Kenya and Nigeria) as well as English-based pidgins and creoles (e.g. in Cameroon and Ghana). This course aims to introduce students to a selection of these Englishes and the sociolinguistic situation of the countries they are spoken in. We will discuss in what way they differ from British English on all levels of language.

Students interested in this class should be willing to read ca. 20 pages in preparation for each session. Background readings will be made available on Moodle.

Assessment/requirements: active participation in class discussions plus: *Übung*: a (group) presentation on the sociolinguistic situation of one African country plus a handout; *Seminar*:

either a final written research assignment (during the first two weeks of the lecture-free period) or a research paper (*Hausarbeit*) of 12-15 pages.

050 615

<u>The Language of *The Owl and the Nightingale*</u>, 4 CP

2 st. mi 12-14   GABF 04/413   Müller, T.

Classes on the history of English usually focus on developments which contributed towards shaping the language we know today. If you want a version of English which to a large extent is clearly not the ancestor of today's standard, look no further than *The Owl and the Nightingale*, an early 13th century text which is probably southern but has left people puzzled as to what dialect exactly it may be in. It is, in fact, not even clear whether the text is from the early 13th century – it might as well be the late 12th or even the late 13th century. All we know is that it must have been composed after 1189. Why? This class will answer the question.

The version of English presenting itself in *The Owl and the Nightingale* can occasionally seem rather chaotic (for want of a better word) and it is sometimes surprising that it allowed the meaningful communication of ideas at all (this is, admittedly, exaggerating things slightly). It is fair to say that the language system that characterised Old English just some 150 years earlier has become all but dysfunctional and the features which mark the modern English of today, and which became typical by at least the Early Modern period, are not particularly prominent yet.

If you are interested in engaging in a little bit of language archeology, this class may be for you. We will try to uncover the layers of older English that are still traceable, detect some of the seeds of modern English and, just as importantly, attempt to identify the dead-ends, in other words the features which are fairly unique to this text.

The Owl and the Nightingale is a very entertaining text which deserves more attention than it is usually given these days, and so, in addition to a detailed linguistic analysis, we will read, try to understand and translate (into modern English) extended passages.

Assessment/requirements: *Übung*: final exam on selected topics, homework, active participation; *Seminar*: final exam on all topics covered, homework, active participation.

050 616

<u>English Word Formation</u>, 4 CP

2 st. mo 14-16   GABF 04/413   Müller, T.

How do we create new words? The simplest answer is: by re-using old material.

English, just like any language, has developed means to expand its vocabulary (often referred to as the *lexicon* in linguistics). This process is commonly called *word formation*, and we will review the major patterns that exist for English. We will investigate the most productive processes, look at older ones which are not used anymore and discover words whose origin has become obscure but can be uncovered by looking at older stages of the language. By the end of term, you will have gained a thorough understanding of how new vocabulary is created in English and how word formation patterns have changed over time.

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

050 617

<u>Interactional Episodes</u>, 4 CP

2 st. di 10-12   GABF 04/252   Strubel-Burgdorf

The way we talk, especially in conversations, is of great interest to many linguists. Taking part in a conversation also poses one of the many hurdles learners of English as a Foreign Language have to overcome.

This course will investigate interactional patterns, following the illustrations of Edmonson, House and Kádár (2023), who propose a pedagogical interactional grammar of English.

Course book: Edmondson, Willis; House, Juliane and Dániel Z. Kádár. 2023*. Expressions, Speech Acts and Discourse: A Pedagogic Interactional Grammar of English*. Cambridge University Press. DOI: https://doi.org/10.1017/9781108954662 (available via RUB VPN).

Assessment/requirements: *Übung*: active participation as well as presentation of a published empirical study plus own suggestions of how to adapt such a study; *Seminar*: active participation as well as a term paper (study), due 24/04/2025.

050 618

Stylistic Analysis of Point of View in Short Fiction, 4 CP

2 st. do 14-16   GA 03/49   Durgasingh

This course analyses the linguistics features associated with point of view in short narratives. Focus will be placed on spatio-temporal markers such as deixis and locatives, alongside discourse representation types, with an emphasis on meaning and interpretation. Short stories from multiple genres (science fiction, comedy, etc.) across a range of English authors and varieties (American, British, Caribbean, etc.) will be used to develop skills in stylistic analysis which can be applied to a wide-range of other discourse types.

Assessment/requirements: *Übung*: active participation (min. 67%) and reading, contributions to Moodle forums and online activities, in-session presentation; *Seminar*: the above, plus an empirical term paper (ideally based on your session topic).

050 628

Discovering Old English, 4 CP

2 st. mi 16-18   GABF 04/613   Henk

A great number of Angles, Saxons, Jutes, and Friesians settled themselves in the section of Britain south of Hadrian's Wall during the Migration Period (ca. 400-600 AD). With them, they brought their respective ways of speaking, writing, and reading. These mutually intelligible languages merged to form a Germanic tongue that its speakers dubbed *ænglisc:* 'Angle-ish', the language of the Angles. Today termed 'Old English', the variety of English spoken between ca. 600-1150 has remained a source of inspiration, fascination, and mystery for many, perhaps most famously fantasy writer J.R.R. Tolkien. Learning Old English is not only your key to decrypting the secrets of Medieval English literature, but it also will explain many oddities of modern English—why is 'knight' spelled like that? Why do we say 'I want to eat' but not 'I must to eat'?

In this course, students will learn the fundamentals of Old English grammar, orthography, and pronunciation. They will master the skills and tools they need to read and translate a variety of authentic prose and poetic historical texts. They will consequently improve their metalinguistic awareness, understanding of the development of the English language, and knowledge of modern English grammar and syntax. Students will also be introduced to Germanic alliterative metre, key phonological laws, and read a variety of Old English texts outside the traditional literary canon.

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

This course is fully introductory and assumes no prior knowledge of any historical languages.

Assessment/requirements: active participation in class is expected for this language learning course. Students will be expected to read assigned chapters in the textbook and revise all topics each week. Students will hand in weekly assignments (short translations, parsing assignments, etc.) via Moodle dropbox before the start of each class period. There will be a single marked quiz in the middle of the semester. *Übung*: the above plus completion of the given weekly assignments. These assignments are to be handed in by 1 March 2025 in the form of a 'language learning report'. Further details will be provided during the semester. *Seminar*: the above plus completion of a 'language learning portfolio' with a due date of 1 March 2025. This portfolio will be composed of the semester's weekly assignments and a small number of additional, independent assignments.

Übungen

050 620
<u>English Linguistics – Current Models and Methods</u>, 3 CP
2 st. do 10-12   GB 6/131   Meierkord

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

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

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

Assessment/requirements: active participation (via online forums and in the classrooms; at least 67%) and reading, contributions to Moodle forums and online activities; completion of three written assignments, which will be graded for the final grade.

050 621
<u>Gender and Language</u>, 3 CP
2 st. mi 10-12   GABF 04/614   Marzinkowski

Gender, as a social variable, is interwoven in many ways with different levels of language and has provoked a fair few heated debates on the hierarchisation of men and women as well as the constructedness of the gender binary. In this class, we will focus on several fields of linguistics linked to this variable, including phonetics, sociolinguistics, and pragmatics, and analyse how these fields generate new avenues of inquiry about gender. For example, we will explore questions regarding phonation types, personal pronouns and queerness, stereotypes and communication styles, as well as gendered politeness norms. Students participating in this class should be prepared to engage with research articles and theoretical texts, as well as conduct their own mini-analyses to gain a deeper understanding of the intersection of gender and language.

Assessment/requirements: active participation, homework, presentation.

Englische Literatur bis 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester		Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40	

Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion" und der Veranstaltung „Introduction to Literary Studies" Voraussetzung für die Teilnahme am Modul.

Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur vor 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur vor 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur vor 1700. Sie erwerben bzw. vervollkommnen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.

Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der englischen Literatur bis 1700; eine Einführung in ein ausgewähltes Gebiet der englischen Literatur vor 1700; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissen-schaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der englischen Literatur vor 1700; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.

Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.

Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).

Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.

Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.

Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol

Vorlesungen

050 624
Reading Early Modern Poems, 2,5 CP
2 st. mo 12-14   HGB 20   Weidle

In this lecture I will discuss a selection of poems which I believe to be representative of the stylistic, thematic and generic variety of early modern English poetry. Each week I will focus on one or more poems from a particular genre, mode or author and discuss their main themes, stylistic devices and narrative setup. This will be done in a more or less close reading fashion, highlighting specific devices, strategies and phrases.

All the poems will be made available on Moodle.

As the lecture will allow and encourage interaction between students and lecturer, I strongly advise each student to read and prepare the poem(s) for each session to be able to make the most of these interactive elements.

Assessment/requirements: active participation; preparation of poems; interview at the end of term.

050 636
Theory of Drama, 2,5 CP
                          online/asynchron   Niederhoff

Are dramatic plots like knots (Aristotle) or like pyramids (Gustav Freytag)? How does dramatic irony differ from other kinds of irony? In answering questions such as these, the lecture pursues a double aim: (1) to provide students with a good grasp of the relevant critical terminology; (2) to show that this terminology is useful in the analysis of plays and in the description of historical developments. The following plays will be dealt with in some detail: W. Shakespeare, *The Merchant of Venice*; Bernard Shaw, *Saint Joan*; Thornton Wilder, *Our Town*; Terence Rattigan, *The Browning Version*.

Students who wish to prepare for the lecture should get started on *The Merchant of Venice*. Students interested in theory should read Aristotle's *Poetics* or Manfred Pfister's *Das Drama*. Bachelor students may consider taking the lecture in combination with the seminar "History Plays".

The lecture will be delivered online as a video podcast, which students can listen to when it fits into their timetable. Zoom meetings for questions will be offered.

Required reading: students will have to read the plays listed above; no particular editions are required.

Assessment/requirements: oral or written exam.

Seminare

050 625

John Webster: *The White Devil,* 4 CP

2 st. di 12-14 GABF 04/613 Klawitter

The Jacobean playwright John Webster is praised for two plays, namely *The White Devil* and *The Duchess of Malfi*, both Italianate dramas of vengeance, which excel in sensational action and a particularly dark mood. In class we will read the first of the plays, in full title, *The White Devil: Or the Tragedy of Paolo Giordano Ursini, Duke of Brachiano, With the Life and Death of Vittoria Corombona* (first produced about 1608). As the sub-title indicates, the play is based on a scandal that took place in Italy in the 1580s. In class we will consider the theme of revenge (contemporary significance and ethical implications), explore the generic conventions and dramatic techniques employed in the play and discuss how the play relates to contemporary social and political issues.

Participants should use the New Mermaids edition of the play or any other well-annotated edition.

Assessment/requirements: *Übung*: test; *Seminar*: 12-page research paper.

050 626

Seventeenth-Century Poetry, 4 CP

2 st. do 12-14 GB 6/137 Klawitter

17th-century English poetry offers an impressive range of trends, themes and poetic forms. It is much concerned with love, matters of faith, the celebration of social values and personal merits. Particularly remarkable is the formal sophistication of the poems, the verbal ingenuity and the use of imagery. In class, we will engage in a close reading of well-known poems by Ben Jonson, Emilia Lanier, John Donne, Abraham Cowley, John Milton, Richard Lovelace, Andrew Marvell, John Denham and Edmund Waller. The central concerns of the poems will be discussed in the light of the political upheavals and socio-cultural transformations of the time.

Assessment/requirements: *Übung*: test; *Seminar*: 12-page research paper.

050 627
<u>History Plays</u>, 4 CP
2 st. do 14-16 GABF 04/614 Niederhoff

"The past is a foreign country: they do things differently there" (L.P. Hartley, *The Go-Between*, 1953). In this seminar, we will discuss three plays that are set in this "foreign country": William Shakespeare's *Julius Caesar* (1599), Brian Friel's *Making History* (1988) and Michael Frayn's *Copenhagen* (1998). In our discussion of these plays, we will analyse how they reinterpret the historical record, which forms and techniques they use and what the exploration of the past means for the present. We will also attempt to answer the question whether there are structural features that distinguish history plays from other dramatic genres. An additional focus will be on "metahistory", i.e. on the way the plays do not merely reconstruct the past but also reflect upon the problems inherent in such reconstructions. This is said to be a feature of late 20th-century history plays but perhaps it is also present in *Julius Caesar*.

Required texts: William Shakespeare, *Julius Caesar* (The Arden Shakespeare, 3rd edition, 1998; ISBN 9781903436219); Brian Friel, *Making History* (Faber and Faber, 1989; ISBN 9780571154777); Michael Frayn, *Copenhagen* (Anchor Books, 2000; ISBN 9780385720793)

Assessment/requirements: *Übung*: short writing assignments; *Seminar*: short writing assignments plus paper.

050 628
<u>Discovering Old English</u>, 4 CP
2 st. mi 16-18 GABF 04/613 Henk

A great number of Angles, Saxons, Jutes, and Friesians settled themselves in the section of Britain south of Hadrian's Wall during the Migration Period (ca. 400-600 AD). With them, they brought their respective ways of speaking, writing, and reading. These mutually intelligible languages merged to form a Germanic tongue that its speakers dubbed *ænglisc:* 'Angle-ish', the language of the Angles. Today termed 'Old English', the variety of English spoken between ca. 600-1150 has remained a source of inspiration, fascination, and mystery for many, perhaps most famously fantasy writer J.R.R. Tolkien. Learning Old English is not only your key to decrypting the secrets of Medieval English literature, but it also will explain many oddities of modern English—why is 'knight' spelled like that? Why do we say 'I want to eat' but not 'I must to eat'?

In this course, students will learn the fundamentals of Old English grammar, orthography, and pronunciation. They will master the skills and tools they need to read and translate a variety of authentic prose and poetic historical texts. They will consequently improve their metalinguistic awareness, understanding of the development of the English language, and

knowledge of modern English grammar and syntax. Students will also be introduced to Germanic alliterative metre, key phonological laws, and read a variety of Old English texts outside the traditional literary canon.

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

This course is fully introductory and assumes no prior knowledge of any historical languages.

Assessment/requirements: active participation in class is expected for this language learning course. Students will be expected to read assigned chapters in the textbook and revise all topics each week. Students will hand in weekly assignments (short translations, parsing assignments, etc.) via Moodle dropbox before the start of each class period. There will be a single marked quiz in the middle of the semester. *Übung*: the above plus completion of the given weekly assignments. These assignments are to be handed in by 1 March 2025 in the form of a 'language learning report'. Further details will be provided during the semester. *Seminar*: the above plus completion of a 'language learning portfolio' with a due date of 1 March 2025. This portfolio will be composed of the semester's weekly assignments and a small number of additional, independent assignments.

Englische Literatur nach 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester		Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40	

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

Vorlesungen

050 636

<u>Theory of Drama</u>, 2,5 CP

                          online/asynchron   Niederhoff

Are dramatic plots like knots (Aristotle) or like pyramids (Gustav Freytag)? How does dramatic irony differ from other kinds of irony? In answering questions such as these, the lecture pursues a double aim: (1) to provide students with a good grasp of the relevant critical terminology; (2) to show that this terminology is useful in the analysis of plays and in the description of historical developments. The following plays will be dealt with in some detail: W. Shakespeare, *The Merchant of Venice*; Bernard Shaw, *Saint Joan*; Thornton Wilder, *Our Town*; Terence Rattigan, *The Browning Version*.

Students who wish to prepare for the lecture should get started on *The Merchant of Venice*. Students interested in theory should read Aristotle's *Poetics* or Manfred Pfister's *Das Drama*. Bachelor students may consider taking the lecture in combination with the seminar "History Plays".

The lecture will be delivered online as a video podcast, which students can listen to when it fits into their timetable. Zoom meetings for questions will be offered.

Required reading: students will have to read the plays listed above; no particular editions are required.

Assessment/requirements: oral or written exam.

Seminare

050 627
History Plays, 4 CP
2 st. do 14-16   GABF 04/614   Niederhoff

"The past is a foreign country: they do things differently there" (L.P. Hartley, *The Go-Between*, 1953). In this seminar, we will discuss three plays that are set in this "foreign country": William Shakespeare's *Julius Caesar* (1599), Brian Friel's *Making History* (1988) and Michael Frayn's *Copenhagen* (1998). In our discussion of these plays, we will analyse how they reinterpret the historical record, which forms and techniques they use and what the exploration of the past means for the present. We will also attempt to answer the question whether there are structural features that distinguish history plays from other dramatic genres. An additional focus will be on "metahistory", i.e. on the way the plays do not merely reconstruct the past but also reflect upon the problems inherent in such reconstructions. This is said to be a feature of late 20th-century history plays but perhaps it is also present in *Julius Caesar*.

Required texts: William Shakespeare, *Julius Caesar* (The Arden Shakespeare, 3rd edition, 1998; ISBN 9781903436219); Brian Friel, *Making History* (Faber and Faber, 1989; ISBN 9780571154777); Michael Frayn, *Copenhagen* (Anchor Books, 2000; ISBN 9780385720793)

Assessment/requirements: Übung: short writing assignments; *Seminar*: short writing assignments plus paper.

050 637
Painting Poems in Contemporary British Poetry, 4 CP
2 st. mo 14-16   GB 6/137   Klawitter

In this class we will discuss painting poems by prominent British poets which were produced within the last 40 years. This means that we will read poems by R.S. Thomas, U.A. Fanthorpe, Edwin Morgan, Seamus Heaney, Anne Stevenson, Michael Hamburger, Toni Harrison, Simon Armitage and Carol Ann Duffy side by side with the usually well-known paintings they relate to, for example, masterpieces by Titian, Rembrandt, John Singer Sargent, van Gogh and Lucian Freud. Some of the considered painting poems were commissioned for a particular cultural event, namely the opinion poll of *The Herald* newspaper on *Scotland's Favourite Paintings* in 2005 or the *Metamorphosis: Poems Inspired by Titian*-project of the National Gallery in 2012.

Painting poems are often discussed under the term *ekphrasis* which denotes the vivid description of an art-object in a literary text. As will become clear, poets do much more than describe; they discuss, narrativize and often enact a contemplation of a painting in such a way that readers are invited to an aesthetic illusion but also to second-order observations, i.e. reflections on specific acts of observing. The focus of our discussions will be on such aspects of intermedial relation. Basically, we will try to answer the following questions: what kinds of knowledge and which interpretative skills are required to understand and to enjoy painting poems? How, why, and to what purpose do poets engage with paintings? Which types of interart or intermedial relations can be distinguished? And what are the wider cultural implications of such poetic engagements?

Material will be made available through Moodle.

Assessment/requirements: *Übung:* test; *Seminar*: 12-page research paper.

050 638
Pinter: Plays, Poetry, Prose, 4 CP
2 st. mi 12-14   GABF 04/511   Dow

Pinter is surely best remembered as a playwright (29 plays), but he was also a director (28 theatre productions), actor, screenwriter (27 screenplays for film, and TV) and author of some fine prose and poetry. This course will examine the range of his work: from his early "plays of menace" ("the weasel under the cocktail cabinet"), through his mid-career "memory plays" to his late political dramas, but will also draw from his published poetry and prose (see e.g. his *Various Voices: Prose, Poetry, Politics*, Avalon, 1999). He was awarded the Nobel Prize for Literature in 2005 and died in 2008 after more than 50 years of writing.

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

050 639
Gothic Novel, 4 CP
2 st. mo 16-18   GABF 04/613   Veddermann

There will be an in-depth exploration of the Gothic novel, a pivotal genre in literary history. This course will begin with a theoretical examination of the genre's historical and socio-cultural contexts, emphasizing its origins and development.

Central to our study will be Horace Walpole's novel *The Castle of Otranto* (1764), which established many conventions of the Gothic genre, and Mary Shelley's *Frankenstein* (1818), a novel that continues to influence literature and popular culture to this day.

Based on these texts, we will analyze the defining characteristics and themes of the Gothic novel, such as the sublime, the supernatural, and the exploration of human psychology. If time permits, we will also include a contrastive analysis of Edgar Allan Poe's short story "The Fall of the House of Usher" (1839), highlighting the American variant of the Gothic tradition.

In addition to focusing on the novels, we will incorporate a comparative film analysis with particular emphasis on the movie *Frankenstein* (1931), examining adaptations and interpretations of Gothic novels in the world of cinema. This will allow us to trace the enduring legacy of the Gothic novel and its impact on contemporary media. Hopefully, there will be a semester of engaging discussions and critical analysis of this fascinating literary genre.

Assessment/requirements: *Übung*: active participation, oral presentation and written exam; *Seminar*: active participation, oral presentation, written exam and term paper of 10-12 pages.

Übungen

050 643

<u>The History of the Sonnet after 1700</u>, 3 CP

2 st. di 12-14   GB 6/131   Ottlinger

By placing special emphasis on the in-depth analysis of exemplary texts, this class will provide a survey of the development of the sonnet from the 18th to the 20th centuries as well as an overview of its main representatives, such as William Wordsworth, John Keats, Matthew Arnold, Elizabeth Barrett-Browning, Christina Rossetti, Ernest Dowson, William Butler Yeats, to name just a few. The course will compare various sonnet patterns and explore a myriad of themes. The major aim is to improve students' skills in text analysis.

All the relevant texts will be made available on Moodle.

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

050 644

<u>Modernist Short Stories</u>, 3 CP

2 st. mo 8.30-10   GB 6/137   Baumann

The course will begin with a brief introduction to Modernism and to the short story as a type of prose. We will look at the historical context of Modernism and why the short story might lend itself to a specific zeitgeist in the beginning of the 20th century. Subsequently, we will analyse a selection of modernist short stories before the background of those concepts. Texts will be made available as we will read different authors such as Katherine Mansfield, Virginia Woolf, and James Joyce.

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

Assessment/requirements: for the completion of this course students will have to hand in three writing assignments (small essays of roughly 1,000 words) over the course of the semester.

Amerikanische Literatur

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester		Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40	

Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion" und der Veranstaltung „Introduction to Literary Studies" Voraussetzung für die Teilnahme am Modul.

Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der US-amerikanischen Literatur geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der US-amerikanischen Literatur, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der US-amerikanischen Literatur. Sie erwerben bzw. vervollkommnen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.

Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der US-amerikanischen Literatur; eine Einführung in ein ausgewähltes Gebiet der US-amerikanischen Literatur; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der US-amerikanischen Literatur; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.

Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.

Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).

Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.

Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.

Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol

Vorlesungen

050 646

<u>North American Literature and Culture I: Beginnings to Civil War</u>, 2,5 CP

2 st. mo 14-16   HGB 20   Dikant

This is the first part of a three-part lecture series, and it provides a historical and thematic overview of North American culture from its colonial beginnings to the Civil War. In discussing paradigmatic texts of literary and intellectual history of this period side by side with major developments in religion, the visual arts, architecture, and popular culture, we will explore the cultural forms and practices emerging in North America as a consequence of its colonization and the founding of the US 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)".

Assessment/requirements: regular reading and final exam.

Seminare

050 647

19th-Century American Fiction: Poe and Hawthorne, 4 CP

2 st. mo 8.30-10   GABF 04/613   Pitetti

In this class, we will read works of fiction by Edgar Allan Poe and Nathaniel Hawthorne, two major American writers from the first half of the 19th century. We will focus in particular on two texts: Poe's only novel, *The Narrative of Arthur Gordon Pym, of Nantucket*, and Hawthorne's second novel, *The House of the Seven Gables*. In addition to reading and analyzing primary works, we will explore some of the biographical, literary, social, and political contexts that shaped these influential works, which will enable us to think about the ways in which works of literary fiction can help us to understand history but also the ways in which a knowledge of history is essential to understanding works of literature. We will also pay close attention to the critical history of these two canonical texts—that is, to the history of their reception and discussion by scholars of American literature.

Students interested in participating in the class will need copies of the two novels. The editions indicated below, which I will use, are affordable paperback editions and should be easy to obtain via Amazon or other booksellers:
The House of the Seven Gables ISBN: 9780140390056; *The Narrative of Arthur Gordon Pym, of Nantucket* ISBN: 9780140437485

Please make sure that you have obtained copies of the texts before the course begins.

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

050 648

Nature Writing: Romanticism and Environmentalism, 4 CP

2 st. mo 10-12   GB 6/137   Dikant

This seminar will introduce students to the study of the interactions between literature and the environment. We will first examine key ecocritical terms, such as nature, wilderness, pastoral, anthropocentrism, and biocentrism, through examples of contemporary nature writing and environmental studies. We will then look at exemplary texts in the US-American literary tradition from Romanticism to the 20th century, focusing on how literature explores the possibility of a new relationship to nature. Authors will include William Cullen Bryant, Susan Fenimore Cooper, Henry David Thoreau, Aldo Leopold, and Rachel Carson, as well as theoretical writings by Ursula Heise, Leo Marx, and Lawrence Buell.

Assessment/requirements: *Übung*: active participation, written assignments, participation in an expert group; *Seminar*: the above plus 10-page paper.

050 649

Representations of Slavery, 4 CP

2 st. di 10-12   HGB 40   Erkel

Between the 16th and the 19th century, 12 million Africans were kidnapped and forcibly transported to the Americas where the institution of slavery became firmly established. This course will begin with the history and historiography of the Transatlantic slave trade, the institution of 'chattel slavery', and the plantation system in the US. In class, we will be discussing both non-fiction and fiction texts written before and after the abolition of slavery in 1865. We will read excerpts from so-called slave narratives, namely Frederick Douglass' *Narrative of the Life of Frederick Douglass*, *An American Slave* (1845) and Harriet Jacobs' *Incidents in the Life of a Slave Girl* (1861) as well as contemporary novels such as Octavia Butler's *Kindred* (1979), Toni Morrison's *Beloved* (1987), and Ta-Nahesi Coates' *The Water Dancer* (2019).

Assessment/requirements: group work will be assigned during the first week of class. Your ten-minute presentation (as part of a group of three students) will be based on the reading assignments indicated on the class syllabus. You are expected to a) prepare and discuss the obligatory readings as well as additional background texts with your fellow moderators, b) prepare and circulate study questions for your classmates six days before class, c) moderate and stimulate the class discussion in order to make the class as engaging and interactive as possible, d) upload a handout summing up our findings one week after your moderation. Further assessments will be discussed in class. *Übung*: essay/term paper (2,500 words) or oral exam (~25 minutes); *Seminar*: term paper (4,500 words) or oral exam (~30 minutes).

050 650

Transcendentalism: Emily Dickinson and Walt Whitman, 4 CP

2 st. di 14-16   GABF 04/613   Erkel

This course will explore some of the central texts of Transcendentalism, focusing on authors such as Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, and other writers affiliated with the magazine *The Dial* and various reform movements. It will provide students with key concepts and issues dealing with what many scholars see as the American version of European Romanticism. After beginning with texts such as Emerson's "Self-Reliance" (1841) and Thoreau's "Civil Disobedience" (1849), we will slowly move into the realm of poetry. The emphasis of this course will be on the Transcendentalist poets Walt Whitman and Emily Dickinson.

Assessment/requirements: group work will be assigned during the first week of class. Your ten-minute presentation (as part of a group of three students) will be based on the reading assignments indicated on the class syllabus. You are expected to a) prepare and discuss the obligatory readings as well as additional background texts with your fellow moderators, b) prepare and circulate study questions for your classmates six days before class, c) moderate and stimulate the class discussion in order to make the class as engaging and interactive as possible, d) upload a handout summing up our findings one week after your moderation. Further assessments will be discussed in class. *Übung*: essay/term paper (2,500 words) or oral exam (~25 minutes); *Seminar*: term paper (4,500 words) or oral exam (~30 minutes).

050 651
Travel Writing, 4 CP
2 st. di 16-18   GABF 04/613   Sedlmeier

A genre with unbroken popularity, travel writing confronts the familiar with the unknown. The result of colonial exploration and settlement, American literary history is inextricable from both this genre and the cultural practice of travel. In the colonial imagination, the genre was used to provide a historical chronology and record of the process of settlement and to describe encounters with the forces of wilderness and indigenous peoples. The travelogues of explorers and settlers, like those of later travelers and tourists, though, were shaped by assumptions of cultural superiority. They often relied on previous accounts, other literary texts and visual depictions, thus consolidating tropes and stereotypes.

With the rise of both domestic and international tourism around 1800, the travelogue came to exceed its initial colonial context. The genre negotiated the conditions of an emergent national imagination and projected American nature as a sublime sight to behold. It accounted for regional differences that were shaped by patterns of immigration and frontier settlement. For Americans traveling abroad, it became an important vehicle to assert that value of individual experience over that of cultural tradition. Over the course of the 19th century, as steamships and railroads made travel more affordable, comfortable, standardized, and ubiquitous, travel writing became a profitable genre crucial to the development of professional authorship. Its orientation toward the market, though, also marked a crisis of the genre: how can you produce a distinct account of touristic sites, when everything has already been described as nauseam? Let's find out.

Suggested reading: John Smith, *The General History of Virginia, New England, and the Sumer Isles* (1624); Margaret Fuller, *Summer on the Lakes* (1844); William W. Stowe, *Going Abroad: European Travel in Nineteenth-Century American Culture*, Princeton UP, 1994; Carl Thompson, *Travel Writing*, Routledge, 2011.

Assessment/requirements: *Übung*: two short papers à 1,500 words; *Seminar*: term paper à 4,500 words or 15-minute oral exam.

050 652
Political Speeches, 4 CP

2 st. mi 14-16   GABF 04/613   Sedlmeier

Political speeches, public addresses and lectures not only require attention to rhetoric and ideology, but also to conditions of both performance and print. Speeches always want to persuade, and they bring about the public they address and envision. They often have a specific occasion for which they are written and a concrete situation in which they are performed and received. At the same time, their circulation beyond this situation indicates their claim to impactful publicness: they may be reprinted, draw affirmative responses and rebuttals, and even achieve canonical status because they have come to exemplify a particular mindset and political positionality. Speeches by American presidents and presidential candidates, specifically, can be ritualized and standardized (Inaugural Address, State of the Union Address, stump speeches on the campaign trail), but they also react ad hoc to political crises, projecting and reaffirming national ideology. Due to their ideological investment in the national imagination, addresses, by politicians and non-politicians alike, also accommodate reformist impulses such as abolitionism and women's rights. From the 19th century onward, occasions for political speeches proliferate: conventions such as Seneca Falls (1848) or the Congress of Black Writers and Artists (1856-) provide contexts for addresses and counter-addresses.

Against this backdrop, we will examine political speeches from the early Republic to the 21st century by politicians such as Patrick Henry and George W. Bush, and by political activists like Sojourner Truth and Martin Luther King, Jr.

Suggested reading:
Lloyd F. Bitzer, "The Rhetorical Situation," *Philosophy and Rhetoric* 1 (1968), 1-14; Ted Widmer, ed., *American Speeches: Political Oratory from Patrick Henry to Barack Obama*, Library of America, 2011; Robert C. Bartlett and Nasser Behnegar, eds., Political Rhetoric in Theory and Practice, Cambridge UP, 2024.

Assessment/requirements: *Übung*: two short papers à 1,500 words; *Seminar*: term paper à 4,500 words or 15-minute oral exam.

050 653

<u>Prude Victorian America?</u>

<u>Romantic Friendship and Love in US Literature before Gay Liberation,</u> 4 CP

4 st. fr 14-18 GABF 04/413 Koberg

10.01.2024-21.01.2025

"Queerness exists for us as an ideality that can be distilled from the past and used to imagine a future." (Muñoz 2009)

It tends to be assumed that same-sex love and desire only began to be expressed in literature in the 1960s, when the sexual revolution made the emergence of an openly gay culture possible. But a closer look at the literature of Victorian America shows us that there is a wealth of texts about same-sex love and desire.

This course will investigate how US-American works of fiction and non-fiction have participated in and shaped discourses on sexuality and love. Beginning in the first half of the 19th century and continuing through the early 20th century, students will explore how authors made sense of same-sex desires, love and relationships before and during the modern invention of homosexuality and heterosexuality. Of particular interest will be the literary depiction of same-sex relationships that have been described as "romantic friendships" (Axel Nissen 2009). We will read letters by Abraham Lincoln and by African American teacher Rebecca Primus, poems and diaries by Walt Whitman and Albert Dodd, *A Marriage Below Zero* by Alan Dale, recently rediscovered *Lesbian Love* (1932) by Adam Eve, and more texts all made available on Moodle.

Looking back to the time before the emergence of sexuality as a field of research at the turn of the century – a significant point in the history of sexuality – will enable students to question our current way of talking about sexuality and, in Muñoz's sense, to imagine new ways of conceptualizing it.

Assessment/requirements: *Übung*: active participation, written assignments, expert group; *Seminar*: the above plus a term paper (10-12 pages).

Übungen

050 655

<u>Writing the American Life: The Autobiography of Benjamin Franklin,</u> 3 CP
2 st. di 8.30-10   GABF 04/253   Pitetti

The autobiography of the American businessman, scientist, politician, and American 'founding father' Benjamin Franklin remains one of the most influential and perennially popular pieces of life writing in the English-language canon. The text has long been understood as both a personal and a cultural document; that is, as both an attempt to tell the story of the life of an individual man and as an attempt to describe the character of his nation. From the very beginning of the colonial period, discussions of social and cultural life in the colonies were often built around the idea of the American as a 'new Adam' living in a 'new world'; in his memoir, Franklin presents himself as a kind of model for this new man, and the values and perspectives he endorses here, as well as the strategies of literary self-representation that he employs, have all been of great interest to both general readers and scholars. The memoir also provides an invaluable window into the social and intellectual life of the American colonies during the troubled years surrounding the American Revolution.

Students interested in the course will require a copy of the Norton Critical Edition of the *Autobiography* (ISBN: 978-0-393-93561-5). Please note that other editions of the text will not be acceptable! This is a 'critical edition', which means that it contains scholarly materials not included in 'mass-market' editions; we will be reading this material in class as well, and if you do not purchase this edition of the book, you will not have access to all of the required readings. Please make sure that you have obtained a copy of the text before the course begins.

Assessment/requirements: active participation, mini term paper (~3,000 words).

Cultural Studies (GB)

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester		Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	**Kontaktzeit:** 2 SWS + 2 SWS + 2 SWS	**Selbststudium:** ca. 201 Std.	**Geplante Gruppengröße:** VL 80-300 Ü 15-25 S 20-40	

Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies" und des Basismoduls „Sprach- und Textproduktion" Voraussetzung für die Teilnahme am Modul.

Lernergebnisse: Die Studierenden erweitern ihre Kenntnisse über einen Teilbereich, ein Thema oder eine Epoche der britischen Kultur bzw. einen Teilbereich, ein Thema oder eine Epoche britischer Kultur im Vergleich mit anderen Kulturen. Die Studierenden erweitern ihre im Basismodul gewonnenen Fertigkeiten der kulturwissenschaftlichen Analyse. Sie entwickeln einen präzisen Blick für kulturwissenschaftliche Problemstellungen und die wissenschaftliche Bearbeitung von Themen der British Cultural Studies. In den Seminaren vertiefen die Studierenden ihre Kenntnisse in britischer Geschichte und Kultur im Hinblick auf einen enger begrenzten Gegenstand. Sie erwerben in diesem Rahmen weiterführende methodologische und theoretische kulturwissenschaftliche Kenntnisse, entwickeln unter Anleitung kulturwissen-schaftliche Fragestellungen und lernen diese, mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten.

Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick von Teilbereichen, Themen oder Epochen der britischen Kultur; die Möglichkeit zur Vertiefung der theoretischen Grundlagen und Methoden der Cultural Studies; theoretisch reflektierte Beschäftigung mit einem enger begrenzten Gebiet/Phänomen der britischen Kultur; Ausbildung und Verfeinerung kulturwissenschaftlicher Analysetechniken; Auseinandersetzung mit kulturwissenschaftlichen Theorien.

Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.

Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).

Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.

Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.

Modulbeauftragte: Prof. Dr. Sebastian Berg, Dr. Claus-Ulrich Viol

Vorlesungen

050 657
<u>Britain after 1945</u>, 2,5 CP
2 st. di 16-18   HGB 20   Pankratz

Britain after 1945 went through several stages of crisis: the loss of its empire, economic problems, Margaret Thatcher's rather harsh neoliberal regime, David Cameron's policies of austerity and – recently – Brexit, Boris Johnson, Liz Truss, COVID-19, the death of Elizabeth II and the family feuds of the Windsors. Britain after 1945 also introduced the Welfare State, affluence, youth subcultures and pop cultures. The tensions between crisis and experiment fit into the post-war world of the postmodern, where and when 'anything goes'. This does not only cover new approaches in architecture, the arts and literature. It also denotes new ways of thinking about society and culture developed by theorists such as Jacques Derrida, Jean Baudrillard, Judith Butler, Homi Bhabha and Jean-Francois Lyotard who emphasised the breaking up of binaries and states of oscillation between self and Other, local and global, reality and representation.

The aim of the lecture course is to give a survey of British post-war culture and its different stages of post-modernisms – from the beginnings of the affluent society up to the present moment. There will be no grand narratives, but fragmented bits and pieces shedding light on cultural phenomena such as magic realism and meta-historic novels, Beatlemania, James Bond and the royal family.

This will be an asynchronous online course, credited on a pass/fail basis. The weekly units will contain pre-recorded PowerPoint presentations and quizzes. In addition to this, there will be weekly non-obligatory live sessions for clarifications, discussions and updates.

Assessment/requirements: passing the weekly online quizzes.

Seminare

050 658
Ethnicity, 4 CP

2 st. di 10-12	GB 03/46	Pankratz

In his seminal essay "New Ethnicities" (1988), Stuart Hall differentiated between two phases of Black representation and a gradual shift between the "politics of resistance" and the "politics of representation". Has anything changed since the text was first published? Definitely. Britain has become more multicultural. Black literature, film, music and the arts flourish. Non-white British have arrived in the middle of society. Do novels like Zadie Smith's *White Teeth* and its depiction of a 'happy multicultural land' usher in a third phase of representation? Definitely not. Especially the varying Tory governments since 2010 have implemented racist policies. Not to mention Brexit and Nigel Farage. Is it back to the "politics of resistance" and an end of nuance and differentiation?

The aim of the seminar is to revisit Hall's text and discuss current British cultures of ethnicity. Students will get the opportunity to apply the theoretical approaches they encountered in the Introduction to Cultural Studies for the analysis of a broad range of texts in their respective cultural contexts.

Texts: the theoretical texts will be provided on Moodle. Participants are kindly asked to buy (and read)
- Zadie Smith, *White Teeth*
- Natasha Brown, *Assembly*

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

050 659
Crip and Queer Theory, 4 CP

2 st. mo 10-12	GB 1/144	Marzinkowski

Representations of both queerness and disability are typically characterised by deviations in embodiment and not seldom remain discursively merged as one category of deviancy. Deviant and mindbodies and their functional variability are diametrically opposed to privileged phenomenological structures of happiness and comfort as well as to dominant constructions of temporality.

In this class, we will look at the intersection between queer theory and disability studies, their shared origins in pathology, the enmeshment of queerphobic and ableist discourses, and the potential for subversion of crip and queer forms of being-in-the-world. In so doing, we will also scrutinise the unmarked norms of able-bodiedness, heterosexuality, and other adjacent conceptualisations of normalcy.

Students should be ready to critically engage with a range of theoretical texts on as well as literary and audio-visual representations of *crip/queer*. The latter range from Enlightenment representations of deformity through depictions of the AIDS crisis to speculative representations of non-hegemonic hyperability, including works by D.H. Lawrence, Russell T Davies, and Naomi Alderman.

Assessments/requirements: *Übung*: active participation, expert group, reflective paper; *Seminar*: active participation, expert group, seminar paper.

050 660
Environmentalism and Climate Change: The British Debates, 4 CP
2 st. do 12-14   GABF 04/614   Berg

This course analyses the history of thinking about, and fighting for the protection of, the environment in Britain. British society has a long tradition of caring about and for animals and of admiring and protecting places of 'natural beauty'. British politics has witnessed the foundation of one of the world's oldest green parties. These phenomena are reactions to a long list of environmental problems: the country had to deal with early urbanisation and industrialisation in the 19th century, struggles over access to open land in the early 20th century, the need for affordable housing and functioning traffic networks in densely populated areas since the later 20th century. Past experiences like those mentioned have influenced the debates on climate change and 'climate emergency' (officially declared by the UK parliament in 2019) that took place over the last years. Further, like other countries, most recently the UK has seen a backlash against policies to curb climate change – often because of problems they are supposed to cause for 'ordinary people'. In this course, we will analyse examples of historical and contemporary struggles over environmental issues. We will identify important actors and ask what ideas and concepts of 'nature', 'ecology', 'the environment', 'sustainability' they hold.

Assessment/requirements: *Übung*: active participation, research project to be presented in a course session; *Seminar*: active participation, research project to be presented in a course session, research paper.

050 661

<u>Elections</u>, 4 CP

2 st. do 16-18   GABF 04/614   Berg

In July 2024, the population of the UK elected a new government. Pundits spoke of a 'landslide' since the Labour Party doubled their number of seats in the House of Commons. Interestingly, the party gained these seats though it actually received fewer votes than in the last general election of 2019. This leads us to one of the many enigmatic aspects of the British electoral system. In November 2024, people in the US will elect electors who will elect a new president. The majority of electors might vote for a candidate that many observers consider to be rather unsuitable for the job. Originally, electors were introduced in the newly-founded USA to help avoid such a scenario.

Election campaigns in the UK and especially in the US have become more confrontational in rhetoric and less substantial in content, scholars argue. Professional campaigners use all kinds of media at hand to portray political opponents as incompetent, as enemies of the people, or sometimes even as criminal. Media like newspapers and TV shows play a crucial role in influencing public opinion by taking sides in campaigns. Campaigns are expensive and parties and candidates rely on sponsors that try to take advantage from those whom they financially support.

In this seminar we are going to study elections and election campaigns in both societies in historical and comparative perspective and ask what has changed in the respective political cultures over the last years and decades.

Assessment/requirements: *Übung*: active participation, research project to be presented in a course session; *Seminar*: active participation, research project to be presented in a course session, research paper.

Übungen

050 664
<u>Populism</u>, 3 CP
Blockveranstaltung   Berg
do 13.02., fr. 14.02., mo 24.02., di 25.02., mi 26.02.
je 13.30-18

Populism has become one of the most frequently used terms in political discourse recently. In Britain, politicians as different as Nigel Farage (leader of the party Reform UK and since July 2024 Member of Parliament for Clacton-on-Sea), George Galloway (leader of the tiny Workers Party of Britain and for three months Member of Parliament for Rochdale in 2024) or Liz Truss (short-term Conservative Prime Minister in 2022) are called 'populists'. Several parties are supposedly populist as are specific arguments. Usually, the term is used for others, only rarely does anyone describe themselves as populist. Political scientists debate whether we should understand populism as an ideology, a strategy for gaining political power, or a type of political communication. Still, most agree on one thing: populism is bad. This is somewhat surprising, since the terms refers to 'populus' (the people) just as democracy refers to 'demos' (the people). This course looks into the academic concepts and suspected cases of populism in Britain. We will familiarise ourselves with tools for identifying populism and apply them to concrete phenomena. Towards the end, we will discuss the question of how much sense the populism concept makes.

Assessment/requirements: active participation, research project to be presented in a course session.

Cultural Studies (US)

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester		Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40	

Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies" und des Basismoduls „Sprach- und Textproduktion" Voraussetzung für die Teilnahme am Modul.

Lernergebnisse: Die Studierenden erweitern ihre Kenntnisse über einen Teilbereich, ein Thema oder eine Epoche der US-amerikanischen Kultur bzw. einen Teilbereich, ein Thema oder eine Epoche US-amerikanischer Kultur im Vergleich mit anderen Kulturen. Die Studierenden erweitern ihre im Basismodul gewonnenen Fertigkeiten der kulturwissenschaftlichen Analyse. Sie entwickeln einen präzisen Blick für kulturwissenschaftliche Problemstellungen und die wissenschaftliche Bearbeitung von Themen der American Studies. In den Seminaren vertiefen die Studierenden ihre Kenntnisse in US-amerikanischer Geschichte und Kultur im Hinblick auf einen enger begrenzten Gegenstand. Sie erwerben in diesem Rahmen weiterführende methodologische und theoretische kulturwissenschaftliche Kenntnisse, entwickeln unter Anleitung kulturwissenschaftliche Fragestellungen und lernen diese, mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten.

Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche, Themen oder Epochen der US-amerikanischen Kultur; die Möglichkeit zur Vertiefung der theoretischen Grundlagen und Methoden der Cultural Studies; theoretisch reflektierte Beschäftigung mit einem enger begrenzten Gebiet/Phänomen der US-amerikanischen Kultur; Ausbildung und Verfeinerung kulturwissenschaftlicher Analysetechniken; Auseinandersetzung mit kulturwissenschaftlichen Theorien.

Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.

Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).

Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.

Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.

Modulbeauftragte: Prof. Dr. Sebastian Berg, Dr. Claus-Ulrich Viol

Vorlesungen

050 646

<u>North American Literature and Culture I: Beginnings to Civil War</u>, 2,5 CP

2 st. mo 14-16   HGB 20   Dikant

This is the first part of a three-part lecture series, and it provides a historical and thematic overview of North American culture from its colonial beginnings to the Civil War. In discussing paradigmatic texts of literary and intellectual history of this period side by side with major developments in religion, the visual arts, architecture, and popular culture, we will explore the cultural forms and practices emerging in North America as a consequence of its colonization and the founding of the US 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)".

Assessment/requirements: regular reading and final exam.

Seminare

050 648

<u>Nature Writing: Romanticism and Environmentalism</u>, 4 CP

2 st. mo 10-12   GB 6/137   Dikant

This seminar will introduce students to the study of the interactions between literature and the environment. We will first examine key ecocritical terms, such as nature, wilderness, pastoral, anthropocentrism, and biocentrism, through examples of contemporary nature writing and environmental studies. We will then look at exemplary texts in the US-American literary tradition from Romanticism to the 20th century, focusing on how literature explores the possibility of a new relationship to nature. Authors will include William Cullen Bryant, Susan Fenimore Cooper, Henry David Thoreau, Aldo Leopold, and Rachel Carson, as well as theoretical writings by Ursula Heise, Leo Marx, and Lawrence Buell.

Assessment/requirements: *Übung*: active participation, written assignments, participation in an expert group; *Seminar*: the above plus 10-page paper.

050 649

<u>Representations of Slavery,</u> 4 CP

2 st. di 10-12   HGB 40   Erkel

Between the 16th and the 19th century, 12 million Africans were kidnapped and forcibly transported to the Americas where the institution of slavery became firmly established. This course will begin with the history and historiography of the Transatlantic slave trade, the institution of 'chattel slavery', and the plantation system in the US. In class, we will be discussing both non-fiction and fiction texts written before and after the abolition of slavery in 1865. We will read excerpts from so-called slave narratives, namely Frederick Douglass' *Narrative of the Life of Frederick Douglass*, *An American Slave* (1845) and Harriet Jacobs' *Incidents in the Life of a Slave Girl* (1861) as well as contemporary novels such as Octavia Butler's *Kindred* (1979), Toni Morrison's *Beloved* (1987), and Ta-Nahesi Coates' *The Water Dancer* (2019).

Assessment/requirements: group work will be assigned during the first week of class. Your ten-minute presentation (as part of a group of three students) will be based on the reading assignments indicated on the class syllabus. You are expected to a) prepare and discuss the obligatory readings as well as additional background texts with your fellow moderators, b) prepare and circulate study questions for your classmates six days before class, c) moderate and stimulate the class discussion in order to make the class as engaging and interactive as possible, d) upload a handout summing up our findings one week after your moderation.

Further assessments will be discussed in class. *Übung*: essay/term paper (2,500 words) or oral exam (~25 minutes); *Seminar*: term paper (4,500 words) or oral exam (~30 minutes).

050 652
Political Speeches, 4 CP

2 st. mi 14-16   GABF 04/613   Sedlmeier

Political speeches, public addresses and lectures not only require attention to rhetoric and ideology, but also to conditions of both performance and print. Speeches always want to persuade, and they bring about the public they address and envision. They often have a specific occasion for which they are written and a concrete situation in which they are performed and received. At the same time, their circulation beyond this situation indicates their claim to impactful publicness: they may be reprinted, draw affirmative responses and rebuttals, and even achieve canonical status because they have come to exemplify a particular mindset and political positionality. Speeches by American presidents and presidential candidates, specifically, can be ritualized and standardized (Inaugural Address, State of the Union Address, stump speeches on the campaign trail), but they also react ad hoc to political crises, projecting and reaffirming national ideology. Due to their ideological investment in the national imagination, addresses, by politicians and non-politicians alike, also accommodate reformist impulses such as abolitionism and women's rights. From the 19th century onward, occasions for political speeches proliferate: conventions such as Seneca Falls (1848) or the Congress of Black Writers and Artists (1856-) provide contexts for addresses and counter-addresses.

Against this backdrop, we will examine political speeches from the early Republic to the 21st century by politicians such as Patrick Henry and George W. Bush, and by political activists like Sojourner Truth and Martin Luther King, Jr.

Suggested reading:
Lloyd F. Bitzer, "The Rhetorical Situation," *Philosophy and Rhetoric* 1 (1968), 1-14; Ted Widmer, ed., *American Speeches: Political Oratory from Patrick Henry to Barack Obama*, Library of America, 2011; Robert C. Bartlett and Nasser Behnegar, eds., Political Rhetoric in Theory and Practice, Cambridge UP, 2024.

Assessment/requirements: *Übung*: two short papers à 1,500 words; *Seminar*: term paper à 4,500 words or 15-minute oral exam.

050 653

Prude Victorian America?
Romantic Friendship and Love in US Literature before Gay Liberation, 4 CP

4 st. fr 14-18	GABF 04/413	Koberg
10.01.2024-21.01.2025		

"Queerness exists for us as an ideality that can be distilled from the past and used to imagine a future." (Muñoz 2009)

It tends to be assumed that same-sex love and desire only began to be expressed in literature in the 1960s, when the sexual revolution made the emergence of an openly gay culture possible. But a closer look at the literature of Victorian America shows us that there is a wealth of texts about same-sex love and desire.

This course will investigate how US-American works of fiction and non-fiction have participated in and shaped discourses on sexuality and love. Beginning in the first half of the 19th century and continuing through the early 20th century, students will explore how authors made sense of same-sex desires, love and relationships before and during the modern invention of homosexuality and heterosexuality. Of particular interest will be the literary depiction of same-sex relationships that have been described as "romantic friendships" (Axel Nissen 2009). We will read letters by Abraham Lincoln and by African American teacher Rebecca Primus, poems and diaries by Walt Whitman and Albert Dodd, *A Marriage Below Zero* by Alan Dale, recently rediscovered *Lesbian Love* (1932) by Adam Eve, and more texts all made available on Moodle.

Looking back to the time before the emergence of sexuality as a field of research at the turn of the century – a significant point in the history of sexuality – will enable students to question our current way of talking about sexuality and, in Muñoz's sense, to imagine new ways of conceptualizing it.

Assessment/requirements: *Übung*: active participation, written assignments, expert group; *Seminar*: the above plus a term paper (10-12 pages).

050 661

Elections, 4 CP

2 st. do 16-18	GABF 04/614	Berg

In July 2024, the population of the UK elected a new government. Pundits spoke of a 'landslide' since the Labour Party doubled their number of seats in the House of Commons. Interestingly, the party gained these seats though it actually received fewer votes than in the last general election of 2019. This leads us to one of the many enigmatic aspects of the British electoral system. In November 2024, people in the US will elect electors who will

elect a new president. The majority of electors might vote for a candidate that many observers consider to be rather unsuitable for the job. Originally, electors were introduced in the newly-founded USA to help avoid such a scenario.

Election campaigns in the UK and especially in the US have become more confrontational in rhetoric and less substantial in content, scholars argue. Professional campaigners use all kinds of media at hand to portray political opponents as incompetent, as enemies of the people, or sometimes even as criminal. Media like newspapers and TV shows play a crucial role in influencing public opinion by taking sides in campaigns. Campaigns are expensive and parties and candidates rely on sponsors that try to take advantage from those whom they financially support.

In this seminar we are going to study elections and election campaigns in both societies in historical and comparative perspective and ask what has changed in the respective political cultures over the last years and decades.

Assessment/requirements: *Übung*: active participation, research project to be presented in a course session; *Seminar*: active participation, research project to be presented in a course session, research paper.

050 667
Doing Cultural Studies with Star Trek, 4 CP
2 st. di 14-16   GABF 04/614   Zucker

Spanning almost 60 years of content, *Star Trek* is arguably the most extensive science-fiction narrative ever created, at least in the realm of film and television. Its quality of being a living "megatext" (Broderick) has allowed scholars to investigate contemporary representations of a number of salient social and cultural topics from the 1960s to the 21st century; besides, the text itself has always prided itself on holding up a utopian mirror to society through which issues of the day can be commented on in ways both critical and mythically reaffirming of national identity. Indeed, it has done so regarding issues as diverse as the Vietnam War, the Civil Rights Movement, second-wave feminism, queer identities, 9/11, AIDS, McCarthyism, religious fundamentalism, the Holocaust, to name but a few examples. As such, *Star Trek*, whose starship Enterprise goes boldly, of course, to the 'final frontier', offers a quintessentially American perspective on universally relevant strands of history, politics, and culture.

This class aims to mine the potential that *Star Trek* thus has as an object of study in (American) cultural studies. As the megatext has dealt with a large variety of culturally relevant topics within the framework of a unified mythology, analyzing it can be instructive to understanding how ideology – its questioning as well as its affirmation – works through representation regardless of the specific phenomenon in question. To that end, we will watch

and discuss selected episodes grouped by the cultural phenomena they address; many of the aspects already familiar to you from the Introduction to Cultural Studies (e.g. class, 'race', gender, nation) will be covered as well as some more advanced fields of inquiry. While extensive advance knowledge of *Star Trek* is not a prerequisite for succeeding in this class, a willingness to engage with the object beyond weekly reading and viewing assignments is expected for best results. Relevant texts and materials will be made available on Moodle.

In order to participate, students need to have passed both the Introduction to Cultural Studies (GB or US) as well as the complete basic module *Sprach- und Textproduktion* (Academic Skills + Grammar BM).

Assessment/requirements: *Übung*: thorough preparation of classes and active participation in class discussion; mandatory final test; *Seminar*: cf. *Übung* plus choice of full written exam or 12-15-page term paper.

050 668
Climate | Crisis | Culture, 4 CP
2 st. di 16-18   GABF 04/413   Flamand

This course starts on 08.10.2024.

"There is a moment," writes Bruno Latour, "when a never-ending crisis turns into a way of life." Gesturing to the COVID lockdowns, Latour argues that we increasingly live in a "definitive state of lockdown… trapped in an environment that we have already altered irreversibly." If another word for "a way of life" is "culture", then we live, one may argue, in a culture of perpetual crises: economic boom-and-bust cycles, mass migration, climate devastation, global pandemics, state-dictated austerity, political polarization, depression epidemics, and more. We are increasingly adapting to an exhausting crisis culture, itself driven in a large part by an increasingly evident climate change crisis.

Yet, as Winston Churchill once ostensibly declared, one should "[n]ever let a perfectly good crisis go to waste". If our "way of life" in the industrialized world is unsustainable – that is to say, if our climate crisis is itself implicated in a crisis of culture –, then our moment calls not for lethargic doomerism, but radically active imaginations. Dealing realistically with the climate crisis requires not that we despairingly languish in its waste, but that we drastically rethink core socio-economic arrangements, imagine alternative futures, and experiment with novel modes of co-existence. Our moment of crisis calls for the production of an altogether new cultural climate.

This course is dedicated to works which attempt to do exactly that. Dealing through the interlocked themes of climate, crisis, and culture, we will investigate texts (most of them, quite contemporary) which dwell at the intersection of these three keywords. We will consider issues such as the economic production (and intellectual deconstruction) of

material petro-cultures, the consumption of entertainment in times of crisis, the articulation of post-ecological politics, speculative scenarios of civilizational collapse, techno-progressive climate agendas, and other cultural responses to the climate crisis ranging from the personal and local to the collective and global. Along the way, we will deal with an interdisciplinary assortment of texts and genres: ecocriticism, pseudo-utopian social theories, pandemic-themed Hollywood cinema, anarcho-pessimist manifestos, indie video games, solarpunk aesthetics, near-future sci-fi, and more.

Texts are TBD, but *may* include selections such as: *Disaster Anarchy* by Rhiannon Firth, *Half-Earth Socialism* by Dew Pendergrass and Troy Vettese, *Desert* by anonymous, and *Ministry for the Future* by Kim Stanley Robinson.

This class will be difficult not only thematically, but also in terms of workload. Students who enroll are expected to pay the materials we work with the full attention, time, and regard they deserve.

Assessment/requirements: *Übung*: preparation, participation, presentation, in- and out-of-class assignments; *Seminar*: the above plus argumentative research paper.

Übungen

050 672

<u>Winning the American West: A Ruthless Settlement</u>, 3 CP

2 st. mi 10-12   GD 1/450   Müller, M.

There are very many (well-known) myths surrounding the wild American West. One of them is that by conquering the wilderness and advancing the frontier, the West was 'won' by Anglo-American settlers. This version of presenting the history of the US West ignores the fact that the region was already populated by natives when the Anglo settlers came, and it also downplays the damage that the exploitation of the West's natural resources caused to the environment.

In this course we will explore the contentious topic of settling the West via theoretical texts, literature, music, film, and art. Subjects covered will include: the American frontier; Native vs. other Americans; the gold rush; law, order and politics, and the settlement of the West as represented in Western movies.

Texts: a selection of texts on the US West will be uploaded on Moodle. In addition, please buy and read *Killers of the Flower Moon* by David Grann before the class starts.

Assessment/requirements: presentation, study questions, final test.

050 673

<u>Critical Tele-Visions</u>, 3 CP

2 st. mi 14-16   GABF 04/614   Zucker

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

In this class, we will not necessarily binge, but certainly watch a variety of TV/streaming formats from the 1950s (TV's so-called 'Golden Age') to today (a new 'golden age'?) and analyze both the medium itself and its products for what they tell us about a changing America. Questions we might ask include: what conceptions of family have popular sitcoms favored across the decades and why? How have American TV series reacted to significant

political and cultural upheaval (e.g. the Vietnam War, 9/11 and the 'War on Terror')? Has online streaming changed the nature of 'the viewer' – and if so, is there more agency now or have we become subordinate to the whims of the algorithm? This and much more will guide our week-to-week discussions as we attempt to look beyond the mere entertainment and find points of departure that might lead to a fruitful critical engagement with the medium television.

In order to participate, students need to have passed both the Introduction to Cultural Studies (GB or US) as well as the complete basic module *Sprach- und Textproduktion* (Academic Skills + Grammar BM).

Assessment/requirements: *Übung*: thorough preparation of classes and active participation in class discussion; final test (analytical essay).

Fachsprachen

Workload/ Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Seminar + Übung + Übung	**Kontaktzeit:** 2 SWS + 2 SWS + 2 SWS	**Selbststudium:** ca. 201 Std.	**Geplante Gruppengröße:** Ü 15-25 S 20-40

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

Seminare

050 685

<u>Forms and Styles of Communication in Business</u>, 4 CP

2 st. mo 8-10   GABF 04/614   Bachem

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

Course materials will be provided via Moodle.

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

050 686

<u>Strategies of Change Management in the Professional Context</u>, 4 CP

2 st. do 8-10   GB 03/49   Bachem

This seminar intends to familiarize students with various concepts and theories of change (management) that are applied in the modern professional environment across the globe. Adaptive behaviour in its different forms has become paramount, especially in view of the increasingly competitive nature of national and international markets and the rapid advancement of AI technologies. Moreover, companies explore *New Ways of Working* (NWOW) for their employees, such as getting a better work-life balance on board. This also implies the concept of *Business Agility* – an approach of employee empowerment used in more and more companies to retain the most valuable asset of a company, i.e. the people. Therefore, the world of business invests time and money to communicate the required change to employees and clients/customers alike. Whether the rapid advancement of AI applications will positively contribute to whatever kind of change project or not, remains to be seen. Thus, since change is often met with some degree of resistance, students are introduced to several communication tools designed to mitigate or overcome change-averse attitudes and practices.

Course materials will be provided via Moodle.

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

050 687
<u>Science and Technology</u>, 4 CP
2 st. mo 10-12   GABF 04/253   Smith

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

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

050 688
<u>The Language of World Religions</u>, 4 CP
2 st. di 10-12   GABF 04/253   Smith

The two main foci of this seminar are the manifold variations of Christianity and Buddhism. We will be exploring their conceits, ideas, dogmas and attendant terminology with the aid of original texts or authorised translations, subsequently applying our new knowledge to specific manifestations of said conceits, ideas and dogmas in ancient and modern artistic creations.

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

Übungen

050 690
<u>Business English I</u>, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/413	Bachem
Gruppe B: 2 st. di 12-14	GB 03/46	Bachem

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

Course materials will be provided via Moodle.

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

Gruppe C: 2 st. mo 12-14	GABF 04/614	Smith
Gruppe D: 2 st. mi 10-12	GABF 04/614	Smith

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

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

050 691
Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GABF 04/252	Bachem
Gruppe B: 2 st. di 10-12	GB 02/160	Bachem
Gruppe C: 2 st. do 12-14	GABF 04/614	Bachem
Gruppe D: 2 st. di 16-18	GB 6/131	Mugenyi

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

Course materials will be provided via Moodle.

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

050 692
Legal English, 3 CP
2 st. mi 10-12   GB 6/137   Smith

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

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

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

050 693

<u>Technical English</u>, 3 CP

2 st. do 10-12   GB 03/49   Bachem

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

Course materials will be provided via Moodle.

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

Modulungebundene Übungen: Fremdsprachenausbildung

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

050 695

Communication AM, 3 CP

Gruppe B: 2 st. di 16-18   GB 6/137   Berg

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

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

Gruppe C: 2 st. mi 10-12   GABF 04/252   Pitetti
Gruppe D: 2 st. do 10-12   GABF 04/252   Pitetti

This course builds on Academic Skills and aims to help students improve their ability to compose works of formal scholarly writing in English. Our overall focus will be on structuring and framing academic arguments and on producing the basic 'building blocks' of a scholarly research paper (such as thesis statements, literature reviews, critical summaries of

secondary sources, and analyses of primary sources. Students who participate in the class will practice the skills and strategies of academic composition by writing a short research paper (a 'mini term paper') on an American literary studies topic. This is a practical and 'hands on' course, and we will spend much of our time reading and workshopping each other's drafts.

Assessment/requirements: active participation, final research paper (2,000-3,000 words).

050 696
Grammar AM, 3 CP

Gruppe A: 2 st. mo 12-14 GB 6/137 Müller, T.

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.

Gruppe B: 2 st. di 8.30-10 GABF 04/252 Ottlinger

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: thorough preparation, active class participation, diagnostic test in the first session, end-of-term test .

050 697

Translation AM, 3 CP

Gruppe A: 2 st. fr 10-12   GABF 04/613   Viol

Translation of academic texts and journalism dealing with British political culture, from German to English; special emphasis on a revision of basic grammatical rules; introduction to the most important dos and don'ts of translation; and to the proper use of (online) dictionaries.

Assessment/requirements: active participation and written end-of-term test.

Gruppe B: 2 st. mo 14-16   GABF 04/613   Müller, M.

Intermediate-level texts addressing the fields of culture, literature and everyday life 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 tests.

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/413	Bachem
Gruppe B: 2 st. di 12-14	GB 03/46	Bachem

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

Course materials will be provided via Moodle.

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

Gruppe C: 2 st. mo 12-14	GABF 04/614	Smith
Gruppe D: 2 st. mi 10-12	GABF 04/614	Smith

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

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

050 691
<u>Business English II</u>, 3 CP

Gruppe A: 2 st. mo 10-12	GABF 04/252	Bachem
Gruppe B: 2 st. di 10-12	GB 02/160	Bachem
Gruppe C: 2 st. do 12-14	GABF 04/614	Bachem
Gruppe D: 2 st. di 16-18	GB 6/131	Mugenyi

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

Course materials will be provided via Moodle.

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

050 692
<u>Legal English</u>, 3 CP
2 st. mi 10-12   GB 6/137   Smith

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

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

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

050 693

<u>Technical English</u>, 3 CP

2 st. do 10-12   GB 03/49   Bachem

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

Course materials will be provided via Moodle.

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