

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang
Anglistik/Amerikanistik

Wintersemester 2022/23

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Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende findet statt

am 12.10.2022 von 12-14 Uhr im Hörsaal HGA 10

Sollte eine persönliche Begrüßung Pandemie-bedingt nicht möglich sein, stellen wir Ihnen ab Anfang Oktober 2022 in einem Moodle-Kurs "Erstsemester-Einführung Anglistik/Amerikanistik" bereit. Dort finden Sie auch weitere Informationen zum Aufbau des Studiums, zur Kurswahl und zu den Beratungsangeboten des Englischen Seminars hinterlegt.

Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem 17.10.2022.

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

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

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

Die Anmeldungen für die **Veranstaltungen der Basismodule** und **Medieval English Literature (MEL)** können in der Zeit

vom 12.09.2022, 10.00 Uhr, bis 12.10.2022, 18.00 Uhr

vorgenommen werden.

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

vom 12.09.2022, 10.00 Uhr, bis 29.09.2022, 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 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: Hannah Jordan

E-Mail: es-auslandsaufenthalt@rub.de

B.A.-Prüfungsberechtigte im Wintersemester 2022/23

Prof. Dr. Sebastian Berg
Prof. Dr. Laura Bieger
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
Dr. Connor Pitetti
Dr. Karin Puga
Prof. Dr. Markus Ritter
Dr. Florian Sedlmeier
Dr. Robert Smith
Jun.-Prof. Dr. Heike Steinhoff
Dr. Susanne Strubel-Burgdorf
Dr. Claus-Ulrich Viol
Prof. Dr. Roland Weidle

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

Lehrveranstaltungen B.A.-Studiengang

Basismodule

Sprach- und Textproduktion

Workload/Credits 120 Std. / 4 CP	Semester: 1.	Häufigkeit des Angebots: jedes Semester	Dauer: ein Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 64 Std.	Geplante Gruppengröße: je Übung ca. 30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist die aktive Teilnahme an der Übung „Grammar BM“ Voraussetzung für die Teilnahme an der der Veranstaltung zugehörigen Zentralklausur.			
Grammar BM (2 CP): Lernergebnisse: Die Studierenden konsolidieren ihre englische Sprachkompetenz auf dem Niveau B2 und erweitern die vorhandene sprachliche Kompetenz durch die Vertiefung von Kenntnissen in wichtigen Problemgebieten der englischen Grammatik und Erlangung von Kenntnissen über strukturelle Unterschiede zwischen der deutschen und englischen Sprache (in Richtung Niveau B2/C1). Ziel ist die Fähigkeit zum grammatikalisch angemessenen Ausdruck sowie die Vorbereitung erster sprachanalytischer Kompetenzen, welche als Grundlage für den Erfolg des gesamten weiteren Studiums von zentraler Bedeutung sind. Inhalte: Vermittelt werden kognitive Kenntnisse und analytische Fähigkeiten in Bezug auf grammatische Strukturen der englischen Sprache, die mithilfe von kontextualisierten Aufgaben eingeübt werden. Neben der grammatikalischen Regelvermittlung steht die Einführung in die wissenschaftliche Reflexion von Grammatikalität sowie – im Sinne einer kontrastiven Sprachvermittlung – die Einführung in die Übersetzung ins Englische. Schwerpunkte liegen in den Bereichen <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. di 10-12	GABF 04/413	Juskan
Gruppe B: 2 st. di 14-16	GABF 04/413	Minow
Gruppe C: 2 st. fr 10-12	GABF 04/413	Minow
Gruppe D: 2 st. mo 12-14	GABF 04/614	Müller, T.
Gruppe E: 2 st. mi 12-14	GABF 04/413	Müller, T.
Gruppe F: 2 st. di 8.30-10	GABF 04/614	Viol
Gruppe G: 2 st. mo 16-18	GABF 04/614	Zucker
Gruppe H: 2 st. do 14-16	GABF 04/413	Zucker

050 601

Academic Skills, 2 CP

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

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. mi 10-12	GABF 04/413	Juskan
Gruppe B: 2 st. mi 12-14	GABF 04/613	Juskan
Gruppe C: 2 st. mo 14-16	GABF 04/613	Minow
Gruppe D: 2 st. do 8.30-10	GABF 04/614	Minow
Gruppe E: 2 st. di 14-16	GABF 04/614	Müller, T.
Gruppe F: 2 st. do 10-12	GABF 04/613	Müller, T.
Gruppe G: 2 st. do 12-14	GB 02/160	Müller, T.
Gruppe H: 2 st. di 10-12	ID 03/653	Puga

050 604

Introduction to English Linguistics, 3 CP

Gruppe A: 2 st. do 12-14	GABF 04/613	Juskan
Gruppe B: 2 st. mi 16-18	GABF 04/613	Kaul
Gruppe C: 2 st. do 10-12	GABF 04/614	Minow
Gruppe D: 2 st. mo 10-12	GABF 04/413	Strubel-Burgdorf

Literatur- und Kulturwissenschaft

Workload/Credits 180 Std. / 6 CP	Semester: 1.-2.	Häufigkeit des Angebots: jedes Semester	Dauer: zwei Semester
Lehrveranstaltungsart: Übung + Übung	Kontaktzeit: 2 SWS + 2 SWS	Selbststudium: ca. 124 Std.	Geplante Gruppengröße: je Übung ca. 30
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent).			
Introduction to Literary Studies (3 CP): Lernergebnisse: Die Studierenden werden befähigt, Gegenstände der Literaturwissenschaft zu erkennen, literaturwissenschaftlich relevante Fragen zu diesen Gegenständen stellen zu können sowie die Fragen mit geläufigen literaturwissenschaftlichen Methoden beantworten bzw. bearbeiten zu können. Inhalte: Behandlung von Aspekten wie Raum/Zeit, Handlung, Figur und Symbolik und ihre Funktionen in fiktionalen Texten; rhetorische und poetische Mittel und ihre Funktionen in literarischen Texten; die wichtigsten literarischen Vermittlungsformen und -instanzen; Gattungstypologien, Periodisierung/Kontextualisierung; Kanonbildung.			
Introduction to Cultural Studies (3 CP): Lernergebnisse: Die Studierenden erlernen die Grundlagen über Gegenstände, Modelle und Methoden der Kulturwissenschaft und üben die Techniken kulturwissenschaftlichen Forschens – von der produktiven kulturwissenschaftlichen Frage, bis zu Argumentationsstruktur und Analyse. Im Vordergrund steht die Förderung des eigenständigen, interessegeleiteten Umgangs mit kulturellen Phänomenen (in ihrer ganzen Breite von literarischen Texten bis zu Objekten des Alltags) sowie das kritische Hinterfragen gängiger nationaler Stereotypen und Alltagsmythen über kulturelle Differenz. Inhalte: Thematisierung des Kulturbegriffs; Einführung in die grundlegenden Methoden, Theorien und Arbeitsweisen der Cultural Studies; Behandlung von zentralen kulturwissenschaftlichen Konzepten wie Klasse, Gender, Ethnizität und nationale Identität am Beispiel entweder der US-amerikanischen oder der britischen Kulturen.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit.			
Prüfungsformen: Continuous Assessment (Arbeitsaufgaben und/oder Tests) in „Introduction to Literary Studies“; Portfolio Assessment in „Introduction to Cultural Studies“.			
Voraussetzungen für die Vergabe von Kreditpunkten: Erfüllen der Teilnahmebedingungen; Erbringung der obligatorischen Arbeitsaufgaben.			
Verwendung des Moduls: Der erfolgreiche Abschluss der Veranstaltung „Introduction to Literary Studies“ ist Voraussetzung für die Teilnahme am Aufbaumodul „Literatur“; der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies“ ist Voraussetzung für die Teilnahme am Aufbaumodul „Cultural Studies“.			
Stellenwert der Note für die Fachnote: Die Benotung der Studienleistungen dient dazu, Studierende über ihren Leistungsstand zu informieren. Die Noten gehen nicht in die Fach-/Endnote ein.			
Modulbeauftragte: Prof. Dr. Sebastian Berg, PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

050 605Introduction to Cultural Studies, 3 CP

Gruppe A: 2 st. fr 10-12 (GB)	IAFO 02/445	Schlensag
Gruppe B: 2 st. mo 16-18 (GB)	GABF 04/413	Christinidis
Gruppe C: 2 st. mo 10-12 (US)	GABF 04/613	Zucker
Gruppe D: 2 st. mi 10-12 (US)	GABF 04/613	Zucker

050 606Introduction to Literary Studies, 3 CP

Gruppe A: 2 st. mo 10-12	GABF 04/614	Pitetti
Gruppe B: 2 st. di 10-12	GABF 04/614	Pitetti
Gruppe C: 2 st. di 16-18	GABF 04/613	Klawitter
Gruppe D: 2 st. mi 12-14	GABF 04/614	Dow
Gruppe E: 2 st. do 14-16	GABF 04/613	Klawitter
Gruppe F: 2 st. fr 8.30-10	GABF 04/613	Ottliger
Gruppe G: 2 st. fr 10-12	GABF 04/614	Niederhoff
Gruppe H: 2 st. do 10-12	ID 03/455	Schürmann

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: 2 st. di 10-12

HGB 40

McCann

Gruppe B: 2 st. mi 10-12

UFO 0/09

Wellnitz

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 a mini essay at the end of the course. Several quizzes and a bibliography 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) and mini essay.

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

Seminare

050 613

Language Acquisition Processes in the English Classroom, 4 CP

2 st. fr 12-14

GABF 04/613

Kaul

In this seminar we will explore the main issues that have driven the field of second language acquisition research with a particular focus on instructed language learning. We will begin with a revision of the differences between instructed learning and natural L2 acquisition. We will then go on to discuss key SLA theories and their (potential) applications to the EFL classroom. Moreover, we will analyse examples of learner language from different linguistic backgrounds and examine the role of motivational factors and individual learner differences. The seminar will focus on empirical analysis and participants are invited to conduct their own small research projects.

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

050 614

How to Do Things with Words, 4 CP

2 st. di 10-12

GB 6/137

Minow

This course deals with the field of linguistics of pragmatics and mainly focuses on speech act theory. The idea behind speech act theory is that speakers and writers always 'do' something with the words they utter or write: they request something, they promise someone something, they apologize, they compliment someone on something, they insult etc. We will take a closer look at selected speech acts and discuss how these are realized by users of different varieties of English. We will also devote ample time to methodological considerations such as how to collect suitable data for speech act research.

Assessment/requirements: *Übung*: active participation in class discussions plus an open-book final test; *Seminar*: active participation in class discussions plus an open-book final exam or a research paper (12-15 pages).

050 615

Psycholinguistics, 4 CP

2 st. mo 14-16

GABF 04/614

Müller, T.

Psycholinguistics focuses on investigating how human language is produced and processed. This class provides a general introduction to the field and will focus especially on aspects of speech planning, word finding and the mental lexicon, monitoring, gesturing, speech perception, word recognition and sentence processing.

Assessment/requirements: *Übung*: active participation, homework and two assignments on topics from class; *Seminar*: active participation, homework and term paper.

050 616

Second Language Pragmatics, 4 CP

2 st. mi 10-12

GABF 04/253

Strubel-Burgdorf

Learning a second language is quite a challenge: sounds that are difficult to pronounce, strange new words, complicated new grammar. But once you master this, everything will be fine and no communication problem whatsoever will occur – at least this is what many people still believe to be the case. Yet, the role of pragmatics, of language in use in a social context, is being recognized more and more in its importance. Research of the past few years bears witness to that. In this seminar, we will learn about the history of second language pragmatics, how it developed, where it is at today, and how it might further influence language learning at school.

Assessment/requirements: *Übung*: active participation, summary of academic text; *Seminar*: active participation, (empirical) term paper.

050 617

Linguistic Landscapes, 4 CP

Blockseminar:

GABF 04/613

Ross

13.02., 15.02., 16.02.2023

je 10-17

Linguistic Landscape research critically analyzes and interprets multimodal texts displayed in public places and spaces. This course will introduce students to foundational concepts in LL research and engage with key issues such as: the linguistic impacts of globalization and migration; power dynamics encoded in overt and covert language hierarchies; the negotiation of individual language attitudes within a society's ideological context; toponymy, (re)naming/memorializing, and historicity; and how to specifically integrate the lessons gleaned from public textuality in the activities of daily life in our increasingly connected and multicultural world (e.g. a language-awareness pedagogy; a corporate cultural competence module). The goal of this course is to guide students in a hands-on research program with concrete deliverables.

Assessment/requirements: will be discussed in the first session.

050 618

Politeness Theory, 4 CP

Blockseminar:

GABF 04/614

Stephens

20. - 24.03.2023,

je 11.30h-16

This course focuses on the foundations of Politeness Theory primarily from Brown and Levinson. It covers seminal Politeness Theory literature, critique, research methods, cross-cultural communication, and linguistic conventions of relational dialectics. The course emphasizes tactics of meta communication and encourages introspection on language use.

Assessment/requirements: *Übung*: dialogue analysis; *Seminar*: term paper.

Übungen

050 620

Research Methods in Sociolinguistics, 3 CP

Blockveranstaltung

GABF 04/614.

Strubel-Burgdorf

Initial Meeting: 25.01.23, 12-13

Block: 06.02.–10.02.23, 17.02.23,

je 9-13

Which factors influence people's language usage? How does the region you come from, your gender, ethnicity, or age influence the way you speak and choose your words? Do we adapt our language to every situation anew? The way we speak is heavily influenced by macro- and micro-social factors. To analyze language data in sociolinguistics, these factors must also be taken into account.

This *Übung* will focus on the research methods that are used in sociolinguistics to collect and analyze language data. During the *Blockveranstaltung*, we will discuss the methods used in research, look at various studies carried out with these methods and try some of these methods ourselves and present the outcomes on a 'presentation day'.

Assessment/requirements: active participation; presentation of data collected with one of the discussed research methods.

050 621Corpus Linguistics, 3 CP

2 st. do 10-12

GABF 04/252

Juskan

Empirically-minded linguists have been using digital collections of texts (*corpora*) as research data for decades. The ever-increasing size of these collections made 'traditional' methods such as close reading no longer practical and gave rise to corpus linguistics, the scientific analysis of hundreds of millions of words of text with the help of computer software. In this class, we will discuss central concepts and address theoretical issues of this powerful and flexible research paradigm that can be applied from term papers to doctoral theses.

Primarily, however, we will be doing hands-on exercises with freely available data and software and consider case studies on the levels of the lexicon, morphology, and grammar. Students will need to have access to their own laptop in class in order to meaningfully partake in these practical exercises. By the end of term, participants should be able to plan and execute their own small-scale research projects on a wide range of topics.

Assessment/requirements: active participation, presentation.

Englische Literatur bis 1700

Workload/Credits 285 Std. / 9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur vor 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur vor 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur vor 1700. Sie erwerben bzw. 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

Shakespeare's History Plays, 2,5 CP

2 st. di 8.30-10

HGB 20

Weidle

The lecture will give an overview of Shakespeare's history plays. Its main focus will be on the so-called 'tetralogies' (The 'York-tetralogy' including *1 Henry VI*, *2 Henry VI*, *3 Henry VI*, *Richard III* and the 'Lancaster-tetralogy' containing *Richard II*, *1 Henry IV*, *2 Henry IV*, *Henry V*). We will also allow some time for the plays *King John* and *Henry VIII*. The history plays are Shakespeare's most political and radical dramas in terms of negotiating notions of power, kingship and cosmologies. But we will also focus on questions such as genre, ideology, dramaturgy, staging and other issues. Although the plot of each play will be briefly summarised at the beginning of each lecture a general familiarity with the plays and the genre 'history play' is expected.

The Powerpoint presentations will be made available on Moodle. There is no need to purchase a course book. Nevertheless, for those who are interested in preparing or reading up on the course I recommend the following titles:

- Chernaik, Warren L. *The Cambridge Introduction to Shakespeare's History Plays*. Cambridge UP, 2007.
- Hattaway, Michael, ed. *The Cambridge Companion to Shakespeare's History Plays*. Cambridge UP, 2002.
- Schabert, Ina, ed. *Shakespeare-Handbuch: Die Zeit – Der Mensch – Das Werk – Die Nachwelt*. Kröner, 2010. [or more recent editions]
- Weidle, Roland. *Englische Literatur der Frühen Neuzeit. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik. Erich Schmidt, 2013.

For the plays I recommend the Norton or Arden edition of Shakespeare's *Complete Works*.

Assessment/requirements: successful completion of test in final session.

050 636

Comedy and the Comic, 2,5 CP

2 st. do 8.30-10

HGB 30

Niederhoff

Why do people laugh when they see a toddler taking their first wobbly steps, when they watch a male comedian impersonating a woman or when they are told that a sadist is a person who is nice to a masochist? Do all of these phenomena have a common denominator? And if so, what is it? Are some forms of the comic politically suspect, for instance the male comedian impersonating a woman? After looking at some answers to these questions, i.e. at theories of laughter and the comic, I will move on to the genre of dramatic comedy. I will provide a model of the genre and a typology of its most popular modes (romance, sentiment, satire, play ...); representative plays will be analysed in the light of these theoretical considerations. The focus will be on three early modern and on two 20th-century comedies: William Shakespeare's *Midsummer Night's Dream* and *As You Like It*, Ben Jonson's *Volpone*, G.B. Shaw's *Pygmalion*, and Tom Stoppard's *Arcadia*. I will also discuss *Notting Hill*, a late 20th-century film based on the tradition of dramatic comedy. I am planning to give the lecture on campus (while also making it available as a podcast). However, depending on the Covid situation, I might record the lecture and make it available as a videocast.

Students who want to prepare for the lecture should read the plays mentioned above. No particular editions are required.

Assessment/requirements: written or oral exam.

Seminare

050 625

Anchoresses, Wanderers, and Holy Harlots: Medieval Mysticism and Women, 4 CP

2 st. di 8.30-10

GB 6/137

McCann

Beyond pleasure, beyond pain, lies the mysterious encounter with the divine. The mystical literature of the Middle Ages constitutes the zenith of artistic expression and individual self-reflection. No other corpus of texts showcases such complexity, creativity, and strangeness. From short lyrics to expansive treatises, from first-hand accounts to the first autobiography in the English language, mystical literature has a powerful and long-lasting legacy; a legacy shaped mostly by women. Female writers, and female mystics constitute both the subject and object of many of these texts. From the first female recluses who saw God as their mother, to Margery Kempe's extreme engagement with Christ, to Julian of Norwich's visions of blood and salvation, the Middle English mystical texts offer us an unparalleled account of female agency, self-determination, and identity.

This course will explore a range of Middle English mystical writings, but will focus mostly on two central texts: *The Book of Margery Kempe* and Julian of Norwich's *Revelation of Divine Love*. Additional, shorter texts will be provided in an electronic reader. The course will explore this fascinating genre of Middle English writing, the significance of feminine texts and writers, and aspects of medieval religion and culture. No prior knowledge of Middle English is required, but students are expected to read both core texts in the original language.

Assessment/requirements: *Übung*: 5-6-page essay; *Seminar*: 10-12-page term paper.

050 626

Essay: Development of a Genre, 4 CP

2 st. mi 10-12

GB 6/131

Klawitter

To begin with a definition, an essay is "a brief composition in prose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject whatever" (M.H. Abrams *A Glossary of Literary Terms*). Tracing the development of this form of expository writing, we will ask: What do the essays of such consummate essayists as Francis Bacon, Joseph Addison, Richard Steele, William Hazlitt, Robert Louis Stevenson, Oscar Wilde, Virginia Woolf, George Orwell and Rebecca West offer in terms of aesthetic and intellectual appeal? The answer demands the consideration of themes, rhetorical means and ends, stylistic features and socio-cultural contexts, but also, as we will find, a close attention to matters of stance, tone, perspective taking and what has been called 'the estrangement of the familiar'.

A reader will be made available through Moodle.

Assessment/requirements: *Übung*: active participation, test at the end of term; *Seminar*: active participation, 10-12-page term paper.

050 627

Shakespeare's Roman Plays, 4 CP

2 st. fr 12-14

GABF 04/614

Mosch

Ancient Rome captured the imagination of Elizabethan and Jacobean writers. Its long and volatile history – not least its transitions from kingdom to republic to empire to chaos – enabled them to discuss political mistakes or changes of government without running afoul of those in power. In addition, Rome was associated with fortitude and moral rigour. In *Hamlet*, for example, Horatio contrasts his idealised view of the past (and of himself) with the alleged decadence of the present: “I am more an antique Roman than a Dane” (5.2). Emphasising their honour and loyalty, several of Shakespeare's characters refer to Rome in this way. Four of Shakespeare's plays stand out, though, because they are set in the ancient realm and purport to represent events from Roman history. In this class, we will focus on the analysis of *Julius Caesar* (1599) as well as *Antony and Cleopatra* (1606), paying particular attention to how these plays negotiate political and moral issues. Time permitting, we will read excerpts from the remaining two ‘Roman plays’, *Titus Andronicus* (ca. 1590) and *Coriolanus* (1607), to corroborate our findings.

Required texts: *Julius Caesar* and *Antony and Cleopatra*, New Cambridge or Arden edition.

Assessment/requirements: *Übung*: essay; *Seminar*: term paper.

050 628

Who's Line Is It Anyway? Chaucer as Poet, Pilgrim and Narrator, 4 CP

2 st. di 16-18

GABF 04/252

McCann

The line between an author and their narrative persona can often be frustratingly fine. No one poet exemplifies this more than Geoffrey Chaucer, the first Middle English writer to blend and blur the lines between author, narrator, and character. Over the course of his poetic works, Chaucer plays with the capacity of narrative to convey complex characterisation. Often, the boundary between the perspective of author, character, and narrator proves elusive. His early experimentation with this form of creative play reaches its zenith in his most beguiling work: *The Canterbury Tales*.

This course will explore Chaucer's use of narrative in the construction of complex characters and figures in his later work. While a range of Chaucer's works will be discussed, most attention will be paid to *The Canterbury Tales*. No prior knowledge of Middle English is required, but students are expected to read the core texts in the original language.

Assessment/requirements: *Übung*: 5-6-page essay; *Seminar*: 10-12-page essay.

Übungen

050 633

Introduction to the Study of Narrative Texts, 3 CP

2 st. do 12-14

GB 6/131

Weidle

The course serves two purposes: to introduce students to narratological key concepts and to show how these concepts can be employed in the study and interpretation of narrative texts. We will deal with, among other things: the difference between the 'story material', its textual representation and the act of narration; the difference between narrator and focalizer; the various narrative levels in a narrative text; focalizer and focalized object; the treatment of time, place and action; the representation of characters, their thoughts and their actions; and the different kinds of relations between narrator and story.

The course and terminology used will be based on:

Rimmon-Kenan, Shlomith. *Narrative Fiction: Contemporary Poetics*. 1983. Routledge, 2002.

Primary texts in the form of short stories will be made available on Moodle.

Assessment/requirements: active participation, thorough preparation of the primary and secondary material, successful completion of test in final session.

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.			
<p>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.</p> <p>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.</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 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

Comedy and the Comic, 2,5 CP

2 st. do 8.30-10

HGB 30

Niederhoff

Why do people laugh when they see a toddler taking their first wobbly steps, when they watch a male comedian impersonating a woman or when they are told that a sadist is a person who is nice to a masochist? Do all of these phenomena have a common denominator? And if so, what is it? Are some forms of the comic politically suspect, for instance the male comedian impersonating a woman? After looking at some answers to these questions, i.e. at theories of laughter and the comic, I will move on to the genre of dramatic comedy. I will provide a model of the genre and a typology of its most popular modes (romance, sentiment, satire, play ...); representative plays will be analysed in the light of these theoretical considerations. The focus will be on three early modern and on two 20th-century comedies: William Shakespeare's *Midsummer Night's Dream* and *As You Like It*, Ben Jonson's *Volpone*, G.B. Shaw's *Pygmalion*, and Tom Stoppard's *Arcadia*. I will also discuss *Notting Hill*, a late 20th-century film based on the tradition of dramatic comedy. I am planning to give the lecture on campus (while also making it available as a podcast). However, depending on the Covid situation, I might record the lecture and make it available as a videocast.

Students who want to prepare for the lecture should read the plays mentioned above. No particular editions are required.

Assessment/requirements: written or oral exam.

Seminare

050 626

Essay: Development of a Genre, 4 CP

2 st. mi 10-12

GB 6/131

Klawitter

To begin with a definition, an essay is “a brief composition in prose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject whatever” (M.H. Abrams *A Glossary of Literary Terms*). Tracing the development of this form of expository writing, we will ask: What do the essays of such consummate essayists as Francis Bacon, Joseph Addison, Richard Steele, William Hazlitt, Robert Louis Stevenson, Oscar Wilde, Virginia Woolf, George Orwell and Rebecca West offer in terms of aesthetic and intellectual appeal? The answer demands the consideration of themes, rhetorical means and ends, stylistic features and socio-cultural contexts, but also, as we will find, a close attention to matters of stance, tone, perspective taking and what has been called ‘the estrangement of the familiar’.

A reader will be made available through Moodle.

Assessment/requirements: *Übung*: active participation, test at the end of term; *Seminar*: active participation, 10-12-page term paper.

050 637

Sixty Years of Playwriting: Caryl Churchill & Tom Stoppard, 4 CP

2 st. mo 12-14

GB 6/137

Dow

Churchill and Stoppard, though radically different as playwrights, both started writing some forty years ago and have written right up to the present. This course will examine their huge range from early ‘shorts’ to full-length mainstage productions since the early 1960s onwards.

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

050 638

Charlotte Brontë: *Jane Eyre*, 4 CP

2 st. mo 14-16

GB 6/131

Klawitter

Jane Eyre: An Autobiography (1847) is a classic of Victorian fiction and a key text of proto-feminism. In a close reading of this fascinating female *Bildungsroman* we will investigate how Charlotte Brontë uses generic conventions and narrative techniques to problematize the gender norms of her day and to promote female agency. Our historical contextualization of the central concern of the novel will include such aspects as Victorian social ideals and norms, the education of women, the institution of the governess, courtship and marriage (the typical arrangements in matrimonial life, the material and legal situation of women, domestic abuse).

Please purchase a good edition of the text (Penguin Classics, Classic Fiction ...).

Assessment/requirements: *Übung*: active participation, test at the end of term; *Seminar*: active participation, 10-12-page term paper.

050 639

Romantic and Victorian Poetry: A Survey, 4 CP

2 st. di 12-14

GB 6/137

Ottlinger

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

All the texts will be provided on Moodle.

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

Übungen

050 633

Introduction to the Study of Narrative Texts, 3 CP

2 st. do 12-14

GB 6/131

Weidle

The course serves two purposes: to introduce students to narratological key concepts and to show how these concepts can be employed in the study and interpretation of narrative texts. We will deal with, among other things: the difference between the 'story material', its textual representation and the act of narration; the difference between narrator and focalizer; the various narrative levels in a narrative text; focalizer and focalized object; the treatment of time, place and action; the representation of characters, their thoughts and their actions; and the different kinds of relations between narrator and story.

The course and terminology used will be based on:

Rimmon-Kenan, Shlomith. *Narrative Fiction: Contemporary Poetics*. 1983. Routledge, 2002.

Primary texts in the form of short stories will be made available on Moodle.

Assessment/requirements: active participation, thorough preparation of the primary and secondary material, successful completion of test in final session.

050 643

English Poetry Revisited (1800-2000), 3 CP

2 st. mo 16-18

GB 6/137

Veddermann

When it comes to dealing with poetry against the backdrop of academic research many students would leave the room right away rather than stay and wait for further things to come. It doesn't have to be like that! After briefly concentrating on the social and political background of each and every poem being dealt with, we will also have a closer look at some additionally important aspects such as theme, structure, imagery, mood, stylistic devices etc. This will be the basis for further creative writing approaches as well as the option to write your own poem. The opportunity to discuss its meaning with the other participants later on would be a particular challenge.

Texts will be made available.

Assessment/requirements: *Übung*: active participation, test at the end of term; *Seminar*: active participation, 10-12-page term paper.

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

North American Literature and Culture I: Beginnings to Civil War, 2,5 CP

2 st. mo 14-16

HGA 10

Bieger

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

The aim of this course is to lay the foundation for the study of North American literature and culture and at to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)".

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

Assessment/requirements: regular reading and final test.

Seminare

050 647

The American Captivity Narrative, 4 CP

2 st. mo 8.30-10

GABF 04/413

Pitetti

In 1682, Mary Rowlandson published *The Sovereignty and Goodness of God*, an account of her imprisonment by a Wampanoag war band during the conflict known as "King Phillip's War". Rowlandson's book, often called "America's first bestseller", was widely read on both sides of the Atlantic. More than simply popular in its own time, however, it established the basic format of what would become one of the most enduring and influential narrative patterns in the American literary tradition, the 'captivity narrative'. Traditionally the story of a white woman kidnapped by Native Americans, the captivity narrative pattern has appeared in countless American poems, memoirs, folktales, and novels; many authors echoed not just

the form but the ideology of Rowlandson's work, but others have taken the basic pattern and turned it to different purposes.

This course will explore the evolution of the captivity narrative and examine the various ideological positions and assumptions associated with it. We will discuss the antecedents of the tradition in European accounts of colonial exploration and read a variety of captivity narratives from the 17th, 18th, and 19th centuries, including non-traditional narratives featuring non-Native captors and/or non-white captives. Via these readings and discussions, the seminar will explore the role played by the captivity narrative in shaping and documenting what Mary Louise Pratt has called the "contact zone" of North American colonialism: a space of encounter where members of different cultures came into contact and the boundaries of cultural and personal identities were tested and transformed. This will help us both to understand a key part of the history of American literature and to think about the ways in which American culture has built upon and responded to the captivity narrative tradition.

Students interested in participating in this course will need copies of the following texts:

Gordon Sayre, *American Captivity Narratives* (978-0395980736);

Mary Rowlandson, *The Sovereignty and Goodness of God* (978-0312111519);

James Fenimore Cooper, *The Last of the Mohicans* (978-0140390247);

Catharine Maria Sedgwick, *Hope Leslie* (978-0140436761).

Please purchase the editions indicated here if possible; for the Rowlandson text, it is important that you purchase this edition (from the Bedford History and Culture Series), as it contains additional materials and historical documents that are not included in other editions.

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

050 648

American Transcendentalism, 4 CP

2 st. di 8.30-10

GABF 04/613

Pitetti

Transcendentalism was the most important intellectual movement in 19th-century America. Not a formal school so much as a loosely affiliated group of writers and thinkers, the Transcendentalists were stimulated by Romanticism and Unitarianism and committed to a broad critique of American political and intellectual life, and their work had profound impacts on wide swathes of American literary, philosophical, religious, and political thought. Together, they created what Ralph Waldo Emerson approvingly referred to as "a poetry and philosophy of insight and not of tradition", a self-consciously new and forward-looking body

of literary, poetic, philosophical, and political writings. Central to Transcendentalist thought was the idea that every individual should develop a unique personal relationship with the world, and the Transcendentalists themselves sought this in solitude amidst nature and in their writing. Social critique and progressive political activism were also important to the movement, however, and the various Transcendentalists were engaged in political movements as varied as environmentalism, abolitionism, women's rights, and resistance to capitalism and populism.

This seminar will offer an introduction to the work of three of the most prominent of the American Transcendentalists: Emerson, Margaret Fuller, and Henry David Thoreau. We will read a range of writings by these authors, focusing on them as contributors to American intellectual and literary culture and as citizens entangled in the complex social and political problems of their time. We will also read works of scholarship on the Transcendentalists that approach these writers from various disciplinary, methodological, and ideological perspectives. Our goal will be to develop a better understanding both of this important American intellectual movement and of the ways in which subsequent generations of American intellectuals have responded to or been influenced by Transcendentalist texts and ideas.

Students who wish to participate in the seminar will need to purchase copies of the following texts:

Ralph Waldo Emerson, *Nature and Selected Essays* (Penguin Classics, ISBN: 9780142437629);

Margaret Fuller, *Woman in the Nineteenth Century* (Dover Thrift, ISBN: 9780486406628);

Henry David Thoreau, *Walden and Other Writings* (Modern Library, ISBN: 9780679600046).

For the Fuller text, any edition would be fine. For the Emerson and Thoreau collections, the editions indicated here contain all or most of the texts we will discuss in class; if you purchase a different edition, please make sure that it contains all the necessary individual texts or that you can obtain copies of these texts elsewhere. Other readings will be provided as PDFs.

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

050 649

Queer American Life/Writing, 4 CP

2 st. di 12-14

GABF 04/614

Koberg

The history of sexuality is “a story of contests – of wars over sexual words, battles over sexual ideas, bouts over sexual values, and, finally, struggles over the institutional shaping and reshaping of sexual desires and practices” (Katz 2001). This course will investigate how U.S.-American life writing has participated in and shaped discourses on sexuality. Beginning in the first half of the 19th century and continuing through the mid-20th century, students will explore how life writers made sense of same-sex desires, love and relationships before and after the modern invention of homosexuality/heterosexuality as identity categories. Looking past this significant point in the history of sexuality will enable students to question our current way of talking about sexuality and to imagine new ways of conceptualizing sexuality.

We will read letters by Abraham Lincoln, poems and diaries by Walt Whitman and Albert Dodd, recently rediscovered *Lesbian Love* (1932) by Adam Eve, and more life narratives all made available on Moodle.

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

050 650

The Art of Protest, 4 CP

2 st. mo 16-18

GABF 04/613

Bieger

The U.S. is a nation founded in protest, and throughout its history creative expression has been a motor of social change. First-wave feminists mimicked the rhetoric of the Declaration of Independence to voice their discontent about living in a patriarchal society that denied them even the most basic rights. Abolitionists collected and printed the stories of runaway slaves to support the cause of ending slavery, thus creating one of the first genres of African American literature. At around the same time, romantic writers probed and propagated non-violent modes of resistance against what they perceived as an increasingly corrupt and corrosive society. In the early 20th century, avant-garde artists wrote flaming manifestoes about how to close the gap between art and life in order to create a better world. The protest movements of the 1960s used songs, poems and happenings to rally support, and they used the visual arts to create a public record. In the second half of the 20th century, hippie, punk, and queer subcultures turned style, performance and body art into powerful vehicles of protest (and moving targets of mainstream assimilation). And at the commercial, mainstream end of the cultural spectrum, rock and pop stars have routinely aligned themselves with campaigns against social injustice and misguided politics.

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

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

Expert work is assigned in the first week of class. For this mandatory assignment, you are expected to (a) discuss the reading assignment of 'your' week with your fellow experts, (b) circulate questions based on this discussion *before class*, and (c) be ready to play a very active role in our seminar discussion that week.

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

050 651

The American Gothic Tradition, 4 CP

2 st. mi 16-18

GABF 04/413

Flamand

This course will survey the American Gothic tradition from its precursors in the colonial period, emergence in the early republic, and various transformations up to the present day. Arriving on the scene during the late-18th century and seething with anxieties about the historical ruptures which define that era, the gothic mode has been instrumental in the production of a "negative aesthetic" (Botting, 2013) which runs against the grain of Enlightenment ideals of reason, proportion, and beauty, favoring instead the macabre, grotesque, supernatural, and sublime. Whereas European variants of the gothic tended to be staged in old-world settings such as haunted castles, revolved around mysteries of aristocratic heredity, and thematized moral corruption, the American variant adapted these conventions to accommodate a very different geographical, historical, and cultural climate. The gothic frequently deals with fraught issues and anxieties regarding figures who have been treated as "domestic monsters" or "aliens within" such as the indigenous, blacks, women, immigrants, and the poor. This makes the gothic mode something of a double-edged sword: while many have deployed it to critique idealized self-portrayals of national virtue, such gestures often function by producing monstrous or haunting figures which can elicit fearful, reactionary sentiments. As such, the gothic mode will be treated as a fundamentally

ambiguous yet undeniably influential force in the (re)production of powerful American imaginaries.

Texts:

- Charles Brockden Brown. *Edgar Huntly* (1799)
- Herman Melville. *Benito Cereno* (1855)
- Cormac McCarthy. *Child of God* (1973)
- other sources in PDF/online/reader

Assessment/requirements: *Übung*: reading and preparation, participation in discussions and breakout group exercises, plus 3-page close reading; *Seminar*: reading and preparation, participation in discussions and breakout group exercises, plus 15-page paper or oral exam.

050 652

Antebellum Tales, 4 CP

2 st. di 16-18

GABF 04/413

Sedlmeier

Framed by a general renewed interest in genres, scholars have recently reassessed their significance in the formation of U.S. national literature in the late 18th and early 19th centuries. While the conventional narrative ties the emergence of the national imagination to the rise of the novel, the seminar will explore the significance of the prose tale, which eventually becomes the modern short story. As the early example of Washington Irving demonstrates, the tale is still partly indebted to both oral modes of narration and European cultural contexts. It can thus not be separated from questions of literature as a medium and as a medium of expression for national distinction. Against this double backdrop, we consider writers such as Nathaniel Hawthorne and Edgar Allan Poe, who have also authored poetological texts on the genre, as well as Herman Melville, Louisa May Alcott, Rebecca Harding Davis, Frances Harper, and Elizabeth Stoddard. They turn to the tale as the periodical market develops, as rates of growing literacy produce a socially differentiated readership, and as they compete in the emergent literary marketplace. At the same time, their tales address the changing social conditions of the so-called Age of Reform – including the transformation of from an agrarian to an industrial society and the growing public awareness of counterhegemonic discourses and identities. As such, the genre may also destabilize prevalent imaginations of nation and society. Both its formal brevity and its dissemination via different print media – periodicals and collections – might play a crucial role in this regard.

Suggested Reading:

- Edgar Allan Poe, "The Murders in the Rue Morgue" (1845)
- Michael T. Gilmore, *American Romanticism and the Marketplace* (Chicago 1985)
- Lydia G. Fash, *The Sketch, the Tale, and the Beginnings of American Literature* (Charlottesville 2020)

Assessment/requirements: *Übung*: active participation, in-class groupwork, short written assignments; *Seminar*: active participation, in-class groupwork, term paper proposal and term paper.

050 668

Representations of Native Americans in U.S. Culture, 4 CP

2 st. do 10-12

GB 6/131

Müller, M.

In this course we will study the significance of Native Americans for U.S. culture. After defining the American West as a region, we will have a look at Native American life before and during the conquering of the West by Europeans and the forcible removal of native tribes to reservations. The second half of the course will focus on representations of Native Americans by Native Americans and "Anglos" in U.S. literature, film, photography and music. We will study literary works by Sherman Alexie, Tony Hillermann and Leslie Marmon Silko and analyze movies such as "Dances with Wolves" (1990), "Dead Man" (1995) and "Wind Talkers" (2002).

Course materials will be made available on Moodle; please buy your own copy of Tony Hillermann's novel *The Dark Wind* (1982).

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

Übungen

Cultural Studies (GB)

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

Vorlesungen

050 657

Restoration Culture, 2,5 CP

2 st. di 14-16

HGB 50

Pankratz

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

The lecture course aims at having a critical look at the familiar and to make the quaint more accessible. By dealing with political and religious developments, literature, music and fashion it intends to provide a multifaceted survey of Restoration culture.

This will be an asynchronous online course, credited on a pass/fail basis. The units will contain pre-recorded Power Point Presentations and quizzes that will be released weekly. There will be bi-weekly non-obligatory Zoom meetings for questions, clarifications and discussions.

Assessment/requirements: passing the weekly online quizzes.

Seminare

050 658

Brexit, 4 CP

2 st. di 10-12

GB 02/160

Pankratz

On 31 January 2020, the United Kingdom got Brexit done. The country left the European Union after a period of arduous negotiations with EU officials and heated debates in the House of Commons. The process of separation was triggered by a referendum held on 23 June 2016, in which 51.9 per cent voted for leaving. Why did the referendum come about? Why did the majority vote for Brexit? What are the consequences of Brexit?

The seminar will look backwards, forwards and sideways to answer these questions. Participants will look back at the UK's position in the EU, the factors that brought about the referendum, the different positions during and after the referendum. The seminar will also discuss some of the fictional texts on Brexit and their constructions of both the UK and Europe. Lastly, we will discuss the current state of affairs and possible further developments.

The theoretical texts will be made available on Moodle. Students are kindly asked to get copies of:

Ali Smith, *Autumn*

Carol Anne Duffy & Rufus Norris, *My Country*

At the time of writing, the seminar is planned as live and in-class with e-learning support.

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

050 660

From Windrush Generation to Windrush Scandal, 4 CP

2 st. do 16-18

GABF 04/614

Berg

The HMT Empire Windrush brought the first group of the first generation of New Commonwealth immigrants to Britain in 1948. Some of them (and some of their descendants) were threatened with deportation only a couple of years ago (though the British state had been happy to take their taxes for decades). These cases were referred to as the Windrush scandal by critics of Britain's changing politics and policies of immigration and multiculturalism. In this course we investigate the UK as a country of immigration, taking a variety of theoretical perspectives, asking in particular about concepts such as racism and anti-racism, multiculturalism and integration, equal opportunities and anti-discrimination, etc. We will consult and analyse different types of sources from autobiographical accounts via media reports and commentary to scholarly reflections and aesthetic representations.

Assessment/requirements: *Übung*: participation in collective research project and essay; *Seminar*: participation in collective research project and research paper.

050 661

Irish Culture and Society, 4 CP

2 st. fr 8.30-10

GB 6/137

Viol

This class is not about leprechauns, St Patrick or the Easter Rising (though, as you can see, it is a safe bet that they will also be mentioned at some stage or other). We will be interested in the social, economic, and political make-up of Ireland today, i.e. after the Celtic Tiger period and the crash of 2008. Pursuing a cultural studies approach, we shall foreground questions of class, gender, and ethnicity in our readings of some of the most prominent phenomena of contemporary Irish society and culture. The topics covered will include, for instance, the workings of the political system, the material and symbolic divisions in society, the particular nature of Irish capitalism, the structure of the media, the roles of the family and church, and new forms of Irish national identity.

Assessment/requirements: *Übung*: regular reading of set texts, short oral presentation, end-of-term test; *Seminar*: regular reading of set texts, short oral presentation, end-of-term exam (or term paper).

050 662

Britain as a Global Player: Historical and Theoretical Perspectives, 4 CP

2 st. do 12-14

GABF 04/614

Berg

As a former major imperial power, victorious in World War II, centre of the Commonwealth, in possession of both a permanent seat on the UN Security Council and a 'nuclear deterrent', in international relations the UK seems to be a force to be reckoned with. How do those in political power deal with the supposedly resulting functions and responsibilities? How do people in Britain understand their country's role on the world stage? We will discuss these questions by studying a couple of examples (focusing primarily on the time period from the beginning of the Cold War to the – at the time of writing – continuing Ukraine War) and applying established and new theories of international relations to the UK case.

Assessment/requirements: *Übung*: participation in collective research project and essay; *Seminar*: participation in collective research project and research paper.

Übungen

050 664

Nunavut, 3 CP

Blockveranstaltung

GABF 04/614

Berg

09.-10.02.2023,

20.-22.02.2023

je 13.30-18

Nunavut means "our land" in Inuktitut, one of the four official languages of this young province in Canada's north, established in 1999. The size of the area is eight times that of Britain, the size of the population is a tenth of Bochum's. To some extent, Nunavut is a product of indigenous people's struggle for decolonisation. After long-lasting conflicts over land rights, self-government was introduced to grant local people the legal and administrative framework they needed to reorganise their communal affairs as mainly indigenous groups within the context of a former settler colony. The course is an *Übung* and thus has two specific goals: (1.) to practise and refine your search and research capacities to find out about a little-known example of a small social formation (labelled sometimes as a 'fourth world' society) and (2.) to familiarise you with questions and tools from Postcolonial and Indigenous Studies, which you are invited to use for analyses of the results of your research projects.

Assessment/requirements: participation in and presentation of collective research project.

Cultural Studies (US)

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

Vorlesungen

050 646

North American Literature and Culture I: Beginnings to Civil War, 2,5 CP

2 st. mo 14-16

HGA 10

Bieger

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

The aim of this course is to lay the foundation for the study of North American literature and culture and at to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)".

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

Assessment/requirements: regular reading and final test.

Seminare

050 649

Queer American Life/Writing, 4 CP

2 st. di 12-14

GABF 04/614

Koberg

The history of sexuality is “a story of contests – of wars over sexual words, battles over sexual ideas, bouts over sexual values, and, finally, struggles over the institutional shaping and reshaping of sexual desires and practices” (Katz 2001). This course will investigate how U.S.-American life writing has participated in and shaped discourses on sexuality. Beginning in the first half of the 19th century and continuing through the mid-20th century, students will explore how life writers made sense of same-sex desires, love and relationships before and after the modern invention of homosexuality/heterosexuality as identity categories. Looking past this significant point in the history of sexuality will enable students to question our current way of talking about sexuality and to imagine new ways of conceptualizing sexuality.

We will read letters by Abraham Lincoln, poems and diaries by Walt Whitman and Albert Dodd, recently rediscovered *Lesbian Love* (1932) by Adam Eve, and more life narratives all made available on Moodle.

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

050 650

The Art of Protest, 4 CP

2 st. mo 16-18

GABF 04/613

Bieger

The U.S. is a nation founded in protest, and throughout its history creative expression has been a motor of social change. First-wave feminists mimicked the rhetoric of the Declaration of Independence to voice their discontent about living in a patriarchal society that denied them even the most basic rights. Abolitionists collected and printed the stories of runaway slaves to support the cause of ending slavery, thus creating one of the first genres of African American literature. At around the same time, romantic writers probed and propagated non-violent modes of resistance against what they perceived as an increasingly corrupt and corrosive society. In the early 20th century, avant-garde artists wrote flaming manifestoes about how to close the gap between art and life in order to create a better world. The protest movements of the 1960s used songs, poems and happenings to rally support, and they used the visual arts to create a public record. In the second half of the 20th century, hippie, punk, and queer subcultures turned style, performance and body art into powerful vehicles of

protest (and moving targets of mainstream assimilation). And at the commercial, mainstream end of the cultural spectrum, rock and pop stars have routinely aligned themselves with campaigns against social injustice and misguided politics.

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

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

Expert work is assigned in the first week of class. For this mandatory assignment, you are expected to (a) discuss the reading assignment of 'your' week with your fellow experts, (b) circulate questions based on this discussion *before class*, and (c) be ready to play a very active role in our seminar discussion that week.

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

050 651

The American Gothic Tradition, 4 CP

2 st. mi 16-18

GABF 04/413

Flamand

This course will survey the American Gothic tradition from its precursors in the colonial period, emergence in the early republic, and various transformations up to the present day. Arriving on the scene during the late-18th century and seething with anxieties about the historical ruptures which define that era, the gothic mode has been instrumental in the production of a "negative aesthetic" (Botting, 2013) which runs against the grain of Enlightenment ideals of reason, proportion, and beauty, favoring instead the macabre, grotesque, supernatural, and sublime. Whereas European variants of the gothic tended to be staged in old-world settings such as haunted castles, revolved around mysteries of aristocratic heredity, and thematized moral corruption, the American variant adapted these conventions to accommodate a very different geographical, historical, and cultural climate. The gothic frequently deals with fraught issues and anxieties regarding figures who have been treated as "domestic monsters" or "aliens within" such as the indigenous, blacks, women, immigrants, and the poor. This makes the gothic mode something of a double-edged

sword: while many have deployed it to critique idealized self-portrayals of national virtue, such gestures often function by producing monstrous or haunting figures which can elicit fearful, reactionary sentiments. As such, the gothic mode will be treated as a fundamentally ambiguous yet undeniably influential force in the (re)production of powerful American imaginaries.

Texts:

- Charles Brockden Brown. *Edgar Huntly* (1799)
- Herman Melville. *Benito Cereno* (1855)
- Cormac McCarthy. *Child of God* (1973)
- other sources in PDF/online/reader

Assessment/requirements: *Übung*: reading and preparation, participation in discussions and breakout group exercises, plus 3-page close reading; *Seminar*: reading and preparation, participation in discussions and breakout group exercises, plus 15-page paper or oral exam.

050 667

The Body: Norms, Discourses, Representations, 4 CP

2 st. di 14-16

GB 03/42

Zucker

Many debates are being had about identity these days. Structuralism, post-structuralism, and indeed cultural studies have contributed a theoretical framework to these debates, in which the arbitrary nature of binary oppositions and biological determinations has been laid bare. As a result, concepts like gender or 'race' have generally come to be accepted as social constructions rather than biological facts. Despite that, human experience is embodied, i.e. perceived and participated in through the use of a body – in other words, unlike what Descartes claimed ("I think, therefore I am"), there may be no mind without a body. It has been only recently that cultural scholarship has devoted larger attention to the ways in which ideology and identity are inscribed into the bodies that act out social relations.

In this seminar, we will investigate how material bodies contribute to discourses about identity and social formations. To that end, we will engage with relevant scholarship ranging from Michel Foucault's concept of *biopower* to Embodiment Theory to discourses about (un)aesthetics and posthumanism and illustrate them with case studies.

Relevant materials will be made available on Moodle.

Assessment/requirements: *Übung*: active participation and final test; *Seminar*: cf. *Übung* plus expanded exam or 12-15-page term paper.

050 668

Representations of Native Americans in U.S. Culture, 4 CP

2 st. do 10-12

GB 6/131

Müller, M.

In this course we will study the significance of Native Americans for U.S. culture. After defining the American West as a region, we will have a look at Native American life before and during the conquering of the West by Europeans and the forcible removal of native tribes to reservations. The second half of the course will focus on representations of Native Americans by Native Americans and "Anglos" in U.S. literature, film, photography and music. We will study literary works by Sherman Alexie, Tony Hillermann and Leslie Marmon Silko and analyze movies such as "Dances with Wolves" (1990), "Dead Man" (1995) and "Wind Talkers" (2002).

Course materials will be made available on Moodle; please buy your own copy of Tony Hillermann's novel *The Dark Wind* (1982).

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

050 669

Freedom Dreaming: Intro to African American Studies, 4 CP

2 st. mi 12-14

GABF 04/252

Flamand

This course surveys the field of African American cultural and political history through the contextualized investigation of key themes, periods, texts, and figures. We will approach the African American experience not as a side stream or undercurrent running alongside mainstream American history, but rather as a constitutive, central force in the making thereof. Thematically, we will focus on practices of "freedom dreaming" – that is, the ways in which African Americans have utilized the tools of culture, rhetoric, media, and politics in ongoing struggles for liberation. The course material is interdisciplinary in scope, and we read and discuss works of historiography and black studies scholarship alongside a range of primary sources. The first half of the course covers the start of the trans-Atlantic slave trade up until the eve of the Civil War, and the second continues into the 21st century.

Texts:

- Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano* (1789)
- Harriet A Jacobs. *Incidents in the Life of a Slave Girl, Written by Herself* (1861)
- other sources in PDF/online/reader

Assessment/requirements: *Übung*: reading & preparation, participation in discussions and breakout group exercises, plus 3-page close reading; *Seminar*: reading and preparation, participation in discussions and breakout group exercises, plus 15-page paper or oral exam.

While there is not one single definition of feminism, we can agree to say that feminism generally focuses on women's rights and concerns itself with ending gender discrimination and bringing about gender equality. Four so-called "waves of feminism" can be distinguished when talking about the feminist movement. In class, we will be analyzing specific texts linked to these movements in the United States and pay special attention to the rhetoric used in these texts. The overall goal will be to discern each movement's distinct trends and methods, changing foci, as well as connecting links between the movements.

The first wave of feminism in the late 19th and early 20th century focused on overturning legal obstacles to gender equality such as voting rights and property rights primarily for white women. Our discussion of early feminist texts will include Margaret Fuller's essay "The Great Lawsuit: Man versus Man, Woman versus Woman" (1843), the "Seneca Falls Declaration of Sentiments" (1848) as well as speeches such as Sojourner Truth's "Ain't I a Woman?" (1851).

Inspired by the Civil Rights Movement and the protests against the Vietnam War, the second wave of feminism started in the 1960s and ended in the 1980s with the so-called "feminist sex wars". The second wave challenged women's traditionally prescribed roles in society and focused on issues such as reproductive rights, domestic violence, legal inequalities as well as de facto inequalities in the public and private sphere. Betty Friedan's bestselling book *The Feminine Mystique* (1963) is widely credited with sparking second-wave feminism in the United States. We will be reading texts by radical feminists, liberal feminists, as well as conservative antifeminists.

While the first wave of feminism had focused on white, wealthy, privileged women, the third wave of feminism in the 1990s was more inclusive. It became increasingly concerned with heteronormativity, transversal politics and "intersectionality". a term coined by critical race scholar Kimberlé Crenshaw to refer to the concept of how different forms of oppression, e.g. gender, class and race, intersect with each other. We will, for example, discuss the impact of feminist punk subculture, Eve Ensler's *The Vagina Monologues*, the activist group Guerrilla Girls, as well as Anita Hill's testimony of sexual harassment.

The fourth wave of feminism, which began in the 2010s, continues to concern itself with intersectionality, specifically transgender rights and the rights of gender non-binary people, as well as social media activism (#Time's up and #MeToo). We will discuss the impact of the "Women's March" in 2017, analyze current speeches, texts as well as social media posts, trends, and contemporary developments such as the overturning of *Roe v. Wade* on June 24, 2022.

The syllabus and the required readings will be available on Moodle at the beginning of the term.

Assessment/requirements: expert work will be assigned during the first week of class. Your moderation (as part of a group of 3 students) will be based on the reading assignments indicated on the class syllabus. You are expected to a) prepare and discuss the obligatory readings as well as additional background texts with your fellow moderators, b) prepare and circulate questions for your classmates 3 days before class, c) moderate and stimulate the class discussion to make the class as engaging and interactive as possible. Further assessments will be discussed in class.

Übungen

050 672

Music and Lyrics, 3 CP

2 st. mi 14-16

GABF 04/614

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. You will be asked to develop salient theses and argue them in a compelling manner. Relevant materials will be made available on Moodle.

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

050 673

Deconstructing Disney: Animated Film and Cultural Theory, 3 CP

2 st. do 12-14

GABF 04/413

Steinhoff

This *Übung* functions to deepen students' knowledge of cultural theory through case studies of animated Disney movies. In a first step, we will discuss theories and concepts of gender, sexuality, race, ethnicity, nationality and colonialism. In a second step, we will explore the cultural discourses and ideologies (re)produced in selected Disney films, paying particular attention to the afore-mentioned concepts. Hence, students will learn how to develop critical frameworks to explore Disney films from a Cultural Studies perspective.

Please note: this class includes units of intensive self-study. Besides participating regularly in class discussion and online discussion forums, students are expected to watch the assigned films at home (e.g. via streaming platforms of their choice). Moreover, students need to be highly motivated to work in research/project groups. Each project group will develop their own analysis of a particular film in the course of the semester and share their results in form of (online) presentations (e.g. in form of power point presentations, podcasts, video essays, etc.).

Assessment/requirements: active participation in class and online discussion forums, project group (presentation).

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 Wirtschaftsentglish, 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

Forms and Styles of Communication in Business, 4 CP

2 st. mo 8-10

GABF 04/613

Bachem

This seminar is designed to introduce students to important forms and styles of modern business communication. Communicating in business is not only an issue involving complex forms of written and spoken language, but it particularly encompasses the challenging aspect of achieving results by communicating effectively. The units of this seminar intend to systematically address the most relevant forms of organizational communication, i.e. internal and external communication. Companies not only use a multitude of internal channels to send messages to employees, but people also have to cooperate in teamwork, for example. How do you build a team in a professional environment? A successful internal communication approach positively impacts any form of external communication – being thus the ultimate tool to make a company succeed in today's highly competitive business world.

Course materials will be provided in class.

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

050 686

Strategies of Change Management in the Professional Context, 4 CP

2 st. do 8-10

GABF 04/613

Bachem

This seminar intends to familiarize students with various concepts and theories of change (including business agility, for example) that can be applied in any professional environment. Adaptive behaviour in its different forms has become paramount, especially in view of the increasingly competitive nature of national and international markets. Consequently, more and more companies are striving towards a more sustainable future by trying to raise an awareness amongst employees and clients alike of the need for change. Since change is often met with some degree of resistance, students are introduced to several communicative tools designed to mitigate or overcome change-averse attitudes and practices.

Course materials will be provided in class.

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

050 687

Science and Technology, 4 CP

2 st. mo 10-12

GB 6/137

Smith

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

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

050 688

The Language of World Religions, 4 CP

2 st. di 10-12

GABF 04/252

Smith

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

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

Übungen

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10

GABF 04/413

Bachem

Gruppe B: 2 st. di 12-14

GB 02/160

Bachem

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

Course materials will be provided in class.

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

Gruppe C: 2 st. mo 12-14

GABF 04/413

Smith

Gruppe D: 2 st. mi 12-14

GB 6/137

Smith

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

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

050 691Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GB 6/131	Bachem
Gruppe B: 2 st. di 10-12	GABF 04/253	Bachem
Gruppe C: 2 st. do 12-14	GB 6/137	Bachem
Gruppe D: 2 st. di 16-18	GB 6/131	Mugenyi

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

Course materials will be provided in class.

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

050 692Legal English, 3 CP

2 st. mi 10-12	GABF 04/252	Smith
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The course will look in detail at a variety of legal texts – and hence legal concepts – from both a legal theory and a legal practice perspective. While the legal theory part will cover basic notions and schools of jurisprudence that should permit the analysis of legal systems and their evolution over large stretches of space and long periods of time, the model chosen for understanding the language of the common law system will be the legal system of England and Wales. By breaking down the system into its (historical) components the language and terminology of (and hence the ideas behind) this intricate system will be brought to light. By the same token the language of the common law system will be used to elucidate the inner workings of the model. As a result students should subsequently be in a better position to consider and appreciate legal English texts with the eye of a linguist, a lawyer and a (moral) philosopher.

Recommended reading:

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

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

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

050 693

Technical English, 3 CP

2 st. do 10-12

GABF 04/257

Bachem

This course will address technical topics and developments that characterize and shape our modern world. We will look at the importance of technical innovation, design, systems and procedures. Why does the world gradually turn into a smart world? Which spin-offs from space technology facilitate our life and make it much more comfortable? What about Industry 4.0? Have you ever heard about NFTs – non-fungible tokens or about blockchains? We will discuss and elaborate on these topics and some more in our weekly meetings.

Course materials will be provided in class.

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

Modulungebundene Übungen: Fremdsprachenausbildung

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

050 695

Communication AM, 3 CP

Gruppe A: 2 st. di 16-18

GABF 04/614

Berg

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

Assessment/requirements: active participation, oral presentation, submission of text samples.

Gruppe B: 2 st. mo 10-12

GABF 04/252

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. do 10-12

GABF 05/608

Klawitter

The aim of this course is to improve communication skills that are important in an academic environment. To foster awareness of how texts are built, participants will be asked to identify and discuss premises, claims, arguments, evidence and conclusions in various types of text. Further in-class activities will give the opportunity to practise the effective writing (and rewriting) of emails, titles, thesis statements, abstracts, paragraphs, critical evaluations, but also the development of arguments and their use in discussions and presentations. As usual, we will work in a solution-orientated manner and give each other constructive feedback.

Assessment/requirements: active participation, written assignments.

050 696

Grammar AM, 3 CP

Gruppe A: 2 st. do 10-12

GABF 04/253

Pitetti

Gruppe B: 2 st. fr 8.30-10

GABF 04/413

Pitetti

The class will build on the work you have done in Grammar BM. We will examine a number of areas of English grammar and usage that can pose particular difficulties for non-native speakers, including verb complementation patterns, the use and placement of adverbs and adverbials, and the structure of subordinate clauses and other complex sentence structures. Our focus will be twofold: on the one hand, the course aims to improve your ability to use the English language by introducing new collocations and sentence patterns, and on the other hand it aims to improve your mastery of the meta-language of English grammar by naming and defining various grammatical phenomena.

Assessment/requirements: final exam.

050 697

Translation AM, 3 CP

Gruppe A: 2 st. di 12-14

GABF 04/257

Juskan

In this class we will first discuss some general questions that are relevant for any kind of translation (grammatical categories, lexical choices, text structure) and then address these issues in students' own translations. We will be analysing and translating various text types, but the main focus will be on intermediate-level pieces of journalistic writing. All texts will be translated from German into English.

Assessment/requirements: active participation, regular preparation of texts/translations, end-of-term exam.

Gruppe B: 2 st. do 14-16

GABF 04/614

Müller, M.

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

Texts will be made available on Moodle.

Assessment/requirements: active participation, written tests.

Gruppe C: 2 st. di 8.30-10

GB 6/131

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.

All the materials will be provided on Moodle.

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

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10

GABF 04/413

Bachem

Gruppe B: 2 st. di 12-14

GB 02/160

Bachem

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

Course materials will be provided in class.

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

Gruppe C: 2 st. mo 12-14

GABF 04/413

Smith

Gruppe D: 2 st. mi 12-14

GB 6/137

Smith

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

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

050 691Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GB 6/131	Bachem
Gruppe B: 2 st. di 10-12	GABF 04/253	Bachem
Gruppe C: 2 st. do 12-14	GB 6/137	Bachem
Gruppe D: 2 st. di 16-18	GB 6/131	Mugenyi

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

Course materials will be provided in class.

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

050 692Legal English, 3 CP

2 st. mi 10-12	GABF 04/252	Smith
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The course will look in detail at a variety of legal texts – and hence legal concepts – from both a legal theory and a legal practice perspective. While the legal theory part will cover basic notions and schools of jurisprudence that should permit the analysis of legal systems and their evolution over large stretches of space and long periods of time, the model chosen for understanding the language of the common law system will be the legal system of England and Wales. By breaking down the system into its (historical) components the language and terminology of (and hence the ideas behind) this intricate system will be brought to light. By the same token the language of the common law system will be used to elucidate the inner workings of the model. As a result students should subsequently be in a better position to consider and appreciate legal English texts with the eye of a linguist, a lawyer and a (moral) philosopher.

Recommended reading:

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

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

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

050 693

Technical English, 3 CP

2 st. do 10-12

Bachem

This course will address technical topics and developments that characterize and shape our modern world. We will look at the importance of technical innovation, design, systems and procedures. Why does the world gradually turn into a smart world? Which spin-offs from space technology facilitate our life and make it much more comfortable? What about Industry 4.0? Have you ever heard about NFTs – non-fungible tokens or about blockchains? We will discuss and elaborate on these topics and some more in our weekly meetings.

Course materials will be provided in class.

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

Fachübergreifende Veranstaltungen

050 860

Ringvorlesung zur Metapher:

Linguistische, Kulturwissenschaftliche und Literaturwissenschaftliche Perspektiven, 3 CP

2 st. do 16-18

HGB 40

Niederhoff/Visser

Die Metapher ist ein klassischer Gegenstand der geisteswissenschaftlichen Forschung. Dabei ist allerdings ein empirisches Defizit zu konstatieren. Während Philosophen und Psycholinguisten häufig mit konstruierten Beispielen arbeiten, wählen Literaturwissenschaftlerinnen aus den vielen Metaphern eines Textes nur einen Bruchteil aus. Die Vortragenden dieser Ringvorlesung verfolgen, u.a. mittels konsequenter Einbindung computerlinguistischer Verfahren, einen ebenso empirischen wie systematischen Ansatz, der möglichst alle oder viele Metaphern eines Textes oder eines Textkorpus berücksichtigt und schwierige Grenzfälle nicht ausblendet. Die Vorlesung wendet sich an Studierende, die Interesse an einer interdisziplinären und multiperspektivischen Annäherung an das faszinierende Phänomen der Metapher haben. Die Vorlesung beginnt mit zwei Einführungen aus linguistischer und literaturwissenschaftlicher Sicht, es folgen Beiträge zur psycholinguistischen Erforschung der Metaphernverarbeitung, zur automatischen Erkennung von Metaphern, zur Nationenmetaphorik in politischen Texten, zu den Vergleichen Homers, zu chinesischen Gedichten und vieles mehr.

Anrechenbar im Modulungebundenen Bereich.

Leistungsüberprüfung: Klausur.

050 253

Digitale Methoden in der Philologie: Jedermann digital, 3 CP

Blockseminar März 2023:

Beine

Do., 02.03., 10–16 Uhr / Do. u. Fr., 16.–17.03., 10–16 Uhr / Do. u. Fr., 30.–31.03., 10–16 Uhr.

Da die Blöcke aufeinander aufbauen, ist eine regelmäßige Teilnahme unbedingt erforderlich.

Die Digital Humanities können spannende neue Perspektiven auf literarische Texte eröffnen. Diese Übung ist interdisziplinär konzipiert und richtet sich an alle Studierenden der Fakultät für Philologie. Sie bietet eine interdisziplinäre Einführung in Tools und Methoden der Digital Humanities in Theorie und Praxis. Zu diesen zählen beispielsweise die TEI-Auszeichnung von Texten und die quantitative Textanalyse. Zudem wird ein interaktiver Überblick über zentrale Tools und Datenbanken für die philologische Arbeit gegeben.

Die neu erworbenen Kompetenzen werden direkt angewandt. Sie erhalten die Möglichkeit, selbst eine dramatische Bearbeitung des „Hecastus“- bzw. „Jedermann“-Stoffs gemäß dem TEI-Standard aufzuarbeiten und auszuzeichnen. Der TEI-Standard ist interdisziplinär, lässt sich also auf viele Arten von Texten und Sprachen übertragen. Im Anschluss an die Textaufbereitung wird der Text in die interdisziplinäre DraCor-Infrastruktur eingebunden: <https://dracor.org/>. Sie können Ihre Arbeit somit zitierfähig veröffentlichen und einen eigenen Beitrag zu einer wichtigen Plattform der Digital Humanities leisten. Außerdem werden Sie neue Datensätze aus dem ausgezeichneten Text generieren und in Beziehung zu anderen Texten in der DraCor-Infrastruktur setzen. Sie können so erste Erfahrungen mit sogenannten „Programmable Corpora“ sammeln.

Diese Übung fördert selbstständige studentische Forschung. Zudem erwerben Sie wichtige Kenntnisse im Bereich der Digital Humanities, die Ihnen neue Perspektiven für die Arbeiten im weiteren Studienverlauf sowie in benachbarten Disziplinen eröffnen. Vorkenntnisse der digitalen Methoden sind nicht erforderlich.

Anrechenbar im Modulungebundenen Bereich oder als Übung in den Modulen Literatur bis 1700, Literatur nach 1700, Amerikanische Literatur.

Bei weiteren Fragen wenden Sie sich bitte an Julia Jennifer Beine M.A. (julia.beine@rub.de)

Leistungsüberprüfung: aktive Teilnahme, Textaufbereitung des „Jedermann“, 2-3 Seiten Essay.