

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang
Anglistik/Amerikanistik

Sommersemester 2021

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Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende kann ab Anfang April 2021 in einem Moodle-Kurs "Erstsemester-Einführung Anglistik/Amerikanistik" eingesehen werden. Dort finden Sie auch weitere Informationen zum Aufbau des Studiums, zur Kurswahl und zu den Beratungsangeboten des Englischen Seminars hinterlegt.

Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem 19.04.2021.

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. Die Sprechzeiten werden voraussichtlich über Zoom abgehalten.

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 auch für dieses Semester 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** können in der Zeit

vom 17. März 2021, 10.00 Uhr, bis 14. April 2021, 18.00 Uhr

vorgenommen werden.

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

vom 17. März 2021, 10.00 Uhr, bis 07. April 2021, 18.00 Uhr

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

Studienberatung und Service

Studienfachberatung

Mit unserer Studienfachberaterin Frau PD Dr. Monika Müller können Sie offene Fragen klären, Informationen einholen 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.

Beraterin: Antonia Fiebig

E-Mail: es-auslandsaufenthalt@rub.de

B.A.-Prüfungsberechtigte im Sommersemester 2021

Prof. Dr. Sebastian Berg
Dr. Svenja Böhm
Dr. Ewan Dow
Prof. Dr. Kornelia Freitag
Dr. Marten Juskan
PD Dr. Uwe Klawitter
Dr. Lena Linne
Prof. Dr. Christiane Meierkord
Dr. Daniel McCann
Dr. Verena Minow
PD Dr. Monika Müller
Dr. Torsten Müller
Prof. Dr. Burkhard Niederhoff
Dr. Claudia Ottlinger
Prof. Dr. Anette Pankratz
PD Dr. Martina Pfeiler
Dr. Connor Pitetti
Prof. Dr. Markus Ritter
Dr. Robert Smith
Jun.-Prof. Dr. Heike Steinhoff
Dr. Susanne Strubel-Burgdorf
Dr. Claus-Ulrich Viol
Dr. Guyanne Wilson
Prof. Dr. Roland Weidle

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

Sprechstunden im Sommersemester 2021

Aufgrund des Corona-Virus werden im Sommersemester 2021 standardmäßig keine Präsenz-Sprechstunden angeboten. Alle Informationen zu den Sprechstunden der Lehrenden finden Sie auf der Homepage des Englischen Seminars. Individuelle Vereinbarungen mit den Lehrenden sind immer möglich.

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 <i>non-finites, tense and aspect, modals, relative clauses</i> und <i>word order</i> .			
Academic Skills (2 CP): Lernergebnisse: Befähigung der Studierenden zur kompetenten Teilnahme an der fachwissenschaftlichen Kommunikation sowie Schaffung logischer, methodischer und formaler Grundlagen für die Produktion eigenständiger Forschungsleistungen in den unterschiedlichen fachwissenschaftlichen Bereichen des Anglistik/Amerikanistik-Studiums. Inhalte: Vermittlung grundlegender Zielvorstellungen, Ansätze und Techniken des wissenschaftlichen Arbeitens innerhalb der anglistischen/amerikanistischen Philologie; Hilfsmittelkunde, Vermittlung von Recherchekompetenz, Kompetenz im Bereich der wissenschaftlichen Kommunikation sowie kompositorischer Kompetenzen insbesondere bezüglich der strukturellen, formalen, stilistischen und inhaltlichen Gestaltung von schriftlichen Forschungsarbeiten.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.			
Prüfungsformen: Continuous Assessment in den Veranstaltungen; verschiedene schriftliche Assignments; zentrale schriftliche Studienleistung im Bereich „Grammar BM“ (Zentralklausur).			

Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben; Teilnahme an und Bestehen der zentralen Abschlussklausur im Bereich „Grammar“ BM sowie Bestehen der anderen geforderten Studienleistungen.

Verwendung des Moduls: Der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ ist Voraussetzung für die Teilnahme an allen Aufbaumodulen.

Stellenwert der Note für die Fachnote: Die Benotung der Studienleistung dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/Endnote ein.

Modulbeauftragte: Dr. Claudia Ottlinger, Dr. Claus-Ulrich Viol

050 600

Grammar BM, 2 CP

Gruppe A: 2 st. mo 12-14

Gruppe B: 2 st. do 10-12

Gruppe C: 2 st. mo 16-18

Gruppe D: 2 st. do 14-16

Müller, M.

Viol

Zucker

Zucker

050 601

Academic Skills, 2 CP

Gruppe A: 2 st. mo 14-16

Gruppe B: 2 st. asynchron

Gruppe C: 2 st. asynchron

Gruppe D: 2 st. asynchron

Dow

Pitetti

Pitetti

Pitetti

Sprachwissenschaft

Workload/Credits 150 Std. / 5 CP	Semester: 1.-2.	Häufigkeit des Angebots: jedes Semester	Dauer: zwei Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 94 Std.	Geplante Gruppengröße: je Übung ca. 30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist das Bestehen der Veranstaltung „English Sounds and Sound Systems“ Voraussetzung für die Teilnahme an der Veranstaltung „Introduction to English Linguistics“.			
English Sounds and Sound Systems (2 CP): Lernergebnisse: Studierende werden befähigt, die grundsätzlichen artikulatorischen Prozesse bei der Produktion von Sprachlauten, mit besonderem Schwerpunkt auf der englischen <i>received pronunciation</i> (RP), nachzuvollziehen und adäquat, auch mit Hilfe phonemischer Umschrift, beschreiben zu können. Zudem werden den Teilnehmern Grundkenntnisse der Englischen Sprachgeschichte vermittelt, die es den Lernern ermöglicht, allgemeine Sprachwandelprozesse nachzuvollziehen. Inhalte: Die Studierenden werden in die Lautsysteme des Englischen und ihre Entwicklung eingeführt. Sie lernen, einzelne Laute aber auch Wortbetonung und Satzintonation sowie Aspekte des Redezusammenhangs (<i>connected speech</i>) wahrzunehmen und mit linguistischer Terminologie zu beschreiben. Dabei liegt der Schwerpunkt auf der Beschreibung der britischen Standardvarietät RP. Gleichzeitig wird die historische Entwicklung hin zum RP, aber auch zum General American betrachtet. Theoretische Anteile werden durch praktische Übungen ergänzt, in denen Studierende lernen, wie gesprochene Sprache mittels phonemischer Transkription beschrieben werden kann.			
Introduction to English Linguistics (3 CP): Lernergebnisse: Studierende erwerben die Fähigkeit, die Funktion und die fundamentalen Aspekte menschlicher Sprache, insbesondere der englischen, auf Wort- und Satzebene zu erkennen und zu beschreiben. Zudem wird ihnen vermittelt, wie Bedeutung in der Sprachwissenschaft beschrieben wird, und warum sie zwischen kontextunabhängiger und kontextabhängiger Bedeutung unterscheidet. Inhalte: Die Studierenden werden in die Grundlagen der anglistischen Sprachwissenschaft eingeführt und mit den Grundbegriffen und Methoden der modernen Linguistik vertraut gemacht, insbesondere in den Bereichen Morphologie, Syntax, Semantik und Pragmatik. Des Weiteren erwerben die Studierenden Kenntnisse zu Fragen der Funktion von Sprache und der Geschichte der englischen Sprache und zu Grundlagen der Zeichen- und Kommunikationstheorie. Ein besonderer Schwerpunkt liegt auf der praktischen Anwendung der linguistischen Terminologie und Methoden an authentischen Sprachbeispielen des Englischen.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.			
Prüfungsformen: Studienleistungen in Form von kleineren studienbegleitenden Aufgaben und Abschlusstests.			
Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben; Bestehen der Abschlusstests.			
Verwendung des Moduls: Der erfolgreiche Abschluss des Basismoduls „Sprachwissenschaft“ ist Voraussetzung für die Teilnahme an einem Aufbaumodul „Linguistik“.			

Stellenwert der Note für die Fachnote: Die Benotung der Studienleistung dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/Endnote ein.

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

050 603

English Sounds and Sound Systems, 2 CP

Gruppe A: 2 st. di 10-12	Juskan
Gruppe B: 2 st. mo 12-14	Müller, T.
Gruppe C: 2 st. di 14-16	Müller, T.
Gruppe D: 2 st. mi 14-16	Müller, T.

050 604

Introduction to English Linguistics, 3 CP

Gruppe A: 2 st. di 12-14	Juskan
Gruppe B: 2 st. do 12-14	Juskan
Gruppe C: 2 st. fr 8.30-10	Kaul
Gruppe D: 2 st. di 10-12	Minow
Gruppe E: 2 st. do 8.30-10	Minow
Gruppe F: 2 st. mo 14-16	Strubel-Burgdorf
Gruppe G: 2 st. mi 10-12	Strubel-Burgdorf
Gruppe H: 2 st. mo 10-12	Wilson

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: Dr. habil. Sebastian Berg, PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

050 605Introduction to Cultural Studies, 3 CP

Gruppe A: 2 st. mo 12-14 (GB)

Gruppe B: 2 st. fr 10-12 (GB)

Gruppe C: 2 st. di 16-18 (GB)

Gruppe D: 2 st. mi 12-14 (GB)

Gruppe E: 2 st. mo 10-12 (US)

Gruppe F: 2 st. di 12-14 (US)

Gruppe G: 2 st. do 10-12 (US)

Gruppe H: 2 st. do 14-16 (US)

Pankratz

Schlensag

Berg

Lienen

Zucker

Pfeiler

Steinhoff

Müller, M.

050 606Introduction to Literary Studies, 3 CP

Gruppe A: 2 st. do 16-18

Gruppe B: 2 st. di 8.30-10

Gruppe C: 2 st. asynchron

Gruppe D: 2 st. asynchron

Bongers

Ottlinger

Pitetti

Pitetti

Aufbaumodule

Modulungebundene Übung: MEL

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 modulungebundenen Bereich (MUB) angerechnet werden.			

050 609

Medieval English Literature, 3 CP

Gruppe A: asynchron

McCann

Gruppe B: 2 st. mi 14-16

Wellnitz

Gruppe A: online via weekly podcast.

Gruppe B: weekly podcasts/presentations and occasional Zoom meetings.

Each MEL group will have a different overarching theme, which may vary from semester to semester. Some of the themes covered so far are: “Woman Defamed, Woman Defended”, “Love from the Sacred to the Profane”, or “Of Men, Monsters and Marvels”. Students must choose a subtopic from within the theme and set up a research project resulting in an individual research report as well as a slide presentation based on this report at the end of the course. Several quizzes, a bibliography and a review are also part of the requirements.

The lectures, seminars and virtual teaching sessions (which can be used to ‘compare notes’ with fellow students and/or consult on an individual or group basis with the lecturer) introduce both medieval literature as well as the more practical aspects of doing actual research: how to formulate an interesting research question, how to structure one’s research, where to look for secondary information, how to present one’s findings – in short the methodology behind (successful) research.

Assessment/requirements: continuous assessment (quizzes, bibliography, review) and research report.

Linguistik

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Basismodule „Sprach- und Textproduktion“ und „Sprachwissenschaft“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Studierende erhalten einen breiten Überblick über einen Teilbereich oder ein Thema der Linguistik. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der Linguistik, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung sprachwissenschaftliche Fragestellungen und lernen, diese mit dem einschlägigen wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere linguistische Theorien werden vorgestellt und diskutiert. Die Studierenden vertiefen ihre Kenntnisse in ausgewählten Gebieten der englischen Linguistik. Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der Linguistik; eine Einführung in ein ausgewähltes Gebiet der englischen Linguistik; die Möglichkeit zur Einübung bzw. Übung sprachwissenschaftlicher Analysemethoden sowie zur Auseinandersetzung mit linguistischen Theorien; Möglichkeiten zur Vertiefung von Kenntnissen in ausgewählten Teilbereichen der englischen Linguistik.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: Dr. Torsten Müller, Dr. Claus-Ulrich Viol			

Vorlesungen

050 612

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

2 st. mo 12-14

Meierkord

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

The lectures themselves will be delivered in an asynchronous format, via podcasts. In addition, three to four Zoom meetings will be offered for question and answer sessions and revision / exam preparation.

Assessment/requirements: written exam.

Seminare

050 613

World Englishes, 4 CP

2 st. do 12-14

Meierkord

Over the centuries, English has spread across the world and been shaped by its ever new users, developing into what linguists now call Englishes. We will look at what makes these Englishes distinct (but also similar) as regards their pronunciation, grammar, and vocabulary and discuss the sociolinguistics of English around the world, e.g. who uses it and for what purposes and what attitudes do users have towards the different varieties of English. Special attention will be paid to how all this can be studied empirically, both by established scholars but also by second and third-year students, and students will be given ample opportunity to engage in practical work and analyse authentic language data.

This is an interactive seminar with weekly online Zoom sessions, and students are expected to participate via both audio and video.

Assessment/requirements: *Übung*: regular active participation (via online forums and in the virtual classrooms) and reading, in-class or Moodle presentation *or* extended and partially graded contributions to Moodle forums and online activities; *Seminar*: regular active participation (via online forums and in the virtual classroom) and reading, contributions to Moodle forums and online activities *and* written research portfolio *or* term paper.

050 614

Introduction to Cognitive Linguistics, 4 CP

2 st. di 14-16

Minow

Originally conceived of as an alternative to Chomsky's Universal Grammar, Cognitive Linguistics can be broadly defined as a theoretical framework that views language as being part of cognition. In this course, we will focus on the most important topics and concepts in Cognitive Linguistics such as categorisation, conceptualisation, metaphors, embodiment, and cognitive approaches to grammar. We will also devote some time to looking at cognitive approaches to topics within applied linguistics, such as language acquisition and translation.

Assessment/requirements: *Übung*: a final written or oral test; *Seminar*: a final written exam or a term paper (ca. 12 pages).

050 615

An Introduction to Late Modern English, 4 CP

2 st. mo 14-16

Müller, T.

The English language in the 18th and 19th centuries, often referred to as Late Modern English (LME), has until quite recently received relatively little scholarly attention in comparison with the Old, Middle and Early Modern English periods. Yet, LME is an important period for the development of Standard English and the spread of English across the globe. We will examine the crucial differences between LME and present-day English (from phonology to pragmatics), the emergence of new varieties (especially American English), and we will also look at extra-linguistic factors (e.g. historical events, new inventions or cultural developments) which had an influence on the English language.

Assessment/requirements: *Übung*: two assignments on topics from class; *Seminar*: term paper and one short assignment on a topic from class.

050 616

Analyzing Meaning, 4 CP

2 st. mo 10-12

Strubel-Burgdorf

“What do you mean?” This innocent little question might raise numerous counter-questions. Is it the word that is not understood? The sentence? Or was the utterance itself ambiguous? We can investigate meaning on each of these levels. To do so, we will turn to (parts of) a textbook (Kroeger, Paul. 2019. *Analyzing Meaning: An Introduction to Semantics and Pragmatics*. Second corrected and slightly revised edition. Language Science Press. eBook at UB RUB) as well as to original research articles.

Assessment/requirements: *Übung*: actively and regularly participating in discussions (face to face / online forums); *Seminar*: (empirical) linguistic term paper.

050 617

Theories in Im/Politeness, 4 CP

2 st. di 10-12

Strubel-Burgdorf

“Being polite” might mean something quite different depending on the culture or the situation you find yourselves in. Yet, linguists, as any other researcher, try to find a way to describe, analyse and define the phenomenon of politeness – and may face a variety of difficulties. Next to seminal papers and groundbreaking theories in politeness, we will also turn to and look at newer publications on the matters of politeness in linguistics.

Assessment/requirements: *Übung*: actively and regularly participating in discussions (face to face / online forums); *Seminar*: (empirical) linguistic term paper.

050 618

English in the USA, 4 CP

2 st. mi 10-12

Wilson

This course takes a critical look at the development and sociolinguistics of English in the United States. It begins by looking at the historical dispersal of English in the USA, before going on to examine linguistic features of different varieties of American English. In the second part of the course, we focus on the sociolinguistics of English in America, looking at how issues of class, gender, and ethnicity shape how English is used and perceived in the USA.

Assessment/requirements: *Übung*: a video portfolio (10-15 minutes) on an agreed on topic; *Seminar*: as above plus term paper or final exam.

Übungen

050 620

Analysing the Language of Popular Music, 3 CP

2 st. do 10-12

Minow

We are surrounded by music every day and many of us probably first encountered English in the form of song lyrics on the radio. But only in the last decade or so, linguists have started paying attention to linguistic aspects of popular songs. In this *Übung* we will be analysing the language of songs from a variety of popular (and not so popular) genres. While lexical choice may be the most obvious aspect to focus on, we will also want to look at, for example, the use of regional accents in different genres, recurring grammatical features and the phenomenon of misheard lyrics.

Assessment/requirements: the compilation of your own corpus of song lyrics and a short research report based on an analysis of that corpus.

050 621

Language Change in Present-Day Varieties of English, 3 CP

2 st. fr 12-14

Sadovnikova

Language is always changing, in big ways and small, and we can observe some of these changes in real-time. This course seeks to provide students with a broad overview of the phenomenon of language change, illustrated by fascinating examples from some of the many varieties of English spoken around the world today.

Assessment/requirements: active participation, presentation or written report on one of the course topics.

Englische Literatur bis 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur vor 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur vor 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur vor 1700. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der englischen Literatur bis 1700; eine Einführung in ein ausgewähltes Gebiet der englischen Literatur vor 1700; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der englischen Literatur vor 1700; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 624

English Renaissance Comedy, 2,5 CP

2 st. di 16-18

Klawitter

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

The entire lecture is given in the form of videos and other material uploaded on Moodle.

Participants should purchase and read the following editions of the plays:

William Shakespeare. *Twelfth Night*. The Arden Shakespeare. Third Series. Ed. Keir Elam. A&C Black, 2008. ISBN-13: 978-1903436998

Ben Jonson. *The Alchemist and other Plays: Volpone, or the Fox...* Oxford World's Classics. Ed. Gordon Campbell. Oxford University Press, 2009. ISBN-13: 978-0199537310

Thomas Middleton: Four Plays. New Mermaids. Ed. William C. Carroll. Methuen, 2012. ISBN-13: 978-1408156582

Assessment/requirements: test at the end of term.

Seminare

050 625

Penelope and Odysseus: Ancient Characters through the Ages, 4 CP

2 st. do 8.30-10

Linne

Homer's *Odyssey* (c. 800 BCE) tells the story of Odysseus' ten-year journey from the battlefields of Troy to his home island Ithaca, where his wife Penelope awaits him. Homer seems to depict Odysseus as a clever and resourceful adventurer, warrior and king, Penelope

as a patient, chaste and faithful wife – and their marriage as exemplary. Through the millennia, Odysseus and Penelope have been seized upon by myriads of authors. Some have strengthened Homer's portrayal of the spouses, some have painted a more nuanced picture of the characters and some, especially in recent years, have questioned and challenged their depictions.

In the class, we will read excerpts from texts as varied as Homer's *Odyssey*, Ovid's *Heroides* (c. 2 CE), Shakespeare's *Troilus and Cressida* (c. 1603), James Joyce's *Ulysses* (1922), Carol Ann Duffy's *The World's Wife* (1999) and Margaret Atwood's *The Penelopiad* (2005). Questions to be discussed include but are not limited to the following: what fascinates authors about Odysseus and Penelope? In which manners do they re-write the Homeric characters? To what effects do they appropriate the ancient original?

The class will primarily be taught by way of Moodle (based on regular writing assignments), but there will also be several Zoom meetings in the course of the semester.

Excerpts from texts will be made available.

Assessment/requirements: *Übung*: writing assignments and essay; *Seminar*: writing assignments and research paper.

050 626

Through a Glass Darkly: Medieval Dream Poems, 4 CP

asynchron

McCann

The relevance and purpose of dreams preoccupied premodern cultures – which often sought to explore the mysteriousness of dreams through diverse fields such as medicine, theology, psychology, and even literature. As the subject of poetry, dreams preoccupied Medieval writers; especially those in England. During the later Middle Ages, the dream poem form underwent profound changes and artistic innovations from literary masters such as Chaucer, Langland, and the anonymous *Pearl* poet to name just a few. While dreams are a universal human experience, these writers elevated the form to new heights of complexity and nuance, theological meaning, and indeed sometimes even parody.

This course will explore the literary and cultural impact of dream visions in medieval English literary texts, highlighting specific examples of the form and key developments in the genre. It will provide relevant cultural and historical contextualisation, and explore the relevant theological and classical underpinnings of the significance of dreaming. No prior knowledge of Middle English is needed. As the course will cover a range of texts, an electronic reader will be provided. Given the current situation, the course will be delivered asynchronously via pre-recorded Podcast uploaded to Moodle.

Assessment/requirements: *Übung*: 6-8-page essay; *Seminar*: 10-12-page essay.

050 627

Christopher Marlowe *Tamburlaine the Great*, 4 CP

2 st. do 14-16

Klawitter

Christopher Marlowe's play *Tamburlaine the Great* was a resounding success in its time. It impressed through the power of its poetic language and the daring treatment of political issues. At the centre of the play is a fascinating conqueror, usually known as Tamerlane or Timur 'the Lame' (1336-1405), who restored the Mongol empire and conquered huge parts of Asia. The historical figure's phenomenal rise to power and moving from conquest to conquest provided Marlowe with the opportunity to explore a large number of political issues.

Our discussions of the two parts of the play will centre on Marlowe's treatment of the theme of power and how it relates to the political theory and practice of his time. This means that we will consider the various ways in which political ideas can be voiced and presented in a play and thus gain insights into how drama can reflect contemporary debates and actually contribute to them.

Participants should purchase and read the following edition:

Christopher Marlowe. *Tamburlaine the Great. Parts One and Two*. Mermaids Series. Ed. Anthony B. Dawson. A&C Black, 2003. ISBN-13: 978-0713668148

Assessment/requirements: *Übung*: interpretative essay (5 pages); *Seminar*: term paper (12-14 pages).

Übungen

050 633

Pamphlets and Poetry: Literature of the English Civil War, 3 CP

2 st. fr 10-12

Mosch

Does the monarch wield absolute power? Does Parliament have a say in how the country is governed? Does the monarch stand above the law? Conflicts over these questions led to the English Civil War (1642-1651), the execution of King Charles I, and the establishment of a (short-lived) republic. For contemporaries, the unravelling of the existing order could signify either hope or trauma; in any case, it formed a historical caesura that “cast the kingdom old / Into another mould” (Andrew Marvell).

In this class, we will discuss the functions of literature in times of upheaval. Focussing on poetry and political pamphlets, we will analyse the capacity of literary texts to spread propaganda, to manage emotions, and to shape history and memory by naming and describing events. We will study the canonical authors of the period, such as Marvell and John Milton, but we will also explore popular or marginalised voices, such as the tales about Boy (a magic dog that made the King's nephew impervious to bullets) and the spiritual poems of Hester Pulter. According to this fervently royalist noblewoman, personal experience is always already political: her grief for children orphaned in the war only intensifies her wish that God should crush the rebels’ “plots and cursed imagination / That have almost destroyed this church and nation”.

The texts will be made available on Moodle.

Assessment/requirements: essay or presentation.

Englische Literatur nach 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur nach 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur nach 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur nach 1700. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der englischen Literatur nach 1700; eine Einführung in ein ausgewähltes Gebiet der englischen Literatur nach 1700; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der englischen Literatur nach 1700; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 636

The (Meta-)Historical Novel, 2,5 CP

2 st. mo 10-12

Niederhoff

In the last four or five decades, the historical novel has experienced a veritable renaissance, and it is still going strong, judging by the astounding success that Hilary Mantel scored with her three novels about the Tudor politician Thomas Cromwell, two of which won the prestigious Man Booker Prize in 2009 and 2012. I will begin my lecture with a discussion of Sir Walter Scott's *Waverley* (1814), the first historical novel, to point out the classical conventions of the genre as it was practised in the nineteenth century. Then I will take a leap to the late twentieth century and discuss such novels as John Fowles' *The French Lieutenant's Woman* (1969), Penelope Lively's *Moon Tiger* (1987), A.S. Byatt's *Possession* (1990) and Hilary Mantel's *Wolf Hall* (2009). These recent works have been referred to as *historiographic metafiction* or *metahistorical novels* because they combine their reconstructions of the past with a critical reflection on the problems inherent in such reconstructions: can we know the past at all? To what extent do our present concerns colour the stories that we tell about the past? Is it possible to distinguish a factual story, e.g. a biography, from a fictional story?

The lecture course will most likely be offered as a podcast in combination with some additional Zoom meetings to give students the opportunity to ask questions or provide comments.

Assessment/requirements: participants will have to read Penelope Lively's *Moon Tiger* and excerpts from the other texts. There will be a written exam.

Seminare

050 625

Penelope and Odysseus: Ancient Characters through the Ages, 4 CP

2 st. do 8.30-10

Linne

Homer's *Odyssey* (c. 800 BCE) tells the story of Odysseus' ten-year journey from the battlefields of Troy to his home island Ithaca, where his wife Penelope awaits him. Homer seems to depict Odysseus as a clever and resourceful adventurer, warrior and king, Penelope as a patient, chaste and faithful wife – and their marriage as exemplary. Through the

millennia, Odysseus and Penelope have been seized upon by myriads of authors. Some have strengthened Homer's portrayal of the spouses, some have painted a more nuanced picture of the characters and some, especially in recent years, have questioned and challenged their depictions.

In the class, we will read excerpts from texts as varied as Homer's *Odyssey*, Ovid's *Heroides* (c. 2 CE), Shakespeare's *Troilus and Cressida* (c. 1603), James Joyce's *Ulysses* (1922), Carol Ann Duffy's *The World's Wife* (1999) and Margaret Atwood's *The Penelopiad* (2005). Questions to be discussed include but are not limited to the following: what fascinates authors about Odysseus and Penelope? In which manners do they re-write the Homeric characters? To what effects do they appropriate the ancient original?

The class will primarily be taught by way of Moodle (based on regular writing assignments), but there will also be several Zoom meetings in the course of the semester.

Excerpts from texts will be made available.

Assessment/requirements: *Übung*: writing assignments and essay; *Seminar*: writing assignments and research paper.

050 637

Landmarks of Modernism in British and Irish Literature 4 CP

2 st. di 14-16

Dow

Analysis of key modernist literary texts from the first half of the twentieth century, by novelists (e.g. Joyce, Woolf), poets (e.g. Yeats, Eliot, Auden, Wyndham Lewis, Cummings) and dramatists (e.g. Beckett, MacNeice), together with an exploration of the wider avant-garde movements (e.g. Imagism, Vorticism, Surrealism).

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

050 638

Focalization, Perspective, Point of View: A Historical Perspective, 4 CP

2 st. mi 10-12

Linne

Narrative Theory (or narratology) is concerned with fictional narrative in prose, i.e. novels and short stories, and in particular with questions such as “who tells the story, in which manner and to whom?” Novices in narrative theory are often perplexed by the myriads of terms and concepts in the field: students will have heard teachers and scholars refer to ‘third-person narrators’ and ‘homodiegetic narrators’; they will have heard them talk about ‘omniscient point of view’, ‘personale Erzählsituation’ and ‘external focalization’.

In the class, we will untangle this knot: students will be introduced to various models by narratologists like Franz K. Stanzel, Gérard Genette and Shlomith Rimmon-Kenan. Together we will trace the history of the concepts and we will point out their similarities and differences. Students will gain an in-depth understanding of the core issues of narratology and learn to handle its concepts and terminology with confidence and care.

The course will be taught as a combination of Zoom meetings and writing assignments in Moodle.

Texts will be made available.

Assessment/requirements: *Übung*: writing assignments and essay; *Seminar*: writing assignments and research paper.

050 639

Samuel Beckett: 'Shorts' in Plays and Prose Fiction, 4 CP

2 st. mi 12-14

Dow

Perhaps better-known for his full-length dramatic works, this course will draw on two anthologies of Beckett's shorts in drama and prose fiction (*The Collected Shorter Plays*, Grove, 2010; *The Complete Short Prose*, ed. Gontarski, Grove, 1997).

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

Übungen

050 644

An Introduction to the Poetry and Plays of Lord Byron, 3 CP

2 st. mo 16-18

Stober

Lord Byron (1788-1824) was, in terms of his lover, Lady Caroline Lamb, “mad, bad and dangerous to know” and became a literary superstar following the publication of *Childe Harold's Pilgrimage* in 1812. Influenced by Byron's tour through the Eastern Mediterranean, *Childe Harold's Pilgrimage* marks the birth of the “Byronic hero”, a passionate, cynical, nostalgic antihero figure. Following the collapse of a brief but disastrous marriage to Annabella Milbanke and rumours about an incestuous relationship with his half-sister Augusta Leigh, Byron was forced to leave England for the continent and settled in Italy, where he wrote his masterpiece, *Don Juan* (1819-24), as well as all of his eight plays, including *Manfred* (1817), Byron's take on the Faustus myth.

The course introduces students to two of Byron's major works, *Childe Harold's Pilgrimage I-II* and *Manfred*, as well as to some of his shorter poetry. Against the background of these works, it traces Byron's poetic development and explores more specific concerns like the autobiographical nature of his works, the Byronic hero, poetic form, the Gothic and other literary influences while also considering the context in which Byron wrote.

Students are kindly asked to purchase *Lord Byron: The Major Works* (Oxford World's Classics; ISBN: 978-0199537334) which includes all the works that will be discussed in class. Further material will be made available online.

Assessment/requirements: weekly contribution in class as well as a presentation (PPT) or an essay / a short written assignment.

Amerikanische Literatur

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der US-amerikanischen Literatur geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der US-amerikanischen Literatur, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der US-amerikanischen Literatur. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der US-amerikanischen Literatur; eine Einführung in ein ausgewähltes Gebiet der US-amerikanischen Literatur; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der US-amerikanischen Literatur; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 646

US Literature and Culture from the Civil War to WW II, 2,5 CP

2 st. mo 14-16

Pfeiler

This is the second part of a three-part lecture series that introduces students to important developments of US-American literature as an important tool of shaping and expressing US-American culture. Additional references to visual art and popular culture aim at broadening the general perspective. While the focus will be on well-established periods and movements, such as Realism, Naturalism, and Modernism, the lecture also highlights how these periods and movements underwent processes of canonization, while other developments in literature and art were excluded and/or devalued. A selection of shorts stories, poems, and excerpts from longer texts will be provided via Moodle.

Assessment/requirements: two written tests.

Seminare

050 647

19th-Century Women Poets, 4 CP

2 st. mo 16-18

Bongers

This course will serve as an introduction to 19th-century poetry by American female authors. The 19th century saw an outpouring of poetic works by women, many of whom received "broad recognition" during their lifetime only to be condemned to "total neglect" (Walker xvi) and oblivion with the advent of the 20th century. Notwithstanding the diversity of works produced by female poets in the 19th century, scholars such as Alexandra Socarides have pointed out that "modernism's privileging of an experimental poetics over the sentimental, historical, and formal poetics of the earlier period" (1) played a crucial role in the devaluation of much of the poetic output of 19th-century women writers. This, however, is only one of many factors that facilitated the rollercoaster of popularity that 19th-century poetry by women underwent since. To understand these authors' popularity during the 19th century, their sudden fall from grace in the early 20th century, and their 'rediscovery' and renewed anthologization in the late 20th century and the 21st century means reading the primary texts as well as understanding the shifting historical and cultural contexts. To gain a better understanding of the value ascribed to these poetic works at different times, we will read primary texts as well as works of literary theory and scholarship to understand the literary

conditions (the social, economic, political and technological changes) that both facilitated and hindered the success of female poets of the 19th century in the last 150 years.

Socarides, Alexandra. *In Plain Sight. Nineteenth-Century American Women's Poetry and the Problem of Literary History*. Oxford: Oxford UP, 2020.

Assessment/requirements: *Übung*: active participation (in forums and during Zoom meetings), regular reading, assignments, group work; *Seminar*: the above plus a research paper.

050 648

American Pragmatism, 4 CP

2 st. mi 10-12

Pitetti

In the late 19th century, Pragmatism emerged as a distinct and uniquely American school of philosophical thought. More a tendency or style of thinking than a coherent philosophical school, pragmatism counts among its ranks a large number of writers who covered a wide range of topics, but these writings are united by a common interest in the practical application of philosophical ideas, the fallibility of human knowledge, and the connection between experience, knowledge, and action. This led the pragmatists to unique and original ideas about the nature and function of truth, knowledge, and reasoning, which they applied to re-imagining various aspects of their society, including the law, education, and the organization of democratic society. American pragmatism focuses on concrete consequences and on social and ethical contexts; relevance and consequences, dialogue and democracy, and continuity and anti-essentialism are all key concepts.

The views and arguments developed by the original American pragmatists in the late 19th and early 20th century, and by their heirs in more recent times, continue to have a major impact both within the discipline of philosophy and in American (and Western) thought more generally. In this class we will discuss the philosophical views and writings of several of the original pragmatists and those of some of the neo-pragmatist American philosophers who have taken up and continued to develop pragmatists ideas in our own time (authors will probably include C.S. Peirce, William James, John Dewey, Jane Addams, and Richard Rorty).

Students who plan to take part in the class will need copies of the following texts (please purchase the editions indicated). You will need the two titles by Louis Menand starting in the first week of the semester—do not wait until the semester begins to purchase these books!

Louis Menand (editor), *Pragmatism: A Reader* (Penguin, ISBN: 9780679775447)

Louis Menand, *The Metaphysical Club* (any edition)

Jane Addams, *Democracy and Social Ethics* (U of Illinois P, ISBN: 978-0-252-07023-5)

Other readings will be made available in class or via Moodle.

Assessment/requirements: *Übung*: participation in class, mini term paper (~3,000 words); *Seminar*: participation in class, term paper (~4,000 words).

050 649

Ecocritical Approaches to the US South, 4 CP

2 st. mi 12-14

Koberg

Historically shaped by slavery and its plantation economy, the US South has more recently become the site of extensive damming initiatives like the TVA, man-made environmental disasters such as Hurricane Katrina, and the extraction of coal, oil, and natural gas (Vernon 2019: 11-45).

In this course, we will look at cultural texts that portray the southern landscape and how human beings interact with it. What do these representations tell us about the relations between human beings and animals, between bodies and the environments in the age of the Anthropocene? What are our tacit presumptions of nature and culture and how do they tie in with e.g. gender, race, and class? The course will familiarize students with ecological problems and analyze their cultural dimensions. We will discuss literature by Zora Neale Hurston, Elizabeth Madox Roberts, and William Faulkner as well as filmic texts such as *The Birth of a Nation*, *Treme*, and *Beasts of the Southern Wild*.

Students will develop and present their own critical projects in the course of the semester, using the theories we discuss in class and going in the directions of their own choice. The last session will be replaced by individual consultations throughout the semester.

Please obtain and read Elizabeth Madox Roberts's novel *The Time of Man* (Hesperus Press, 978-1843914679). Other readings will be provided via Moodle.

Assessment/requirements: *Übung*: active participation, assignments, writing and presenting a research project proposal; *Seminar*: the above, plus term paper to be handed in by August 31, 2021.

050 651

"We're on": June Jordan's Poetry and Prose, 4 CP

2 st. fr 12-14

Sattler

June Millicent Jordan (1936-2002) was a Civil Rights activist, editor, educator and writer of Caribbean-American descent. Throughout her life, her work in all these different roles focused on central issues 20th-century America struggled with: social justice, gender equality, LGBTQ+ rights, immigration. She also interfered in contexts beyond the United States and saw her responsibility to speak up whenever human rights were abused and

people were oppressed – from Nicaragua to Lebanon to Northern Ireland. Shaped by her experience as a Black bisexual woman, Jordan's concept of "life as activism" is based on inclusiveness, consistency, honesty and identification with the oppressed.

In this seminar, we will engage with Jordan's writing across various genres and follow her "road map" to living an activist life, as well as discuss her legacy for 21st-century America. Most of our reading will be taken from *We're on. A June Jordan Reader*, edited by Christoph Keller and Jan Heller Levi, which all participants should purchase for this class.

Assessment/requirements: *Übung*: two essays (800 words each) and a short presentation in class; *Seminar*: one essay (800 words), a short presentation in class, a paper proposal and the longer written paper to be handed in by September 30, 2021.

Übungen

050 655

The Modernist Henry James, 3 CP

2 st. mo 10-12

Pitetti

This seminar will focus on the novellas of Henry James, a pivotal figure in the history of English-language literature whose idiosyncratic, stylistically challenging, and psychologically probing fin-de-siècle fiction bridges the gap between 19th-century realism and 20th-century modernism. As a writer of fiction, James produced a distinctive and extensive oeuvre of novels, novellas, and short stories that probe the depths and details of human psychology and that push the English language (and the English sentence) to its limits; as a theorist of the novel, he produced a series of critical essays and prefaces that analyze the development of literary fiction into a major art form in the 19th century and provide a roadmap of sorts for its further development through the aesthetic and social upheavals of the 20th. For many people, the name Henry James evokes something old-fashioned or Victorian, but he and his work are as much ahead of their time as they are exemplary of it, and his work provides a unique opportunity to study the developments that were transforming English literary art around the turn of the 20th century.

In this class, we will read a number of James's shorter works of fiction, engaging deeply with James's portraits of turn of the century American and British society, with the intricacies and idiosyncrasies of what has come to be known as "Jamesian style", and with the extensive body of scholarly inquiry that surrounds his literary work and legacy. We will follow James's own example in our readings and put a particular emphasis on issues of novelistic form by focusing on the nature and value of his stylistic innovations; in other words, we will focus on

the question of how, technically and formally, what James was doing on the page was new. Other topics we will explore include issues of gender and sexuality in James's society and fiction; the theme of encounters and conflicts between Americans and Europeans (what James himself called "the international theme"); and the significance of James's fixation on social manners and behavior during a time of rapid cultural change.

You will need a copy of the Norton Critical Edition of the *Tales of Henry James* (ISBN: 978-0393977103). Make sure you get the second edition of this text; the first edition does not contain all of the readings you will need for this class. You will need this text starting in the second week of the semester, and much of the material is not easily available from other sources – do not wait until the semester begins to purchase this book! Other readings will be distributed in class or via Moodle.

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

050 656

Femininity/Masculinity in US Modernist Literature, 3 CP

2 st. fr 10-12

Machtenberg

Against the backdrop of significant socio-cultural changes intensified by the First World War, modernist art and literature registers "a deliberate and radical break with some of the traditional bases not only of Western art, but of Western culture in general" (Abrams and Harpham 225). In this class, we will examine the ways in which a number of US modernist writers reconstruct some of these changes in their literary representations of femininity/masculinity. Through close readings of texts such as F. Scott Fitzgerald's "The Ice Palace" (1920) and Nella Larsen's *Passing* (1929), students will develop their skills to critically read and reflect on different representations of femininity/masculinity in modernist texts. Students will thereby advance their academic reading skills and gain a deeper understanding of a crucial period in US literature that records substantial cultural changes.

Assessment/requirements: active participation, regular reading, written assignments, group work.

Cultural Studies (GB)

Workload/ Credits 285 Std. / 9,5 CP	Semester: 3.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies“ und des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Studierenden erweitern ihre Kenntnisse über einen Teilbereich, ein Thema oder eine Epoche der britischen Kultur bzw. einen Teilbereich, ein Thema oder eine Epoche britischer Kultur im Vergleich mit anderen Kulturen. Die Studierenden erweitern ihre im Basismodul gewonnenen Fertigkeiten der kulturwissenschaftlichen Analyse. Sie entwickeln einen präzisen Blick für kulturwissenschaftliche Problemstellungen und die wissenschaftliche Bearbeitung von Themen der British Cultural Studies. In den Seminaren vertiefen die Studierenden ihre Kenntnisse in britischer Geschichte und Kultur im Hinblick auf einen enger begrenzten Gegenstand. Sie erwerben in diesem Rahmen weiterführende methodologische und theoretische kulturwissenschaftliche Kenntnisse, entwickeln unter Anleitung kulturwissenschaftliche Fragestellungen und lernen diese, mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten.			
Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick von Teilbereichen, Themen oder Epochen der britischen Kultur; die Möglichkeit zur Vertiefung der theoretischen Grundlagen und Methoden der Cultural Studies; theoretisch reflektierte Beschäftigung mit einem enger begrenzten Gebiet/Phänomen der britischen Kultur; Ausbildung und Verfeinerung kulturwissenschaftlicher Analysetechniken; Auseinandersetzung mit kulturwissenschaftlichen Theorien.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10-15 Seiten), in Ausnahmefällen Klausur (90-120 Minuten) oder mündliche Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein.			
Modulbeauftragte: Dr. habil. Sebastian Berg, Dr. Claus-Ulrich Viol			

Vorlesungen

050 657

Modernist Culture, 2,5 CP

2 st. di 14-16

Pankratz

According to Virginia Woolf, "in or about December 1910 human character changed". Britain not only had a new monarch, George V, in 1910, there was also a series of strikes indicating the growing influence of the Trade Unions and the then new Labour Party. Suffragists fought for the vote for women. Last but not least, a London exhibition of works by Gauguin, Van Gogh, Cezanne, Matisse and Picasso puzzled many spectators and indicated new ways of representation. These changes did not come out of the blue. Theories by Darwin, Freud, Marx, Einstein and de Saussure undermined traditional absolutes about God, the universe, the nature of human beings and the functions of language. The atrocities of the "Great War" were to exacerbate this spirit of scepticism and relativism. High modernist writers try to cope with this new "structure of feeling" by way of textual experiments which challenged conventional ways of seeing, writing and thinking. But Joyce, Woolf and Eliot are only the puzzling tips of a cool iceberg. The years between 1900 and 1930 saw mechanisation, commercialisation and urbanisation. Skyscrapers and the cinema, cars, planes and washing machines were to change a "whole way of life". The lecture course aims at a survey of British culture between 1910 and 1939, balancing between high and popular modernism, Jazz and Joyce, Woolf and Wimsey.

This will be an asynchronous online course, credited on a pass/fail basis. The weekly units will contain pre-recorded PowerPoint presentations and quizzes. There will be bi-weekly non-obligatory Zoom meetings for questions, clarifications and discussions – or just having a chat about the finer points of modernist culture.

Assessment/requirements: passing the weekly online quizzes.

Seminare

050 658

Dystopias, 4 CP

2 st. mo 14-16

Pankratz

Dystopias are fictional “bad places” usually situated in the future, which offer eerily distorted representations of contemporary culture. The temporal distance and the alienation effects employed serve to “provide fresh perspectives on problematic social and political practices that might otherwise be taken for granted or considered natural and inevitable” (Booker 3-4). Which anxieties and ideologies do the dystopias deal with? What does this mean in the context of their respective cultures?

The seminar will have a closer look at dystopian novels, movies and television series from the classics to today. The cultural analysis of Aldous Huxley's *Brave New World* (1932) and George Orwell's *Nineteen Eighty-Four* (1949) will introduce the genre of dystopia and its most prominent narrative patterns. This will serve as basis for the discussion of contemporary dystopias like *V for Vendetta* (both graphic novel and movie) and the television series *Black Mirror*. Students will then work in project groups on contemporary dystopias and tease out their cultural meanings.

This will be an asynchronous online course with non-obligatory bi-weekly Zoom sessions. Additional secondary texts will be provided on Moodle. Participants are kindly asked to buy copies of both Huxley's and Orwell's novels.

Assessment/requirements: all participants will have to make regular written contributions on the discussion board and to participate in a project group. *Seminar*: the above plus seminar paper (*wissenschaftliche Hausarbeit*).

050 659

Slumming, 3 CP

2 st. do 10-12

Böhm

In the late 19th and early 20th century, it was a widespread – and fashionable – phenomenon that well-to-do men and women travelled to London's slum districts, often undercover, to experience how the poor live: they went 'slumming'. The 'slummers' had multiple reasons for their expeditions into this 'other' world: they went there for charitable, philanthropic, religious or political purposes in order to help, educate, control or discipline the poor, or simply out of curiosity and for entertainment. After all, the slums offered them the possibility to challenge prevailing Victorian norms and transgress the strict boundaries of class, gender

and sexuality. Whatever their reasons, the 'slummers' created a plethora of texts, such as slum novels, travel reports, speeches, newspaper articles and photographs, which produced images and knowledge of poverty and the poor, oscillating between fascination, attraction, exoticisation, sympathy and repulsion.

This seminar explores the activity of slumming in the 19th and early 20th century and looks at images of slums and poverty constructed in a variety of texts, ranging from newspaper articles and photographs to short stories and novels. The intersecting narratives of poverty, class, gender and sexuality in these texts will be contextualised by looking at the time's social, cultural and political background, in particular debates about poverty, as well as London's social and cultural geography.

The texts will be made available on Moodle. However, students should be prepared to possibly purchase (and read) one novel, which will be announced in the first session.

Assessment/requirements: *Übung*: active participation (including regular reading, group works, discussions in class), assignments, short essay; *Seminar*: active participation (including regular reading, group works, discussions in class), assignments, seminar paper (*wissenschaftliche Hausarbeit*).

050 660

Social Movements in Britain, 4 CP

2 st. di 12-14

Berg

This course investigates some of the many more or less informal groups, which expressed critiques of, and suggested alternatives to, social, political, and cultural realities in Britain. Social movements seem to come and go and to be more visible (and more widely heard) at some times than at others. The 1960s and 1970s stand out as decades providing particularly fertile ground for the growth of social movements. Some movements have reached an impressive age – for example, Britain's peace and anti-nuclear weapons movement. Others have a short lifespan only – such as the students movement of the early 2010s. Recently, we seem to have entered a new era of social movement activity (from Extinction Rebellion via Black Lives Matter to protests against Covid restrictions). We will discuss the approaches used in social movement research, raise the question whether social movements are beneficial for, or detrimental to, democratic politics, investigate the relationship of social movements and political parties, and analyse why some policy fields seem more open to social movement influence than others.

Assessment/requirements: *Übung*: regular and active participation, input to a course session, essay; *Seminar*: regular and active participation input to a course session, research paper.

050 661

The Great Plague, 4 CP

2 st. fr 8.30-10

Viol

This course will take us back to a time when a transmissible disease claimed the lives of over 100,000 people in Britain, when the rich fled the city of London, when those who remained were afraid of (or kept from) leaving their houses, and when there was ample speculation as to what had caused the epidemic and how best to fight it. While also looking at the so-called Great Plague of 1665/66 in the way historians would do, i.e. trying to identify the main historical facts of the event, we shall be even more interested in finding out how contemporaries and later commentators, thinkers, and historians made sense of what went on at the time. This will include reading parts of Samuel Pepys's diary, large parts of Daniel Defoe's *A Journal of the Plague Year* (1722), bits from Michel Foucault's work on biopower, and contemporary TV documentaries (dramatising the suffering or offering DNA and other scientific proof of the causes of the disease). Naturally, there will be constant comparison to our current crisis, the way it occurs and is dealt with especially in the UK and the Anglosphere. The class will hence also be rounded off by a discussion of Zadie Smith's and Arundhati Roy's essayistic representations of life in times of COVID-19.

You need to obtain a copy of Defoe's *A Journal of the Plague Year* (Penguin Classics) well before the course begins and have read its first hundred pages by week two (when there will be a test checking your familiarity with the text).

Assessment/requirements: *Übung*: two short tests, one in week two on the *Journal*, one at the end of term on the whole course; *Seminar*: short week-two test on the *Journal* and end-of-term written exam or term paper.

050 662

Current Developments in British Politics, 4 CP

Blockseminar

Berg

Block: mo 26.07., di 27.07., mi 04.08., do 05.08., fr 06.08., 13:30-18:00

This course tries to come to terms with (some of) the many recent changes in British politics. At the time of writing this text, Britain has just left the EU (contrary to many predictions with a deal). Its chronically underfunded health system has to fight the dramatic effects of a pandemic. The UK's most northern part, Scotland, seems determined to move towards a second referendum in order to re-join the EU as a fully independent state. The 'City' (the financial sector), the backbone of the British economy, fears to lose out from lack of access to EU markets. Europeans are no longer allowed to move to the UK for more than 90 days and to look for jobs there. Some people expect new trouble in Northern Ireland in the aftermath of Brexit. Traffic, transport, affordable housing, regional disparities, increasing

levels of poverty are all pressing and controversial problems. The two major political parties are internally deeply divided on a couple of important issues. Nigel Farage, central figure of the United Kingdom Independence Party and later the Brexit Party, has announced to form just another party... We will inform each other about some of the most important current issues and debates, about how to look for relevant information and about how to analyse this information critically from academically informed perspectives.

Assessment/requirements: *Übung*: regular and active participation, collective research project to be presented in class or research paper; *Seminar*: regular and active participation, collective research project to be presented in class, research paper.

050 663

The Unfolding of the Black Panther, 4 CP

2 st. di 10-12

Baas

From being one of the first black superheroes to breaking Hollywood records, the Black Panther has had a fascinating rise to fame. Beginning as a feature character in the Marvel Universe in 1966, he now has his own series and his own movie franchise.

This seminar traces his beginnings as a new type of superhero within the Marvel Comics Universe specifically, and the comic book world at large. We will look at his influence on further characters, his reception, his evolution into the present day, and his contribution to the understanding of non-American superheroes. The primary texts for this will be *Black Panther: Panther's Rage* (2016), *Rise of the Black Panther* (2018), and the *Black Panther* movie.

Assessment/requirements: *Übung*: group presentation, response paper, and essay; *Seminar*: group presentation, response paper, *Hausarbeit*.

Übungen

050 664

Fanfiction, 3 CP

2 st. do 12-14

Bladeck

Please note that this course starts on April 15 and ends on June 24, 2021! We will also have a session on May 27, 10:00-15:00.

Fanfiction is often associated with modern media fandom and demeaned as “playing in someone else’s sandbox”. However, the practice of borrowing existing characters or expanding storylines is not a new phenomenon. Tom Stoppard’s *Rosencrantz and Guildenstern Are Dead* (1966), for example, expands upon the lives of two characters from Shakespeare’s *Hamlet*, whereas *Old Friends and New Fancies* (1913) by Sybil G. Brinton integrates characters from different Jane Austen novels into one story. And let us not forget the many works which draw on Arthur Conan Doyle’s original Sherlock Holmes stories.

In this seminar, we will examine the historical development of fanfiction, discuss copyright issues, and touch upon aspects such as authorship and storytelling. We will place particular emphasis on inflections of gender, class, race, and sexuality, not only regarding specific fanfiction texts but also the fanfiction community. Moreover, we will explore the educational opportunities fanfiction offers. To take a more practical approach, we will transfer our theoretical knowledge to write our own fanfiction.

Texts will be made available on Moodle.

Assessment/requirements: active participation, written assignments. Deadline for all final projects is June 25, 2021.

050 665

Nostalgia in Contemporary British Culture and Society, 3 CP

2 st. di 14-16

Henneböhl

Contemporary Britain is characterised by a fixation on its past as well as nostalgia for its former glory. This can for instance be seen within the context of Brexit, where nostalgic rhetoric and traditional notions of Englishness played a central role. Such a widespread feeling of nostalgia is also mirrored in British culture, most notably in the multitude of nostalgic historical fiction produced in the last couple of years, e.g. the film *Darkest Hour* (2017) or the TV series *The Crown* (2016-).

This course will focus on the political, societal and cultural manifestations of the prevalent feeling of nostalgia in contemporary Britain. First, we will discuss theoretical texts on nostalgia and the dominant role it currently plays in the UK. Participants will be introduced to cultural theories and concepts, which later on will be applied to a variety of cultural products, e.g. print and social media, political rhetoric, films and TV series. The analyses focus especially on how these products support or challenge nostalgic sentiments and notions about the country's past. In the last part of the semester, students will be conducting their own research projects in small groups and are expected to present their results to the class.

This seminar consists of weekly Zoom sessions. Attendance in the first session and in the group-work sessions is mandatory. For each session students are required to read the assigned texts and prepare the research questions uploaded on Moodle.

Assessment/requirements: active participation, research project in small groups (presentation and handout).

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.			
<p>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.</p> <p>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.</p>			
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. habil. Sebastian Berg, Dr. Claus-Ulrich Viol			

Vorlesungen

050 646

US Literature and Culture from the Civil War to WW II, 2,5 CP

2 st. mo 14-16

Pfeiler

This is the second part of a three-part lecture series that introduces students to important developments of US-American literature as an important tool of shaping and expressing US-American culture. Additional references to visual art and popular culture aim at broadening the general perspective. While the focus will be on well-established periods and movements, such as Realism, Naturalism, and Modernism, the lecture also highlights how these periods and movements underwent processes of canonization, while other developments in literature and art were excluded and/or devalued. A selection of shorts stories, poems, and excerpts from longer texts will be provided via Moodle.

Assessment/requirements: two written tests.

Seminare

050 649

Ecocritical Approaches to the US South, 4 CP

2 st. mi 12-14

Koberg

Historically shaped by slavery and its plantation economy, the US South has more recently become the site of extensive damming initiatives like the TVA, man-made environmental disasters such as Hurricane Katrina, and the extraction of coal, oil, and natural gas (Vernon 2019: 11-45).

In this course, we will look at cultural texts that portray the southern landscape and how human beings interact with it. What do these representations tell us about the relations between human beings and animals, between bodies and the environments in the age of the Anthropocene? What are our tacit presumptions of nature and culture and how do they tie in with e.g. gender, race, and class? The course will familiarize students with ecological problems and analyze their cultural dimensions. We will discuss literature by Zora Neale Hurston, Elizabeth Madox Roberts, and William Faulkner as well as filmic texts such as *The Birth of a Nation*, *Treme*, and *Beasts of the Southern Wild*.

Students will develop and present their own critical projects in the course of the semester, using the theories we discuss in class and going in the directions of their own choice. The last session will be replaced by individual consultations throughout the semester.

Please obtain and read Elizabeth Madox Roberts's novel *The Time of Man* (Hesperus Press, 978-1843914679). Other readings will be provided via Moodle.

Assessment/requirements: *Übung*: active participation, assignments, writing and presenting a research project proposal; *Seminar*: the above, plus term paper to be handed in by August 31, 2021.

050 651

"We're on": June Jordan's Poetry and Prose, 4 CP

2 st. fr 12-14

Sattler

June Millicent Jordan (1936-2002) was a Civil Rights activist, editor, educator and writer of Caribbean-American descent. Throughout her life, her work in all these different roles focused on central issues 20th-century America struggled with: social justice, gender equality, LGBTQ+ rights, immigration. She also interfered in contexts beyond the United States and saw her responsibility to speak up whenever human rights were abused and people were oppressed – from Nicaragua to Lebanon to Northern Ireland. Shaped by her experience as a Black bisexual woman, Jordan's concept of "life as activism" is based on inclusiveness, consistency, honesty and identification with the oppressed.

In this seminar, we will engage with Jordan's writing across various genres and follow her "road map" to living an activist life, as well as discuss her legacy for 21st-century America. Most of our reading will be taken from *We're on. A June Jordan Reader*, edited by Christoph Keller and Jan Heller Levi, which all participants should purchase for this class.

Assessment/requirements: *Übung*: two essays (800 words each) and a short presentation in class; *Seminar*: one essay (800 words), a short presentation in class, a paper proposal and the longer written paper to be handed in by September 30, 2021.

050 663

The Unfolding of the Black Panther, 4 CP

2 st. di 10-12

Baas

From being one of the first black superheroes to breaking Hollywood records, the Black Panther has had a fascinating rise to fame. Beginning as a feature character in the Marvel Universe in 1966, he now has his own series and his own movie franchise.

This seminar traces his beginnings as a new type of superhero within the Marvel Comics Universe specifically, and the comic book world at large. We will look at his influence on further characters, his reception, his evolution into the present day, and his contribution to the understanding of non-American superheroes. The primary texts for this will be *Black Panther: Panther's Rage* (2016), *Rise of the Black Panther* (2018), and the *Black Panther* movie.

Assessment/requirements: *Übung*: group presentation, response paper, and essay; *Seminar*: group presentation, response paper, *Hausarbeit*.

050 667

Reality/TV, 4 CP

2 st. di 14-16

Zucker

"Ceci n'est pas une pipe" (This is not a pipe) – that's the inscription artist René Magritte put on his famous painting of, well, a pipe. But there is a pipe in that painting, no? Why the disclaimer? Well, what Magritte was trying to convey is one of the central tenets of cultural studies: a *representation* does not equal the thing that it represents. A fundamental lesson that, once learned, changes one's perception of culture and how we as subjects acquire said culture. Nevertheless, both the layperson and the scholar often find themselves flummoxed by texts, especially of an audiovisual nature (film, TV), that purport to be 'real'. Often enough, a documentary, a true crime serial, a reality TV show give off the impression of simply mirroring an objective reality at which a camera was simply pointed. Yet these representations also have authors, narrative, structure (which reality itself lacks), intention, ideology. These objects can be particularly challenging to read as they disguise, as it were, the fact that they are created for a certain purpose or effect, just like any other movie.

In this class, we will take on that challenge and discuss a number of televisual representations that fit the 'true story' bill. Documentaries, true crime, reality TV (unstructured as well as competition programs) as well as narrative programs "based on a true story" offer plentiful opportunities to enhance one's competence in reading culture and the dissemination of ideology. We may even go as far as to ask: what is 'reality' anyway?

As always, relevant materials will be made available on Moodle on a weekly basis.

Assessment/requirements: *Übung*: short test or short academic paper; *Seminar*: written exam or full-length academic term paper.

050 668

Music and Lyrics, 4 CP

2 st. mi 14-16

Zucker

Popular music can be as salient a cultural artifact as any piece of literature, filmmaking or advertising. Yet its poetic form and interplay between several forms of representation – there are after all not just lyrics, but also music, as well as the occasional visual aid in the form of album packaging or a music video – make it a challenging medium to investigate to its full potential. This tutorial thus aims at developing strategies of analyzing popular music within the field of Cultural Studies. How can pop be made useful to the study of culture? What does the history of pop genres tell us about their cultural impact? How does music tell stories and either perpetuate or challenge myths and ideology? How political is pop music?

Each week, we will focus on one culturally relevant album, which we will analyze in depth using any applicable theoretical framework (some will be familiar to you from the Introduction to Cultural Studies, others will be new). You will be asked to develop salient theses and argue them in a compelling manner. Relevant materials will be made available on Moodle.

Assessment/requirements: *Übung*: short analytical essay, potentially in an exam setting; *Seminar*: written exam or full-length academic term paper.

050 669

Dreams Cannot Be Cancelled: Sports in American Culture, 4 CP

2 st. fr 10-12

Laemmerhirt

Looking at mega-events such as the annual Superbowl, it becomes clear that in the United States, sport is not only a crucial aspect of American culture, but has an impact on the mass media and the economy. Sports events often reflect community values and athletes are considered the ideal embodiments of characteristics such as determination, endurance, persistence, and the willingness to work hard for your dreams. The athletic arena further offers the opportunity to discuss sensitive issues of racism, sexism, as well as classism.

In this course, we will look at different aspects of sports in American culture by analyzing different texts (autobiographies, novels, poetry, movies, and photographs) that focus on different sports. We will determine how these texts use narratives such as Rags-to-Riches and the American Dream to create a certain image of themselves.

Please purchase and start reading: John L. Parker Jr. *Once a Runner* (1978/2009).

Please be prepared to pick one autobiography of an US athlete that you will have to read and work with. Suggestions will be made in the first session, but you can already start thinking

about a sport that you are particularly interested in or an athlete that you like. Please take more uncommon sports into consideration as well.

Assessment/requirements: *Übung*: two short essays; *Seminar*: one short essay and a short term paper (8 pages).

Übungen

050 664

Fanfiction, 3 CP

2 st. do 12-14

Bladeck

Please note that this course starts on April 15 and ends on June 24, 2021! We will also have a session on May 27, 10:00-15:00.

Fanfiction is often associated with modern media fandom and demeaned as "playing in someone else's sandbox". However, the practice of borrowing existing characters or expanding storylines is not a new phenomenon. Tom Stoppard's *Rosencrantz and Guildenstern Are Dead* (1966), for example, expands upon the lives of two characters from Shakespeare's *Hamlet*, whereas *Old Friends and New Fancies* (1913) by Sybil G. Brinton integrates characters from different Jane Austen novels into one story. And let us not forget the many works which draw on Arthur Conan Doyle's original Sherlock Holmes stories.

In this seminar, we will examine the historical development of fanfiction, discuss copyright issues, and touch upon aspects such as authorship and storytelling. We will place particular emphasis on inflections of gender, class, race, and sexuality, not only regarding specific fanfiction texts but also the fanfiction community. Moreover, we will explore the educational opportunities fanfiction offers. To take a more practical approach, we will transfer our theoretical knowledge to write our own fanfiction.

Texts will be made available on Moodle.

Assessment/requirements: active participation, written assignments. Deadline for all final projects is June 25, 2021.

050 673

American (Documentary) Photography, 3 CP

2 st. mo 14-16

Müller, M.

This class is designed to introduce students to American photography from the Civil War to the present and to the critical methodologies for studying and describing photographs. Using classical texts about photography and also applying recent cultural studies approaches to the analysis of visual culture, we will discuss (documentary) photography's contested relationship to 'the real', and we will also examine the cultural work that photographs perform at particular historical moments. We will have a look at the work of individual photographers and – with a focus on the representations of class, race, and gender – we will also explore the social discourses that photography participates in.

Course materials will be uploaded on Moodle.

Assessment/requirements: mandatory written assignments, active participation (such as Zoom meeting attendance), presentation, test/s.

Fachsprachen

Workload/ Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Seminar + Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Studierenden erwerben fundierte Kenntnisse in der Fachsprachenlinguistik (v.a. Lexikologie, Syntax, kontrastive Linguistik) und werden in das soziokulturelle Umfeld bestimmter Fachsprachen eingeführt. Sie können fachspezifische Sprachfertigkeiten in Lexis und Syntax erkennen und auch selbst anwenden. Sie erweitern ihre Kommunikationskompetenz in einzelnen fachsprachlichen Bereichen. Außerdem erwerben sie Kompetenzen im Bereich der interkulturellen wie sprachlichen Übersetzung fachsprachlicher Phänomene. Inhalte: Neben der konkreten Beschäftigung mit fachsprachlichen Texten zum Erwerb spezifischer sprachlicher Kenntnisse und Fertigkeiten werden die linguistischen Merkmale fachsprachlicher Texte analysiert und produktiv angewandt. Spezialisierungen und sprachpraktische Kompetenzerweiterungen v.a. in den Bereichen Wirtschaftsendglish, 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

Conflict Management in Business, 4 CP

2 st. mo 8-10

Bachem

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

Course materials will be provided in a digital format.

Assessment/requirements: term paper or final written exam.

050 686

Globalisation and the International Market Place, 4 CP

2 st. do 8-10

Bachem

In this seminar students will learn that globalisation is by no means only a buzzword used or abused excessively in the world of business and social interaction. Globalisation describes the development of an ever more integrated global economy. In essence, globalisation does not only reflect a particular frame of mind but also a complex network of commercial, financial and political practices across national borders. Actually, the literature defines globalisation as being characterised by clearly distinct stages, culminating in the current stage also known as globalisation 4.0. In order to better understand the complexity of this development, light has to be shed on the needs of international marketing and management as well as on precarious employment relations set against the background of emerging markets and national cultures.

Still, in the light of this seemingly endless potential of growth and global integration, nations start to realise the negative impacts of a pseudo-global economy. Concepts like "semi-

globalisation” or even “deglobalisation” have emerged and gained momentum – particularly since the Corona pandemic has forced both the world of social interaction and of business into temporary lockdowns.

Text material as well as audio and video material will provide the basis of the weekly seminar units. Further course materials will be provided in a digital format.

Assessment/requirements: final written exam or term paper.

050 687

Varieties of ESP, 4 CP

2 st. mo 10-12

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

050 688

Jurisprudence and the Anglo-American Legal System, 4 CP

2 st. di 10-12

Smith

The course will look at a variety of legal texts from both a legal theory and a legal practice perspective. Students will learn to appreciate the texts with the eye of a linguist, a lawyer, and a (moral) philosopher.

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

Übungen

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10

Bachem

Gruppe B: 2 st. di 12-14

Bachem

This course will deal with central topics in business such as brands, aspects of change, organisational structures, advertising as well as the financial dimension of business. Apart from text material, we will also make use of most recent audio/video materials in order to relate course topics to current developments in the global business environment. Students are expected to actively participate in our weekly discussions on the respective business topics.

Course materials will be provided in a digital format.

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

Gruppe C: 2 st. mo 12-14

Smith

Gruppe D: 2 st. mi 10-12

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

050 691

Business English II, 3 CP

Gruppe A: 2 st. mo 10-12

Bachem

Gruppe B: 2 st. di 10-12

Bachem

Gruppe C: 2 st. do 12-14

Bachem

This course is designed to make students aware of topics highly relevant in an international business environment: cultures, human resources management, international markets, business ethics, styles of leadership and, last but not least, competition in the global marketplace.

We will use text material as well as additional audio and video materials to gain a realistic and in-depth understanding of these fields of business. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

Course materials will be provided in a digital format.

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

Gruppe D: 2 st. di 12-14

Smith

This course is a continuation of Business English I. 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 further basic terminology and concepts of business English.

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

050 692

Legal English, 3 CP

2 st. mi 12-14

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

050 693

Technical English, 3 CP

2 st. do 10-12

Bachem

This course will address technical developments that have shaped and revolutionised our modern world. We will look at the importance of technical innovation, design, systems and procedures and we will deal with some of the most pertinent issues. Why and in which ways does the world gradually turn into a smart world? Which spin-offs from space technology facilitate our daily life and make it much more comfortable? What are the ramifications of Industry 4.0?

In addition to text material, we will also benefit from most recent video materials illustrating the various kinds of technological progress in today's world.

Course materials will be provided in a digital format.

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

Modulungebundene Übungen: Fremdsprachenausbildung

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

050 695

Communication AM, 3 CP

Gruppe A: 2 st. fr 10-12

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: regular and active participation, one oral input, written assignments.

Gruppe B: 2 st. mo 10-12

Minow

This course aims to improve your written and spoken communication skills through a variety of exercises and tasks. While we will focus to some extent on different forms of communication in an academic setting, we will also devote quite a bit of time to

communication in other areas of every-day life. In addition, there will be ample opportunity to use English in a more creative way, for example in script- and prose-writing tasks.

Assessment/requirements: active participation, a TED-style presentation on a non-academic topic, written assignments.

Gruppe C: 2 st. mi 12-14

Juskan

This course allows you to practice and hone your communication skills. Both written and spoken language will be covered, in each case with a special focus on the requirements of communicating successfully in an academic context (including, for example, effective summarising or providing useful feedback). Exercises will in part be based on real-world samples and self-evaluation.

Assessment/requirements: active participation, written assignments, presentation.

050 696

Grammar AM, 3 CP

Gruppe A: 2 st. fr 12-14

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.

Assessment/ requirements: active class participation, diagnostic test at the beginning of the course, end-of-term test.

Gruppe B: 2 st. di 12-14

Müller, T.

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

Assessment/ requirements: homework and final test.

050 697

Translation AM, 3 CP

Minow

Gruppe A: 2 st. mo 14-16

Intermediate-level texts addressing the fields of culture, language and everyday life will be translated from German into English with a focus on recurring grammatical and terminological problems.

Assessment/requirements: weekly exercises, a mid-term and a final written test.

Gruppe B: 2 st. fr 8.30-10

Ottlinger

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

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

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10

Bachem

Gruppe B: 2 st. di 12-14

Bachem

This course will deal with central topics in business such as brands, aspects of change, organisational structures, advertising as well as the financial dimension of business. Apart from text material, we will also make use of most recent audio/video materials in order to relate course topics to current developments in the global business environment. Students are expected to actively participate in our weekly discussions on the respective business topics.

Course materials will be provided in a digital format.

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

Gruppe C: 2 st. mo 12-14

Smith

Gruppe D: 2 st. mi 10-12

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

050 691

Business English II, 3 CP

Gruppe A: 2 st. mo 10-12

Bachem

Gruppe B: 2 st. di 10-12

Bachem

Gruppe C: 2 st. do 12-14

Bachem

This course is designed to make students aware of topics highly relevant in an international business environment: cultures, human resources management, international markets, business ethics, styles of leadership and, last but not least, competition in the global marketplace.

We will use text material as well as additional audio and video materials to gain a realistic and in-depth understanding of these fields of business. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

Course materials will be provided in a digital format.

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

Gruppe D: 2 st. di 12-14

Smith

This course is a continuation of Business English I. 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 further basic terminology and concepts of business English.

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

050 692

Legal English, 3 CP

2 st. mi 12-14

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

050 693

Technical English, 3 CP

2 st. do 10-12

Bachem

This course will address technical developments that have shaped and revolutionised our modern world. We will look at the importance of technical innovation, design, systems and procedures and we will deal with some of the most pertinent issues. Why and in which ways does the world gradually turn into a smart world? Which spin-offs from space technology facilitate our daily life and make it much more comfortable? What are the ramifications of Industry 4.0?

In addition to text material, we will also benefit from most recent video materials illustrating the various kinds of technological progress in today's world.

Course materials will be provided in a digital format.

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