

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

B.A.-Studiengang
Anglistik/Amerikanistik

Wintersemester 2018/2019

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Wichtige Infos für Erstsemesterstudierende

Die Einführungsveranstaltung für neu immatrikulierte Studierende ist vorgesehen für

**Dienstag, d. 9. Oktober 2018, von 12.00 c.t. bis 14.00 Uhr
im Hörsaal HGB 10**

Bitte achten Sie auf die Aushänge im Englischen Seminar.

Alle Lehrveranstaltungen des Englischen Seminars beginnen in der 2. Semesterwoche, d.h. in der Woche ab dem 15.10.2018. Die erste Semesterwoche ist für die Durchführung und Korrektur von Nachprüfungen sowie für die Studienberatung vorgesehen.

In der Zeit vom 08. bis 12. Oktober 2018 finden täglich von 10.00 bis 12.00 Uhr **spezielle Studienberatungen für Erstsemesterstudierende** statt (bitte auf separate Aushänge achten). In der Woche vom 08. bis 12. Oktober 2018 von 9:00 bis 13:00 Uhr findet außerdem jeden Vormittag ein Ersti-Frühstück im Fachschaftsrat statt (GB 6/151), bei dem erste Informationen über das Anglistik-/Amerikanistik-Studium eingeholt werden können.

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

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

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

Anmeldung zu den Lehrveranstaltungen per eCampus

Wie in den letzten Semestern wird auch für das Wintersemester 2018/2019 für alle Lehrveranstaltungen ein elektronisches Anmeldeverfahren in eCampus durchgeführt. Mit dem Rechenzentrum ist vereinbart, dass wir ein Verteilverfahren nutzen. Dies wird in zwei Etappen erfolgen: zunächst also die Anmeldung für die gewünschte Veranstaltung, wobei Sie jeweils auch Ihre 2. und 3. Wahl angeben für den Fall, dass die Veranstaltung Ihrer 1. Wahl überbelegt wird. Auf elektronischem Wege erfolgt dann in einem zweiten Schritt die Zuteilung der Plätze auf der Basis Ihrer Priorisierung. Dies gilt für die Veranstaltungen der Basismodule ebenso wie für die Veranstaltungen der Aufbaumodule.

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

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

Die Anmeldungen für die **Veranstaltungen der Basismodule** können in der Zeit

vom 10. September 2018, 10.00 Uhr, bis 10. Oktober 2018, 18.00 Uhr

vorgenommen werden.

Die Anmeldungen für die **Veranstaltungen der Aufbaumodule** können in der Zeit

vom 10. September 2018, 10.00 Uhr, bis 3. Oktober 2018, 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 Teilnahmezustand zu behalten, sondern ist es erforderlich, in den ersten zwei Sitzungen der Veranstaltung zu erscheinen.

Bitte beachten Sie auch, dass es zwischen dem Druck des Vorlesungsverzeichnisses und dem Beginn der Veranstaltung vereinzelt zu Raumänderungen kommen kann. Überprüfen Sie also ggf. die Raumangabe in eCampus kurz vor der ersten Sitzung.

Studienberatung und Service

Studienfachberatung

Im WS 2018/19 bietet Herr PD Dr. Uwe Klawitter in Vertretung unserer Studienfachberaterin Frau PD Dr. Monika Müller an zwei Tagen in der Woche Sprechstunden an, in denen offene Fragen geklärt, Informationen eingeholt oder Probleme besprochen werden können.

Sprechzeiten:

montags	9.30-12.00 Uhr	GB 5/141
mittwochs	9.30-12.30 Uhr	GB 5/141

und nach Vereinbarung.

E-Mail: fachberatungenglisch@rub.de

Servicezimmer

Auch das Servicezimmer hat an mindestens zwei Tagen der Woche geöffnet und leistet Hilfestellung bei Fragen zum Studienverlauf und zur Notenabbildung in eCampus. Außerdem werden dort Leistungs- und Bafög-Bescheinigungen sowie die Formblätter zur Prüfungsanmeldung ausgestellt.

Öffnungszeiten des Servicezimmers im Wintersemester 2018/2019:

An mindestens zwei Tagen in der Woche. Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 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.

Öffnungszeiten der Auslandsberatung im Wintersemester 2018/2019:

An mindestens zwei Tagen in der Woche. Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 bekannt gegeben.

Berater: Simon Klasen

E-Mail: es-auslandsaufenthalt@rub.de

B.A.-Prüfungsberechtigte im Wintersemester 2018/2019

Dr. habil. Sebastian Berg	Prof. Dr. Kornelia Freitag	Prof. Dr. Luuk Houwen
Dr. Marten Juskan	Dr. Evangelia Kindinger	PD Dr. Uwe Klawitter
Prof. Dr. Christiane Meierkord	Dr. Verena Minow	PD Dr. Monika Müller
Dr. Torsten Müller	Prof. Dr. Burkhard Niederhoff	Dr. Claudia Ottlinger
Prof. Dr. Anette Pankratz	PD Dr. Martina Pfeiler	Prof. Dr. Markus Ritter
Dr. Robert Smith	Jun.-Prof. Dr. Heike Steinhoff	Prof. Dr. Roland Weidle
Dr. Claus-Ulrich Viol	Jun.-Prof. Dr. Cornelia Wächter	Dr. Guyanne Wilson

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

Sprechstunden im Wintersemester 2018/2019

Name	Tag	Uhrzeit	Raum
Bachem	mo	12.00-13.00	GB 6/156
Berg	di	11.00-12.00	GB 6/160
Bladeck	di	12.00-13.00	GB 5/139
Dow	mi	14.00-15.00	GB 6/155
Freitag	mo Bitte melden Sie sich bei hildegard.sicking@rub.de an.	14.00-15.30	GB 5/133
Hermann	mi	14.00-15.00	GB 6/154
Houwen	mi Bitte melden Sie sich bei ellen.thomae@rub.de an.	11.00-12.00	FNO 02/85
Juskan	mi	12.00-14.00	GB 6/155
Kindinger	mo	10.00-11.00	GB 5/134
Klawitter	mi (bitte in die Liste an der Bürotür eintragen) zusätzliche Sprechstunden in Vertretung der Studienfachberaterin Frau Müller: mo mi	15.00-16.00 9.30-12.00 9.30-12.30	GB 5/141
Lienen	mi	14.00-15.00	GB 2/54
Linne	do	9.00-10.00	GB 5/29
Meierkord	mo Bitte melden Sie sich bei martina.dornieden@rub.de an.	14.30-15.30	GB 6/159
Minow	do	14.00-15.00	GB 5/136
Mraz	do Bitte melden Sie sich bei katharina.mraz@rub.de an.	12.00-14.00	GB 6/153
Müller, M.	mo mi Die Sprechstunde findet erst ab Januar 2019 statt.	9.30-12.00 9.30-12.00	GB 5/141
Müller, T.	di do	16.00-17.00 14.00-15.00	GB 5/135
Niederhoff	di	16.00-17.30	GB 5/131
Ottlinger	di	10.00-11.00	GB 5/137
Pankratz	mi Bitte melden Sie sich bei ute.pipke@rub.de an.	11.00-13.00	GB 5/34
Pfeiler	do	11.30-13.30	GB 5/134
Pitetti	do	12.00-14.00	GB 5/138
Ritter	mi Bitte melden Sie sich bei ute.pipke@rub.de an.	11.00-13.00	GB 5/32
Schreyer	mo	14.00-15.00	GB 5/29
Smith	di	14.00-15.00	GB 6/156
Strubel-Burgdorf	di	12.00-13.00	GB 5/138
Viol	mi	11.00-13.00	GB 6/58
Wächter	mi	10.00-11.00	GB 6/160
Weidle	di mi Bitte melden Sie sich bei annette.pieper@rub.de oder telefonisch unter 0234-3228943 an.	12.00-13.00 12.00-13.00	N-Süd, Büro 03
Wilson	mo	12.00-13.00	GB 6/157
Zucker	di	11.00-12.00	GB 5/137

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 12-14	GABF 04/413	Juskan
Gruppe B: 2 st. do 12-14	GBCF 04/614	Juskan
Gruppe C: 2 st. di 14-16	GABF 04/613	Minow
Gruppe D: 2 st. fr 10-12	GABF 04/413	Minow
Gruppe E: 2 st. mi 12-14	GABF 04/413	Pitetti
Gruppe F: 2 st. do 10-12	GABF 04/413	Pitetti
Gruppe G: 2 st. mo 16-18	GABF 04/413	Zucker
Gruppe H: 2 st. do 14-16	GABF 04/413	Zucker

050 601

Academic Skills, 2 CP

Gruppe A: 2 st. do 12-14	GABF 04/613	Berg
Gruppe B: 2 st. mo 14-16	GABF 04/613	Dow
Gruppe C: 2 st. di 12-14	GABF 04/613	Dow
Gruppe D: 2 st. di 14-16	GABF 04/614	Schreyer
Gruppe E: 2 st. mo 10-12	GABF 04/413	Strubel-Burgdorf
Gruppe F: 2 st. di 16-18	GABF 04/413	Pitetti
Gruppe G: 2 st. mi 16-18	GABF 04/413	Pitetti
Gruppe H: 2 st. do 10-12	GBCF 04/411	Schürmann

050 602

Zentralklausur Grammar BM

Termin und Raum: siehe Aushang

Ottlinger

Sprachwissenschaft

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

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

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

050 603

English Sounds and Sound Systems, 2 CP

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

050 604

Introduction to English Linguistics, 3 CP

Gruppe A: 2 st. mi 12-14	GABF 04/614	Juskan
Gruppe B: 2 st. do 12-14	GABF 04/413	Müller, T.
Gruppe C: 2 st. mo 14-16	GABF 04/413	Strubel-Burgdorf
Gruppe D: 2 st. mi 10-12	GABF 04/614	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: Dr. habil. Sebastian Berg, PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

050 605Introduction to Cultural Studies, 3 CP

Gruppe A: 2 st. mi 16-18 (GB)	GABF 04/613	Berg
Gruppe B: 2 st. di 14-16 (GB)	GB 03/49	Bladeck
Gruppe C: 2 st. mi 14-16 (US)	GABF 04/413	Zucker
Gruppe D: 2 st. mo 12-14 (US)	GC 03/42	Katzenberg

050 606Introduction to Literary Studies, 3 CP

Gruppe A: 2 st. mo 16-18	GABF 04/614	Klawitter
Gruppe B: 2 st. do 16-18	GABF 04/413	Klawitter
Gruppe C: 2 st. mo 8.30-10	GABF 04/413	Niederhoff
Gruppe D: 2 st. fr 8-10	GABF 04/614	Ottlinger
Gruppe E: 2 st. di 12-14	GB 03/42	Pitetti
Gruppe F: 2 st. do 12-14	GB 02/60	Pitetti
Gruppe G: 2 st. do 10-12	GABF 04/613	Weidle
Gruppe H: 2 st. mo 12-14	GC 02/120	Mueller

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. (Termin und Raum werden über eCampus bekannt gegeben)

Gruppe B: 2 st. do 10-12

HZO 90

Fu

Each MEL group will have a different over-arching theme which may vary from semester to semester. Some of the themes covered so far are: "Woman Defamed, Woman Defended", "Love from the Sacred to the Profane", or "Of Men, Monsters and Marvels". Students must choose a subtopic from within the theme and set up a research project resulting in an individual research report as well as a slide presentation based on this report at the end of the course. Several quizzes, a bibliography and a review are also part of the requirements. The lectures, seminars and virtual teaching sessions (which can be used to 'compare notes' with fellow students and/or consult on an individual or group basis with the lecturer) introduce both medieval literature as well as the more practical aspects of doing actual research: how to formulate an interesting research question, how to structure one's research, where to look for secondary information, how to present one's findings, in short the methodology behind (successful) research.

The course is intended as a first and carefully guided introduction to research in the medieval field. It goes without saying that the methods and approaches discussed will also be of relevance to other areas of studies.

Assessment/requirements: continuous assessment (online quizzes, bibliography), research report (in the form of a short 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: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.			
Modulbeauftragte: Dr. Torsten Müller, Dr. Claus-Ulrich Viol			

Vorlesungen

050 612

Sociolinguistics, 2,5 CP

2 st. mo 12-14

HGB 10

Meierkord

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

The lecture course is based on the following book: Mesthrie, Rajend *et al.* (2009). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

Assessment/requirements: written end-of-term test.

Seminare

050 613

Acoustic Phonetics, 4 CP

2 st. mi 14-16

GABF 04/253

Juskan

Building on what you have learned in English Sounds and Sound Systems, this class takes a much more detailed look at the physical aspects of speech sounds. You will generate and read spectral representations of audio recordings, learn about vowel resonances and pitch movements, distinguish biological from social influences on speech, measure breathy voice or lisping, and hear about why speech recognition and synthesis are so hard to get right.

Theoretical discussions will be supplemented by a slow-paced, step-by-step introduction to open-source software that will eventually enable you to take thousands of relevant measurements semi-automatically, and to come up with a short, standardised description of a recording of your own voice. These practical research skills will prove particularly useful to anyone contemplating a final thesis with a focus on empirical phonetics and phonology.

Participants are required to bring along their own laptop for the hands-on exercises.

Textbook: Ladefoged, Peter & Sandra Ferrari Disner (2012). *Vowels and Consonants*. 3rd edition. Chichester: Wiley-Blackwell.

Assessment/requirements: *Übung*: occasional small assignments, written voice report; *Seminar*: the above, plus empirical term paper.

050 614

Indigenous Australian Poetry and Its English(es), 4 CP

Blockveranstaltung

Meierkord/Schreyer

Mi 10.10.18, 10-12, GABF 04/252

Fr 9.11.18, 10-17 GB 03/42

Fr 7.12.18, 10-17 GB 03/42

Fr 18.1.19, 10 -17 GB 02/60

"One of the most important aspects of the history of this linguistic frontier has been the development of Aboriginal English, lingua francas and creoles (like Kriol). Literary cultural analysis in Australia has been pretty much oblivious to the contemporary linguistic topography that has formed from the history of settlement, even when it has had Aboriginal writing as its object of study." (Mead 415)

Philip Mead's *Networked Language* (2008) is a milestone in Australian criticism for its language-focussed approach to poetry. Mead explains how language was used to colonise Australia and oppress its indigenous peoples, and how this has shaped the relationship to English in Australia and the poetic output by, among others, indigenous writers.

This seminar offers students a selection of indigenous Australian poems to analyse from the perspective of literary studies as well as linguistics. Starting with an overview of the linguistic ecology of Australia, of oral traditions and the first poetry published in English, the topics covered in the seminar include varieties of Australian English, Kriol, institutional discrimination, rewriting history, love poems and urban poems, and more.

These topics are expressed using various varieties of Australian English, including Kriol, urban slang, rural language, all of which reflect the country's multiethnic and multilingual history and society as well as the way Australia deals with this through a multilingual language policy and planning. We will investigate how this is visible through the use of borrowings and code-switching, phonemic spelling and grammar.

Assessment/requirements: *Übung*: Referat im Bereich Literaturwissenschaften oder Datenpräsentation im Bereich Sprachwissenschaften; *Seminar*: Hausarbeit mit entweder literatur- oder sprachwissenschaftlichem Fokus *oder* die Leistungen für die Übung plus ein Protokoll aus dem jeweils anderen Bereich.

050 615

English in Uganda, 4 CP

Blockveranstaltung

GABF 04/413

Meierkord

Do 11.10.18, 10-12

Fr 16.11.18, 14.12.18, 25.01.19, jeweils von 12-17.30

This seminar is linked to a current research project on the use of English in Uganda (East Africa), which is conducted together with colleagues at Gulu University. After having established a theoretical and descriptive background, students will join the data analyses carried out within the project. We will work with data that probe into Ugandan's attitudes towards different accents of English and their acceptability judgements on different grammatical structures. Furthermore, students can analyse recordings of conversations for grammatical, lexical, and pragmatic features. Finally, in January, we hope to invite two Ugandan scholars to join the seminar session, allowing students to have authentic interactions with them, to discuss their findings, to learn about Ugandan youth language(s) and slang, and to increase their intercultural communication skills. For interested students, the seminar can also serve as a springboard into the Chair's recent research project, as a student assistant.

Assessment/requirements: active participation (in class and online); for their credits, students will be invited to choose their desired form of contribution – this includes, but is not limited to, portfolios, presentations, and term papers. Further details will be discussed during the – obligatory – preparatory meeting on 11 October.

050 616

Language on Social Media, 4 CP

2 st. mo 10-12

GABF 04/613

Minow

Posting on and connecting with people on various social media platforms such as Facebook, Twitter or Instagram has become an important aspect of many people's lives. In this course we will focus on the linguistic issues related to communicating on social media. In particular we will deal with questions such as the following:

- How is identity constructed linguistically on different platforms?
- What are the text types that are associated with social media?
- How are hashtags formed and employed?
- How do multilingual speakers use social media?
- Which role does formulaic language play in social media posts?

Of course, we will also address issues related to methodology, for instance how to create a corpus of social media posts.

If you choose to attend a session, I expect you to have prepared the background reading and to participate in the discussions in class.

Assessment/requirements: *Übung*: a final written or oral test; *Seminar*: a final written exam or an empirical term paper (12–15 pages).

050 617

Introducing Morphology, 4 CP

2 st. di 10-12

GABF 04/413

Strubel-Burgdorf

'To unfriend someone' (English), DSGVO (German), or 'le baladeur' (French) are all examples of words or phrases that came into existence because the language communities felt the need to express something 'new'. Such new expressions must follow the same linguistic rules as those already existing. This course will investigate such rules and patterns and, focusing on English morphology, will explore how words are put together and how they are 'put to use'. For this, we will be working with a textbook (to be announced) and with original research articles.

Assessment/requirements: students will be required to sign up for the Moodle course and check for assignments; *Übung*: presentation in class on an original research article; *Seminar*: the above, plus (empirical) term paper.

050 618

English in the Caribbean, 4 CP

2 st. di 14-16

GABF 04/252

Wilson

In this course, we will start first by looking at the spread of English in the Caribbean, and then pay attention to the linguistic features of English in several Caribbean territories. We will also look at stylistic variation in English in the Caribbean, using both corpus data as well as data of actual language use in a number of different contexts, especially media. After looking at the formal aspects, we will turn to the different functions that English plays in the region, and look at language attitudes in the region. From there, we will look at the spread of Caribbean Englishes outside the region, particularly through popular culture.

Course readings will be made available at the start of the course.

Assessment/requirements: *Übung*: presentation on language in one island; *Seminar*: the above, plus term paper or examination.

Übungen

050 620

English Linguistics: Current Models and Methods, 3 CP

2 st. do 8.30-10

GABF 04/413

Meierkord

Following its spread throughout the world, English is now typically used in interactions of speakers who have different first languages and who are multilingual. This course serves to introduce students to the various models that aim to capture this development and to the empirical methods (data collection, data representation, and data analysis) used to describe and research these modern uses of English. Students will be required to collect data and must be willing to analyze these regularly. They should also be willing to report on their own projects and to actively discuss each other's work, in class or online.

Assessment/requirements: three written assignments (data analysis and annotation).

050 621

Research Speeching Acts, 3 CP

2 st. mo 14-16

GABF 04/614

Minow

The study of speech acts approaches utterances by looking at the action that they are intended to perform. For instance, 'Shut the door!' is an attempt by the speaker to get the hearer to do something, a so-called directive speech act. Of course, social and contextual factors do have an impact on how a given speaker will perform a given speech act.

In this course, we will first briefly focus on speech act theory before moving on to more hands-on sessions where we will discuss issues related to data collection and analysis of speech acts. For instance, we will discuss the pros and cons of different methods of data elicitation, such as discourse completion tasks or role plays. In addition, we will look at what to focus on in an analysis of different types of speech acts, for instance requests, compliments and compliment responses or apologies.

If you choose to attend a session, I expect you to have prepared the background reading and to participate in the discussions in class.

Assessment/requirements: conducting your own research project and presenting the results either in the form of a short paper or a poster.

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: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 624

Chaucer: The Man and His Works, 2,5 CP

2 st. di 12-14

HZO 40

Houwen

The 'Father of English Poetry' is the subject of this course in which we will consider Chaucer the man and the various roles he fulfilled in his life time, from page at the court to soldier, from diplomatic messenger to controller of customs and eventually master of the king's works, Chaucer the poet and translator, and Chaucer the character in the *Canterbury Tales*.

Our aim is to place Chaucer in the larger context of 14th-century poetry as well as consider his legacy in later English literature. The approach will be a thematic one. Each theme will be accompanied by a selection of brief extracts from Chaucer's works.

The required texts will be made available via Blackboard.

Assessment/requirements: written end-of-term exam.

050 625

Shakespeare's Comedies, 2,5 CP

2 st. do 12-14

HGA 10

Weidle

The lecture will give an overview of Shakespeare's comedies and discuss some of them in greater detail, such as *The Comedy of Errors*, *The Taming of the Shrew*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Merry Wives of Windsor*, *Much Ado About Nothing*, *Twelfth Night*, and *As You Like It*. To which extent I will be discussing the two 'problem plays' *All's Well that Ends Well* and *Measure for Measure*, depends on the time available. I will touch upon what I believe to be the most interesting and relevant aspects of each play with respect to notions of genre, ideology, gender, love, identity, sexuality, patriarchy, dramaturgy and staging, to name only a few.

Although the plot of each play will be briefly summarized at the beginning of each lecture a general familiarity with the plays and the genre of comedy 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:

Dickson, Andrew. *The Rough Guide to Shakespeare*. Rough Guides, 2009. [very general (but good) introduction to Shakespeare's work, with only few pages on each play, but also

with more general sections on Shakespeare's life, theatre and language. Useful for a very first approach]

Garber, Marjorie. *Shakespeare After All*. Anchor Books, 2005. [20 to 30-page introductory chapters on each play. Informed summaries and introductions of the plays, taking into account the main critical developments of the 20th century. Probably not suitable as a very first approach]

Leggatt, Alexander, ed. *Shakespearean Comedy*. CUP, 2010. [collection of essays on different aspects of Shakespearean comedy, such as theories of comedy, genre, literary context, love, sex, gender]

Schabert, Ina, ed. *Shakespeare-Handbuch. Die Zeit – Der Mensch – Das Werk – Die Nachwelt*. Kröner, 2010. [very useful reference work on Shakespeare's time, life and work. Can be used as both reference work and introduction]

Weidle, Roland. *Englische Literatur der Frühen Neuzeit. Eine Einführung*. Erich Schmidt, 2013. [introduction to historical, cultural, and literary context of the early modern age with three sections on English poetry, drama and prose. Can also be used as reference work, includes index]

For the plays I recommend the Norton Shakespeare edition of the complete plays edited by Stephen Greenblatt *et al.*

Assessment/requirements: successful completion of (extended) test in last session.

Seminare

050 629

Utopia, 4 CP

2 st. mo 12-14

GABF 04/613

Dow

This seminar course is based around a collection on utopias spanning both the pre-1700 and post-1700 division. Some 90 different authors and extracts are presented, both in English (e.g. Shakespeare, Milton, Bacon, Hobbes, Defoe, Swift, Tennyson, Johnson, Dickens, Wilde, Kipling, Conrad, Wells, Yeats, Lawrence, Orwell, Huxley, Barnes, Piercy) and in translation (e.g. Greek and Roman classics, More, Montaigne, Voltaire, Rousseau, Marx). We will select from the wide range on offer and consider the enduring appeal of utopian (and dystopian) themes in literature from antiquity to science fiction.

Carey, John, ed. *The Faber Book of Utopias*. Faber and Faber, 1999.

Assessment/requirements: all students will give a presentation on a particular author (and corresponding text); *Übung*: oral examination; *Seminar*: final written examination or term paper.

050 630

Castle of Wonders: The Arthur of *Mabinogion*, 4 CP

2 st. mi 12-14

FNO 02/073

Houwen

“‘I cannot be killed indoors,’ he said, ‘nor out of doors; I cannot be killed on horseback, nor on foot.’ ‘Well,’ she said, ‘how can you be killed?’” Celtic mythology, Arthurian romance, and an intriguing interpretation of British history – these are just some of the themes embraced by the anonymous authors of the eleven tales that make up the Welsh medieval masterpiece known as the *Mabinogion*, at the heart of this course.

We shall read the *Mabinogion* in modern English translation. Active participation is a prerequisite for this course because in addition to the dissemination of knowledge the course aims to provide a platform to practice academic ways of thinking and argumentation which also involves using language and logic appropriate to the subject at hand. Such forms of academic discourse can only be trained by participating in class discussions, (class) assignments and the like.

The primary textbook is *The Mabinogion*. Translated by Davies, Sioned, Oxford University Press, 2007. Secondary texts will be made available via Moodle.

Assessment/requirements: *Übung*: active participation; *Seminar*: term paper (8–10 pages).

050 631

Tales with Tails: Fables in Medieval Literature, 4 CP

2 st. do 12-14

FNO 02/073

Houwen

The origins of fables are lost in the mists of time but it is clear that in former days they were not regarded as juvenile literature but as a serious genre, which may explain why Plato depicts Socrates as spending his last days versifying fables (*Phaedo*). The Western fable tradition starts with Aesop (6c BCE) and is continued by Phaedrus and Babrius. The medieval emphasis on didactic literature provided the fertile soil in which fables flourished. The inimitable Chaucer adapted one of them for his *Nun's Priest's Tale* and such poets as Lydgate and Henryson left us with a substantial collection of fables in Middle English and Middle Scots.

In this course we shall study a representative selection of Middle English and Middle Scots fables in their broader European context, both from a literary and from a socio-historical point of view (what are some of the characteristics of the genre? How do the English and Scots fables compare to other classical and medieval fables? Who were the fables aimed at and what were they trying to teach?).

A broad selection of fables will be read and studied in this course, but the emphasis will be on practical assignments carried out in the course of the classes and these will touch upon a variety of topics ranging from source-studies to the identification of motifs and classifications of types of fables. The underlying idea behind this hands-on experience is to familiarise oneself with some of the standard research-tools and methods involved in literary studies of the Middle Ages. Active participation is therefore a prerequisite for this course because in addition to the dissemination of knowledge the course aims to provide a platform to practice academic ways of thinking and argumentation which also involves using language and logic appropriate to the subject at hand. Such forms of academic discourse can only be trained by participating in class discussions, (class) assignments and the like.

The relevant texts will be made available via Moodle.

Assessment/requirements: *Übung*: active participation; *Seminar*: exam in the last class (write your own fable).

050 632

Robin Hood in Film and Literature, 4 CP

2 st. do 14-16

GA 03/49

Houwen

"Many men speak of Robin Hood who never drew his bow". This old proverb gives some idea of the widespread popularity of the Robin Hood legend. One could alter this proverb somewhat to say that "Many people speak of Robin Hood who have never read the texts (but did see the movie!)". The Robin Hood legend has survived in numerous texts in a variety of genres. The outlaw is first mentioned in late medieval chronicles and ballads and soon makes his way into plays. Little John and the Sheriff of Nottingham are there virtually from the start, but Will Scarlet and Maid Marian only start to play significant parts in the later (broadside) ballads from the 17th century. All texts reflect their times and many serve specific political or religious purposes as well.

Robin Hood soon found his way into films and later television series as well and it is largely through the movies that his fame has been disseminated. One only has to think of such classics as Michael Curtiz's *The Adventures of Robin Hood* (1938) starring Errol Flynn or the even earlier silent version starring Douglas Fairbanks (1922). More recently the animated version by Disney (1973), the 1993 spoof *Men in Tights* by Mel Brooks and Kevin Costner's *Prince of Thieves* have all done their share to keep the legend alive. In fact, a new *Robin Hood* directed by Otto Bathurst is expected to hit the white screen in November 2018.

This course will study both the texts and a representative selection of the films. Since we shall be watching full versions rather than extracts four hours have been set aside for this

course. It is expected that we shall divide our time virtually equally between the movies and the texts.

Our aim is to investigate the traditional literature, their cinematic renderings and the interaction between literature and film from both a temporal and a cultural perspective. Active participation is a prerequisite for this course because in addition to the dissemination of knowledge the course aims to provide a platform to practice academic ways of thinking and argumentation which also involves using language and logic appropriate to the subject at hand. Such forms of academic discourse can only be trained by participating in class discussions, (class) assignments and the like.

Texts: Stephen Knight and Thomas Ohlgren, eds. *Robin Hood and Other Outlaw Tales*. TEAMS Middle English Texts Series. Kalamazoo, MI: Western Michigan University, 1997. Individual texts will also be made available via Moodle but since this procedure will involve a lot of printing you are advised to buy the printed edition.

Assessment/requirements: *Übung*: active participation; *Seminar*: term paper (8–10 pages).

Übungen

050 634

The Sonnet from Wyatt to Milton, 3 CP

2 st. di 8.30-10

GABF 04/413

Ottlinger

The sonnet was one of the major poetic innovations in 16th-century England. This class will provide a broad survey of the history and development of the sonnet and its main representatives Wyatt, Surrey, Sidney, Spenser, Daniel, Drayton, Shakespeare, Donne, Herbert and Milton. The focus will be on in-depth analyses of exemplary texts as well as on a comparative study of sonnet patterns and love concepts. The overriding aim of this class will be to improve students' skills in poetry analysis.

All the relevant texts will be provided in the form of a reader.

Assessment/requirements: regular preparation of the texts, active class participation, short end-of-term test (60 minutes).

Englische Literatur nach 1700

Workload/Credits 285 Std./9,5 CP	Semester: 2.-6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1-2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80-300 Ü 15-25 S 20-40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss des Basismoduls „Sprach- und Textproduktion“ und der Veranstaltung „Introduction to Literary Studies“ Voraussetzung für die Teilnahme am Modul.			
Lernergebnisse: Die Vorlesung soll den Studierenden einen breiten Überblick über einen Teilbereich oder ein Thema der englischen Literatur nach 1700 geben. In den Seminaren vertiefen die Studierenden ihre Kenntnisse der englischen Literatur nach 1700, indem ein enger begrenzter Gegenstand analytisch intensiv bearbeitet und theoretisch vertieft wird. Sie entwickeln unter Anleitung literaturwissenschaftliche Fragestellungen und lernen, diese mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten. Neuere Literaturtheorien werden vorgestellt und diskutiert. In den Übungen vertiefen die Studierenden ihre Kenntnisse in ausgewählten Gebieten der englischen Literatur nach 1700. Sie erwerben bzw. vervollkommen analytische und methodologische Fähigkeiten und Fertigkeiten bei der exemplarischen Textanalyse. Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche oder spezielle Themen der englischen Literatur nach 1700; eine Einführung in ein ausgewähltes Gebiet der englischen Literatur nach 1700; die Möglichkeit zur Einübung literaturwissenschaftlicher Analysemethoden; zur Auseinandersetzung mit literaturwissenschaftlichen Theorien; zur Vertiefung von Kenntnissen in ausgewählten Genres oder Teilbereichen der englischen Literatur nach 1700; zur Übung textanalytischer Fähigkeiten und Fertigkeiten; sowie die Vermittlung literaturhistorischer Wissensinhalte.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung in Form einer schriftlichen Hausarbeit (Seminar; 10-15 Seiten).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 636

The Literature of Sensibility, 2,5 CP

2 st. do 8.30-10

HGB 40

Niederhoff

The 18th century saw the rise of sensibility (*Empfindsamkeit* in German). Sensibility has often been dismissed as sentimental, but it has been going surprisingly strong ever since its beginning about 300 years ago, surfacing in today's culture primarily in advertising and film. The lecture will focus on literary works from the 18th century, including masterpieces like Laurence Sterne's *Tristram Shandy*, while also analysing the presence of sensibility in related cultural fields such as philosophy or painting. Other topics to be dealt with include the backlash against sensibility (how did such authors as Richard Sheridan or Jane Austen make fun of sensibility?), the politics of sensibility (is it conservative or progressive?) and the origin of sensibility (where did it come from?).

Assessment/requirements: written end-of-term test.

Seminare

050 629

Utopia, 4 CP

2 st. mo 12-14

GABF 04/613

Dow

This seminar course is based around a collection on utopias spanning both the pre-1700 and post-1700 division. Some 90 different authors and extracts are presented, both in English (e.g. Shakespeare, Milton, Bacon, Hobbes, Defoe, Swift, Tennyson, Johnson, Dickens, Wilde, Kipling, Conrad, Wells, Yeats, Lawrence, Orwell, Huxley, Barnes, Piercy) and in translation (e.g. Greek and Roman classics, More, Montaigne, Voltaire, Rousseau, Marx). We will select from the wide range on offer and consider the enduring appeal of utopian (and dystopian) themes in literature from antiquity to science fiction.

Carey, John, ed. *The Faber Book of Utopias*. Faber and Faber, 1999.

Assessment/requirements: all students will give a presentation on a particular author (and corresponding text); *Übung*: oral examination; *Seminar*: final written examination or term paper.

050 639

Three Contemporary British Poets, 4 CP

2 st. do 10-12

GABF 04/614

Linne

In this class, we will focus on three contemporary British poets: Wendy Cope, whose first collection *Making Cocoa for Kingsley Amis* (1986) became a bestseller, Alice Oswald, who has been awarded prestigious awards, such as the T.S. Eliot Prize for *Dart* (2002), and Carol Ann Duffy, who became Poet Laureate in 2009.

The seminar will give you an insight into their poetry, which, in spite of its differences, shares the characteristic that it frequently engages in a dialogue with previous poetry. Cope's poems playfully engage with Shakespearean sonnets and other canonical texts; Oswald's *Memorial* adapts Homer's *Iliad*; *1914: Poetry Remembers*, edited by Duffy, takes recourse to the poetry of the First World War. We will thus discuss poems that will range, for instance, from parodies of Shakespearean sonnets to poems in which the victims of the Trojan War or the First World War are memorised. Topics will also cover the relationships between men and women, between humans and nature, and between poetry and reality. We will generally practise and improve our skills in analysing poetry.

Required texts will be made available.

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

050 640

G.B. Shaw, 4 CP

2 st. do 14-16

GABF 04/614

Klawitter

The Irish playwright George Bernard Shaw had an enormous influence on the development of 20th-century British drama. We will consider his concept of the 'play of ideas' and explore his political commitment in three of his plays, namely *Mrs Warren's Profession* (1898), *Major Barbara* (1905) and *Pygmalion* (1912).

Participants should acquire the following edition: *George Bernard Shaw's Plays: Mrs Warren's Profession, Pygmalion, Man and Superman, Major Barbara: Contexts and Criticism*, selected and edited by Sandie Byrne. Norton, 2004 (ISBN 9780393977530).

Assessment/requirements: *Übung*: test; *Seminar*: 12-page term paper (*wissenschaftliche Hausarbeit*).

050 614

Indigenous Australian Poetry and Its English(es), 4 CP

Blockveranstaltung

Meierkord/Schreyer

Mi 10.10.18, 10-12, GABF 04/252

Fr 9.11.18, 10-17 GB 03/42

Fr 7.12.18, 10-17 GB 03/42

Fr 18.1.19, 10 -17 GB 02/60

"One of the most important aspects of the history of this linguistic frontier has been the development of Aboriginal English, lingua francas and creoles (like Kriol). Literary cultural analysis in Australia has been pretty much oblivious to the contemporary linguistic topography that has formed from the history of settlement, even when it has had Aboriginal writing as its object of study." (Mead 415)

Philip Mead's *Networked Language* (2008) is a milestone in Australian criticism for its language-focussed approach to poetry. Mead explains how language was used to colonise Australia and oppress its indigenous peoples, and how this has shaped the relationship to English in Australia and the poetic output by, among others, indigenous writers.

This seminar offers students a selection of indigenous Australian poems to analyse from the perspective of literary studies as well as linguistics. Starting with an overview of the linguistic ecology of Australia, of oral traditions and the first poetry published in English, the topics covered in the seminar include varieties of Australian English, Kriol, institutional discrimination, rewriting history, love poems and urban poems, and more.

These topics are expressed using various varieties of Australian English, including Kriol, urban slang, rural language, all of which reflect the country's multiethnic and multilingual history and society as well as the way Australia deals with this through a multilingual language policy and planning. We will investigate how this is visible through the use of borrowings and code-switching, phonemic spelling and grammar.

Assessment/requirements: *Übung*: Referat im Bereich Literaturwissenschaften oder Datenpräsentation im Bereich Sprachwissenschaften; *Seminar*: Hausarbeit mit entweder literatur- oder sprachwissenschaftlichem Fokus *oder* die Leistungen für die Übung plus ein Protokoll aus dem jeweils anderen Bereich.

050 641

Yorkshire in Fiction, 4 CP

2 st. fr 14-16

GABF 04/614

Wächter

In the British cultural imagination, the historic county of Yorkshire, frequently nicknamed "God's Own Country" or "God's Own County", is commonly associated with landscapes of

austere beauty and 'authentic' working-class culture – associations heritage industries capitalise upon. Thus, for instance, the South Pennines tourism website advertises the area as "a wild, wonderful and occasionally *wuthering* landscape at the place where Yorkshire and Lancashire collide" (emphasis added). Emily Bronte's *Wuthering Heights* (1847) exemplifies that while narratives may utilise already existent touristic fascination with the rugged landscapes of England's North, these images are, in turn, heavily influenced by narrative representations. This seminar discusses representations of Yorkshire in fiction, from *Wuthering Heights* to Sally Wainwright's TV series *Happy Valley* (2014-2016), and explores each of these texts as narrative contributions to the construction of regional identities and cultural heritage. Following Stuart Hall's famous question "Whose Heritage?", we will place particular emphasis on inflections of 'race', class, gender and sexuality in these constructions.

Assessment/requirements: *Übung*: three thesis papers; *Seminar*: six thesis papers or term paper (10–15 pages).

Übungen

050 643

British Short Stories, 3 CP

2 st. mi 12-14

GB 03/49

Dow

This course is based on a major anthology of modern British short stories from the late 20th century. It will be supplemented by a couple of more recent works. Alongside in-class readings and related textual analysis, students will present their chosen authors and their works in terms of style, plot, themes and characterisation. Authors include: Ishiguro, Mars Jones, Golding, Greene, Amis, Fowles, Lessing, Sillitoe, Bradbury, Lodge, Bainbridge, Golding, Weldon, Rushdie, Barnes, Sinclair, Swift, Trevor, Ballard, Fowles – amongst others.

Bradbury, Malcolm, ed. *The Penguin Book of Modern British Short Stories*. Penguin, 1987.

Assessment/requirements: (group) presentation, along with a final reading comprehension on one of the short stories studied in class.

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: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.			
Modulbeauftragte: PD Dr. Uwe Klawitter, Dr. Claus-Ulrich Viol			

Vorlesungen

050 646

US Literatures and Cultures: From the Beginnings to the Civil War, 2,5 CP

2 st. mo 14-16

HGA 10

Freitag

This is the first part of a three-part lecture series that introduces students to important developments of US-American literature as part and expression of the shaping of US-American culture. Students learn to understand US culture and its representations as result of complex national, transnational, and global historical developments. They learn to identify and evaluate particular historical periods and their modes of literary, rhetorical, and/or artistic representation within the overall history of US culture. The periods and their characteristic modes of representation are demonstrated on the basis of especially suitable literary texts made available on Blackboard.

The lecture aims at supplying a foundation for the study of US culture and at helping to make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (US)". Each part of the three-part lecture series can be attended separately.

Texts will be provided via Moodle.

Assessment/requirements: regular reading and final test.

Seminare

050 650

Early American Classics: From *Uncle Tom's Cabin* to *The Awakening*, 4 CP

2 st. mo 12-14

GABF 04/413

Pfeiler

In the second half of the 19th century, US literary production began to reach a new level of independence from the British literary scene and vastly increased in popularity among a growing number of American "'general', 'common', or 'popular' readers" (Post-Lauria 4). Thus, this course investigates the popularity of US American fiction between 1850 and 1900, specifically, but not limited to, the success of female writers in the American literary marketplace. Questions that we will focus on throughout the course relate to why these texts attracted the interest of a large number of people by studying their stylistic features as much as scrutinizing their ideological implications in a pre- and post-Civil War era. We will investigate the democratizing function of print literature in addition to critically reflecting on modes of exclusion and inclusion. At the same time, we will ask ourselves why these texts have remained noteworthy as 'literary classics' until today. As part of this course you will

learn how to formulate thesis statements and engage in using digital databases so as to gain deeper insights into the critical reception of these 19th-century texts.

Please buy (and start reading) the following books in preparation for this seminar: Harriet Beecher Stowe's *Uncle Tom's Cabin* (1850), Maria Susanna Cummins' *The Lamplighter* (1854), Mark Twain's *The Adventures of Tom Sawyer* (1874), Stephen Crane's *The Red Badge of Courage* (1895), Kate Chopin's *The Awakening* (1899).

Secondary texts and additional texts will be provided via Moodle.

Assessment/Requirements: *Übung*: three short thesis statements (5 lines), one research essay (2 pages); *Seminar*: active participation, three short thesis statements (5 lines), research essay (2 pages), one research paper (10–12 pages).

050 651

Sorrow Songs: American Slave Narratives, 4 CP

2 st. di 10-12

GABF 04/614

Pitetti

Drawing on traditions of autobiography and sentimental literature as well as on antislavery and abolitionist discourses, slave narratives chronicle the horrors of the black experience in America. Featuring scenes of brutal violence, sexual abuse, and profound emotional trauma, the slave narrative functions as an important critique of slavery's innate perversity and inhumanity and of the implicit contradictions and failures of American democracy.

This course will examine the genre of the slave narrative as an artistic, intellectual, and political tool of agitation and resistance. We will trace the genre's emergence and development in relationship to its aesthetic precursors and its conditions of production, identifying the essential patterns and motifs that structure the form. Some of the tropes that we will analyze include: the use of 'authenticating documents', the descent from innocence into the hell of slavery, the critical confrontation with the master, the quest for literacy, and the experience of flight and freedom. We will discuss how slave narratives mobilize the discourses of realism and sentimentalism; the ways in which enslaved African Americans chart the transition from bondsman/woman to personhood; the complicated issue of authorship, authenticity, and audience; and finally, how issues of race, representation, and cultural ownership affect our understanding of the genre.

Students participating in the course will need copies of the following texts. Please obtain the correct editions (as specified by the ISBN). This will facilitate discussion by ensuring that all participants have identical copies of the text; moreover, some of these are critical scholarly editions which contain additional materials that we will cover in class.

Brown, William. *Clotel; Or, The President's Daughter*. ISBN: 9780312621070.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. ISBN: 9780393265446.
Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. ISBN: 9780674035836.
Hurston, Zora. *Barracoon: The Story of the Last Slave*. ISBN: 9780008297664.
Wilson, Harriet. *Our Nig; or, Sketches from the Life of a Free Black*. ISBN: 9780307477453.

Assessment/requirements: will be announced in the first session of the semester.

050 652

Writing the 'American' Self: Autobiography, Memoir, Life-Writing, 4 CP

2 st. di 12-14

GC 02/120

Kindinger

This course is dedicated to various forms of writing the self: from classic autobiographies written by important 'makers' of the American nation such as Benjamin Franklin or George Washington, to the emergence of marginalized voices since the mid-19th century, and more playful forms of life-writing like self-help literature, culinary memoirs and social media. We will pay attention to the cultural function and work of writing the self, and to the methods/strategies these texts employ to contribute to the creation of 'America' as a nation that supposedly embraces and promotes individuality and freedom. Texts will be made available on Moodle or in a Reader to be purchased at the copy shop. Additionally, please purchase Roxane Gay's book *Hunger: A Memoir of (My) Body* (Harper, 2017).

Assessment/requirements: *Übung*: preparation and active participation in class, three written assignments to be handed in during the semester; *Seminar*: preparation and active participation in class, three written assignments to be handed in during the semester, 10-page final paper.

050 653

Gold Diggers and Hobos: Representations of Workers in American Culture, 4 CP

2 st. mi 12-14

GABF 04/613

Pfeiler

This course aims at analyzing a number of representations of the working class in US literature, paintings, photography, film, and music in order to unravel some of the cultural tropes and myths that have been connected to them. Starting out with representations of the working class in the 19th century, this project-oriented course aims at scrutinizing America's complex relationship to its labor force throughout the past two centuries. We will critically investigate the nation's heroic acclamation of its 'pioneers' within the context of America's westward expansion – fueled by the country's 'Manifest Destiny'. Throughout the first few sessions we will study the representation of cowboys, whalers, miners, railways workers, and construction workers in literature, paintings, and photography before branching out into a range of other mediatized representation of other workers in the 20th and 21st centuries. Here our focus will shift to the representation of assembly line workers, immigrant field

workers, meatpackers, undocumented migrant workers, and, finally, to more contemporary representations of workers in literature, film, TV-series, and music.

Please buy (and start reading): Upton Sinclair's *The Jungle* (1906). Secondary reading and all other texts will be provided via Moodle.

Assessment/requirements: *Übung*: active participation, one group project, one essay (2 pages); *Seminar*: active participation, one group project and one research paper (10–12 pages).

050 654

Breaking the Silence: Asian American Narratives in Literature and Film, 4 CP

2 st. do 14-16

GABF 04/711

Laemmerhirt

This course focuses on Asian American voices in the field of American literature and discusses the role Asian American history has played in the formation of both Asian American ethnicities as well as Asian American writings. Starting with an overview of Asian American history, the course will closely analyze and discuss different Asian American narratives, including poems, short stories, novels, graphic novels, and film. Key issues such as racial stereotyping, the 'model minority' syndrome, anti-Asian sentiments, and media racism will be addressed and scrutinized.

Books to be purchased and read: Milton Murayama. *All I'm Asking for Is My Body* (1988), Celeste Ng. *Everything I Never Told You* (2014), Thi Bui. *The Best We Could Do* (2017).

Additional material will be made available at the beginning of the semester.

Assessment/requirements: *Übung*: three essays and final test; *Seminar*: one essay and a research paper (12 pages).

Übungen

050 655

Literature of the Civil War, 3 CP

2 st. mi 10-12

GABF 04/413

Pitetti

"The dream of humanity, the vaunted Union we thought so strong, so impregnable — lo! it seems already smash'd like a china plate. One bitter, bitter hour — perhaps proud America will never again know such an hour." (Walt Whitman)

The Civil War was, as the lines from Walt Whitman's "Battle of Bull Run, July, 1861" quoted above suggest, more than just an event that reshaped the distribution of power and wealth throughout the United States; it was a challenge to Americans' understanding of the identity and nature of their nation. The War made visible and unignorable the various irresolvable tensions that divided early 19th-century American society along racial, sectional, class-based, and ideological lines. In this course, we will explore some of the ways in which American literary writers engaged with those tensions during the period immediately before the war, during the war years themselves, and during the periods of reconstruction and memorialization that followed. We will examine how different American writers represented and misrepresented the Civil War in different ways, and we will seek to understand why they choose to write about the war in the fashion that they did.

Students participating in the course will need copies of the following texts. Please obtain the correct editions (as specified by the ISBN). This will facilitate discussion by ensuring that all participants have identical copies of the text; moreover, some of these are critical scholarly editions which contain additional materials that we will cover in class.

Harriet Beecher Stowe, *Uncle Tom's Cabin*. ISBN: 9780393283785.

Rebecca Harding Davis, *Waiting for the Verdict*. ISBN: 9781331150480.

Stephen Crane, *The Red Badge of Courage*. ISBN: 9780393930757.

Civil War Women: The War Seen Through Women's Eyes. ISBN: 9780671702489.

Michael Shaara, *The Killer Angels*. ISBN: 9780345348104.

Assessment/requirements: will be announced in the first session of the semester.

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.			
<p>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.</p> <p>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.</p>			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10–15 Seiten), in Ausnahmefällen Klausur (90–120 Minuten) oder mündliche Prüfung (15–20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
<p>Stellenwert der Note für die Fachnote: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.</p>			
Modulbeauftragte: Dr. habil. Sebastian Berg, Dr. Claus-Ulrich Viol			

Vorlesungen

050 657

Restoration Culture, 2,5 CP

2 st. di 14-16

HGB 10

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 is a to and fro 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.

Assessment/requirements: written test at the end of the semester.

Seminare

050 658

Culture of Creativity, 4 CP

2 st. mo 14-16

GABF 04/253

Pankratz

Creativity is one of the central buzzwords of the recent years. According to Richard Florida, many professions are shaped by a "creative ethos". The post-industrial, post-Fordist economy is dominated by members of the 'creative class' working in advertising, PR or design. They also serve as models for supposedly straightforward and boring jobs from teaching to management and the administration. Moreover, everyone is to discover and enhance their creative potential. Andreas Reckwitz and others correlate this imperative to be creative with the processes of a neoliberal economy and its "managerial selves".

The seminar will discuss recent theories on the "creativity dispositif" (Reckwitz) and analyse examples from British culture. The aims of the seminar are to get acquainted with and to discuss sophisticated theories and to appropriate them for cultural analysis.

Texts will be provided on Moodle.

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

050 659

Fandom, 4 CP

2 st. di 10-12

GABF 04/252

Bladeck

When Henry Jenkins's ground-breaking work *Textual Poachers* was published in 1992, it was the beginning of the first wave of fan studies and changed the way fans were perceived by scholars. Studying fandom as a subversive practice and collective strategy to evade dominant ideologies opposed the portrayal of fans as an easily manipulated mass prominent in early mass communication scholarship. Since then, fan research has grown and developed into a global research community. Simultaneously, the spread of the Internet and its related forms of communication allowed fans to connect and practise their fan affiliations in new ways.

In this seminar, we will touch upon theoretical aspects of fandom, i.e. participatory and consumer culture, as well as specific expressions of fandom. We will study the development of various fandoms and different fan practices and cultures, such as fan activism, fan fiction, and vidding.

Texts will be made available on Moodle.

Assessment/requirements: short presentation and seminar paper.

050 660

Everyday Life and Consumption, 4 CP

2 st. mi 12-14

GABF 04/711

Lienen

Following Raymond Williams's conception of culture as 'ordinary', this seminar will examine the practices of everyday life and cultural consumption. While in the past consumers were attributed a passive role, we will focus on the ways in which meanings are actively produced through consumption in the context of everyday life.

By drawing on various theoretical approaches to the study of cultural consumption as well as the concept of 'the everyday' (including, among others, Pierre Bourdieu, Jean Baudrillard and Michel de Certeau) we will discuss and critically reflect on the ways in which our 'ordinary' consumption choices are linked to culture, identity and the production of meaning.

Reading material will be made available via Moodle.

Assessment/requirements: students need to attend the first session in order to take the seminar. All participants are expected to prepare the reading material at home and participate actively; *Übung*: thesis paper, quiz and essay; *Seminar*: thesis paper, quiz and term paper.

050 632

Robin Hood in Film and Literature, 4 CP

2 st. do 14-16

GA 03/49

Houwen

"Many men speak of Robin Hood who never drew his bow". This old proverb gives some idea of the widespread popularity of the Robin Hood legend. One could alter this proverb somewhat to say that "Many people speak of Robin Hood who have never read the texts (but did see the movie!)". The Robin Hood legend has survived in numerous texts in a variety of genres. The outlaw is first mentioned in late medieval chronicles and ballads and soon makes his way into plays. Little John and the Sheriff of Nottingham are there virtually from the start, but Will Scarlet and Maid Marian only start to play significant parts in the later (broadside) ballads from the 17th century. All texts reflect their times and many serve specific political or religious purposes as well.

Robin Hood soon found his way into films and later television series as well and it is largely through the movies that his fame has been disseminated. One only has to think of such classics as Michael Curtiz's *The Adventures of Robin Hood* (1938) starring Errol Flynn or the even earlier silent version starring Douglas Fairbanks (1922). More recently the animated version by Disney (1973), the 1993 spoof *Men in Tights* by Mel Brooks and Kevin Costner's *Prince of Thieves* have all done their share to keep the legend alive. In fact, a new *Robin Hood* directed by Otto Bathurst is expected to hit the white screen in November 2018.

This course will study both the texts and a representative selection of the films. Since we shall be watching full versions rather than extracts four hours have been set aside for this course. It is expected that we shall divide our time virtually equally between the movies and the texts.

Our aim is to investigate the traditional literature, their cinematic renderings and the interaction between literature and film from both a temporal and a cultural perspective. Active participation is a prerequisite for this course because in addition to the dissemination of knowledge the course aims to provide a platform to practice academic ways of thinking and argumentation which also involves using language and logic appropriate to the subject at hand. Such forms of academic discourse can only be trained by participating in class discussions, (class) assignments and the like.

Texts: Stephen Knight and Thomas Ohlgren, eds. *Robin Hood and Other Outlaw Tales*. TEAMS Middle English Texts Series. Kalamazoo, MI: Western Michigan University, 1997. Individual texts will also be made available via Moodle but since this procedure will involve a lot of printing you are advised to buy the printed edition.

Assessment/requirements: *Übung*: active participation; *Seminar*: term paper (8–10 pages).

050 641

Yorkshire in Fiction, 4 CP

2 st. fr 14-16

GABF 04/614

Wächter

In the British cultural imagination, the historic county of Yorkshire, frequently nicknamed “God’s Own Country” or “God’s Own County”, is commonly associated with landscapes of austere beauty and ‘authentic’ working-class culture – associations heritage industries capitalise upon. Thus, for instance, the South Pennines tourism website advertises the area as “a wild, wonderful and occasionally *wuthering* landscape at the place where Yorkshire and Lancashire collide” (emphasis added). Emily Bronte’s *Wuthering Heights* (1847) exemplifies that while narratives may utilise already existent touristic fascination with the rugged landscapes of England’s North, these images are, in turn, heavily influenced by narrative representations. This seminar discusses representations of Yorkshire in fiction, from *Wuthering Heights* to Sally Wainwright’s TV series *Happy Valley* (2014-2016), and explores each of these texts as narrative contributions to the construction of regional identities and cultural heritage. Following Stuart Hall’s famous question “Whose Heritage?”, we will place particular emphasis on inflections of ‘race’, class, gender and sexuality in these constructions.

Assessment/requirements: *Übung*: three thesis papers; *Seminar*: six thesis papers or term paper (10–15 pages).

050 661

Aspects of Victorian Culture, 4 CP

2 st. fr 10-12

GABF 04/252

Schlensag

Victorian England saw a great expansion of ideas in science, technology, religion, politics and arts, allowing room for divergence resulting in arresting contradictions. The cultural climate of Victorian society has for a long time been regarded as bourgeois, repressed, prudish, and old-fashioned. Latest research has modified this judgement and presents a more ambivalent picture of Victorian culture that still has an impact on contemporary controversies. Think of Sonia Boyce’s temporary removal of *Hylas and the Nymphs* by the Pre-Raphaelite painter John William Waterhouse at the Manchester Art Gallery in 2018. The ensuing debate of

Boyce's performative act has had a polarising effect on discussions concerning Waterhouse's representation of sexuality and, more importantly, our own relationship to it.

This seminar examines Victorian culture in the wide social context of a self-conscious society that mixed positivist realism and post-romantic thought, conservatism and radical sentiment, a strong belief in progress as well as a curious interest in the grotesque. These paradoxes will be analysed through a wide range of different source material such as poetry, prose, and painting. A special emphasis will be put on early photography since the Victorian age was the first great age of the photograph. The Victorians' obsession with it might allow for a comparative glance of our own entanglement with the photographic image.

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

Assessment/requirements: to be discussed in first session; term papers are an option.

Übungen

050 663

Populism, 3 CP

Blockveranstaltung

GABF 04/614

Berg

14.02.19, 15.02.19, 25.02.19, 26.02.19, 27.02.19, jeweils von 13.30–18

Populism has become one of the most frequently used terms in political analysis recently. In Britain, politicians as different as Nigel Farage (UKIP), Nicola Sturgeon (SNP) and Jeremy Corbyn (Labour) are called 'populists'. Several parties are supposedly populist as are specific arguments. Political scientists debate whether we should understand populism as an ideology, a strategy for gaining political power, or a type of political communication. Still, most agree on one thing: populism is bad. This seems somewhat surprising, since the term refers to 'populus' (the people) just as democracy refers to 'demos' (the people). This course looks at concepts and cases of suspected populism in Britain. We will familiarise ourselves with tools for identifying populism and apply them to concrete phenomena. This will lead us to a final reflection and debate on the question of how much sense the concepts makes.

Assessment/requirements: small research project to be presented in class.

Cultural Studies (US)

Workload/Credits 285 Std./9,5 CP	Semester: 3.–6.	Häufigkeit des Angebots: jedes Semester	Dauer: 1–2 Semester
Lehrveranstaltungsart: Vorlesung + Übung + Seminar	Kontaktzeit: 2 SWS + 2 SWS + 2 SWS	Selbststudium: ca. 201 Std.	Geplante Gruppengröße: VL 80–300 Ü 15–25 S 20–40
Teilnahmevoraussetzungen: Englisch-Schulkenntnisse (Abitur oder Äquivalent). Ferner ist der erfolgreiche Abschluss der Veranstaltung „Introduction to Cultural Studies“ und des Basismoduls „Sprach- und Textproduktion“ Voraussetzung für die Teilnahme am Modul.			
<p>Lernergebnisse: Die Studierenden erweitern ihre Kenntnisse über einen Teilbereich, ein Thema oder eine Epoche der US-amerikanischen Kultur bzw. einen Teilbereich, ein Thema oder eine Epoche US-amerikanischer Kultur im Vergleich mit anderen Kulturen. Die Studierenden erweitern ihre im Basismodul gewonnenen Fertigkeiten der kulturwissenschaftlichen Analyse. Sie entwickeln einen präzisen Blick für kulturwissenschaftliche Problemstellungen und die wissenschaftliche Bearbeitung von Themen der American Studies. In den Seminaren vertiefen die Studierenden ihre Kenntnisse in US-amerikanischer Geschichte und Kultur im Hinblick auf einen enger begrenzten Gegenstand. Sie erwerben in diesem Rahmen weiterführende methodologische und theoretische kulturwissenschaftliche Kenntnisse, entwickeln unter Anleitung kulturwissenschaftliche Fragestellungen und lernen diese, mit dem wissenschaftlichen Instrumentarium selbständig zu bearbeiten.</p> <p>Inhalte: Das Modul bietet Studierenden einen systematischen und exemplarischen Überblick über Teilbereiche, Themen oder Epochen der US-amerikanischen Kultur; die Möglichkeit zur Vertiefung der theoretischen Grundlagen und Methoden der Cultural Studies; theoretisch reflektierte Beschäftigung mit einem enger begrenzten Gebiet/Phänomen der US-amerikanischen Kultur; Ausbildung und Verfeinerung kulturwissenschaftlicher Analysetechniken; Auseinandersetzung mit kulturwissenschaftlichen Theorien.</p>			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; Vorlesung; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie Test (Vorlesung); kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Hausarbeit (10–15 Seiten), in Ausnahmefällen Klausur (90–120 Minuten) oder mündliche Prüfung (15–20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
<p>Stellenwert der Note für die Fachnote: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.</p>			
Modulbeauftragte: Dr. habil. Sebastian Berg, Dr. Claus-Ulrich Viol			

Vorlesungen

050 646

US Literatures and Cultures: From the Beginnings to the Civil War, 2,5 CP

2 st. mo 14-16

HGA 10

Freitag

This is the first part of a three-part lecture series that introduces students to important developments of US-American literature as part and expression of the shaping of US-American culture. Students learn to understand US culture and its representations as result of complex national, transnational, and global historical developments. They learn to identify and evaluate particular historical periods and their modes of literary, rhetorical, and/or artistic representation within the overall history of US culture. The periods and their characteristic modes of representation are demonstrated on the basis of especially suitable literary texts made available on Blackboard.

The lecture aims at supplying a foundation for the study of US culture and at helping to make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (US)". Each part of the three-part lecture series can be attended separately.

Texts will be provided via Moodle.

Assessment/requirements: regular reading and final test.

Seminare

050 650

Early American Classics: From *Uncle Tom's Cabin* to *The Awakening*, 4 CP

2 st. mo 12-14

GABF 04/413

Pfeiler

In the second half of the 19th century, US literary production began to reach a new level of independence from the British literary scene and vastly increased in popularity among a growing number of American "'general', 'common', or 'popular' readers" (Post-Lauria 4). Thus, this course investigates the popularity of US American fiction between 1850 and 1900, specifically, but not limited to, the success of female writers in the American literary marketplace. Questions that we will focus on throughout the course relate to why these texts attracted the interest of a large number of people by studying their stylistic features as much as scrutinizing their ideological implications in a pre- and post-Civil War era. We will investigate the democratizing function of print literature in addition to critically reflecting on modes of exclusion and inclusion. At the same time, we will ask ourselves why these texts have remained noteworthy as 'literary classics' until today. As part of this course you will

learn how to formulate thesis statements and engage in using digital databases so as to gain deeper insights into the critical reception of these 19th-century texts.

Please buy (and start reading) the following books in preparation for this seminar: Harriet Beecher Stowe's *Uncle Tom's Cabin* (1850), Maria Susanna Cummins' *The Lamplighter* (1854), Mark Twain's *The Adventures of Tom Sawyer* (1874), Stephen Crane's *The Red Badge of Courage* (1895), Kate Chopin's *The Awakening* (1899).

Secondary texts and additional texts will be provided via Moodle.

Assessment/Requirements: *Übung*: three short thesis statements (5 lines), one research essay (2 pages); *Seminar*: active participation, three short thesis statements (5 lines), research essay (2 pages), one research paper (10–12 pages).

050 664

Star Wars: American Myth, 4 CP

2 st. di 14-16

GA 8/34

Zucker

In 1977, a medium-budgeted independent film which, on paper, sounded like a vaguely ridiculous children's tale set in outer space premiered in movie theaters, and then, against the odds, went on to launch what is probably the biggest cultural phenomenon Hollywood has ever produced. Today, *Star Wars* is a multibillion dollar industry, a multimedia mega-text and the premier example of contemporary American mythopoeia.

The main focus of this class is that latter aspect. We will examine how the *Star Wars* text uses motifs and narrative structures from classical mythology as well as US myth and history to create its own universal (yet also uniquely American) pop-cultural mythology. We will also investigate the series' engagement with politics, identity and otherwise, to map the larger cultural relevance of *Star Wars*. To that end, a variety of theoretical angles will be introduced which can also be put to good academic use beyond an analysis of *Star Wars*.

In order to successfully participate in this seminar, you should be familiar with at least the (currently ten) *Star Wars* theatrical films. Since we will endeavor to also go beyond the mainline entries in the series, it is also recommended that you sample *Star Wars: The Clone Wars* (currently available on Netflix). A reader containing relevant material will be sold at the SSC at the beginning of the semester.

Assessment/Requirements: final exam or academic paper.

050 653

Gold Diggers and Hobos: Representations of Workers in American Culture, 4 CP

2 st. mi 12-14

GABF 04/613

Pfeiler

This course aims at analyzing a number of representations of the working class in US literature, paintings, photography, film, and music in order to unravel some of the cultural tropes and myths that have been connected to them. Starting out with representations of the working class in the 19th century, this project-oriented course aims at scrutinizing America's complex relationship to its labor force throughout the past two centuries. We will critically investigate the nation's heroic acclamation of its 'pioneers' within the context of America's westward expansion – fueled by the country's 'Manifest Destiny'. Throughout the first few sessions we will study the representation of cowboys, whalers, miners, railways workers, and construction workers in literature, paintings, and photography before branching out into a range of other mediatized representation of other workers in the 20th and 21st centuries. Here our focus will shift to the representation of assembly line workers, immigrant field workers, meatpackers, undocumented migrant workers, and, finally, to more contemporary representations of workers in literature, film, TV-series, and music.

Please buy (and start reading): Upton Sinclair's *The Jungle* (1906). Secondary reading and all other texts will be provided via Moodle.

Assessment/requirements: *Übung*: active participation, one group project, one essay (2 pages); *Seminar*: active participation, one group project and one research paper (10–12 pages).

050 665

"This is America": A Cultural History of Hip-Hop, 4 CP

Blockveranstaltung

GABF 04/413

Nitzsche

Fr, 09.11.18, 16-19

Sa, 19.01.18, 10-16

Sa, 26.01.18, 10-16

Sa, 09.02.18, 10-16

Fr, 15.02.18, 16-18

This seminar aims to explore hip-hop history from its emergence in the Bronx in the 1970s to its status as a powerful global (pop) cultural form in the early 21st century. Hip-hop culture evolved out of a long history of Afro-diasporic politics, aesthetics, and cultural production, such as so-called slave narratives, jazz music, and the Civil Rights Movement. Those trajectories continue to nurture the development of hip-hop until today because artists have re-worked these traditions to address a wide range of contemporary issues in their texts and performances, such as social justice, race, gender, class, and cultural appropriation.

Hip-hop's capacity to elucidate various social, cultural, and historical issues thus presents a unique context for research in American Studies.

Students will learn about the evolution of hip-hop including its founding myth, early hip-hop, the East Coast vs. West Coast rivalry of the 1990s, and hip-hop's rise in the South since the 2000s. They analyze some of the major texts from the beginnings until today, such as albums, films, graphic novels, and TV series, which shaped hip-hop's journey from the streets of New York to its recognition as an important cultural form by institutions, such as the Smithsonian, Harvard University, and the Pulitzer Prize Board. Besides providing students with an overview of the field of hip-hop studies from a cultural studies point-of-view, the seminar seeks to foster individual research, critical thinking, and writing skills.

Assessment/requirements: *Übung*: active participation, interactive workshop, and shorter written assignments; *Seminar*: the above, plus term paper.

050 666

Whitman's 'Daughters': Women Responding to Walt Whitman, 4 CP

2 st. fr 10-12

GB 5/37

Sattler

"More than a century after his death, American poets still talk about, talk to and back to Walt Whitman. So palpable is Whitman's presence that it is difficult for an American poet to define himself or herself without direct reference to him", writes Ed Folsom in the "Introduction" to the volume *The Measure of His Song*, a collection of global voices responding to Whitman. Indeed, Whitman envisioned poets as his audience, and asked them to continue his legacy. Following an introduction to Whitman's life and his most important writings, this class will look critically at a selection of creative responses this significant American poet has triggered over the years.

We will specifically engage with female writers, who often took and continue to take the opportunity to contest him, to argue with him, and to talk back to him about his gender politics.

We will be reading poems and essays by Muriel Rukeyser, Adrienne Rich, Mary Oliver, Erica Jong, Sharon Olds, Joy Harjo, June Jordan and Meena Alexander.

Assessment/requirements: *Übung*: active participation, written assignments, presentation; *Seminar*: active participation, written assignments, presentation and 12-page paper.

050 654

Breaking the Silence: Asian American Narratives in Literature and Film, 4 CP

2 st. do 14-16

GABF 04/711

Laemmerhirt

This course focuses on Asian American voices in the field of American literature and discusses the role Asian American history has played in the formation of both Asian American ethnicities as well as Asian American writings. Starting with an overview of Asian American history, the course will closely analyze and discuss different Asian American narratives, including poems, short stories, novels, graphic novels, and film. Key issues such as racial stereotyping, the 'model minority' syndrome, anti-Asian sentiments, and media racism will be addressed and scrutinized.

Books to be purchased and read: Milton Murayama. *All I'm Asking for Is My Body* (1988), Celeste Ng. *Everything I Never Told You* (2014), Thi Bui. *The Best We Could Do* (2017).

Additional material will be made available at the beginning of the semester.

Assessment/requirements: *Übung*: three essays and final test; *Seminar*: one essay and a research paper (12 pages).

Übungen

050 668

Introduction to Film Analysis, 3 CP

2 st. mo 10-12

GC 03/42

Zucker

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

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

As the individual sessions will be geared towards exercises in film and scene analysis as much as possible, you should be willing to independently watch a number of case examples. There will be a reader containing relevant sources, available for purchase at the Druckzentrum when the semester begins.

Assessment/requirements: two short written tests.

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 Wirtschaftsenglisch, Technisches Englisch und Rechtsenglisch.			
Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; Projektarbeit; zusätzlich E-Learning-Elemente.			
Prüfungsformen: diverse Studienleistungen wie kürzere schriftliche Arbeiten und/oder Test bzw. Projektarbeit (Übung); Modulprüfung zumeist in Form einer schriftlichen Klausur (90-120 Minuten), in Ausnahmefällen einer schriftlichen Hausarbeit (10-15 Seiten) oder mündlichen Prüfung (15-20 Minuten) (Seminar).			
Voraussetzungen für die Vergabe von Kreditpunkten: aktive Teilnahme und erfolgreiches Erbringen der diversen Studienleistungen sowie Bestehen der dem Seminar angegliederten Modulprüfung.			
Stellenwert der Note für die Fachnote: Bei Studienbeginn ab WS 2016/17: Die Modulnote geht mit einem gewichteten Anteil von 12,5% in die Berechnung der Fachnote ein. Bei Studienbeginn vor WS 2016/17: Die Modulnote geht zu 25% in die Fachnote ein, sofern das Modul als prüfungsrelevant gekennzeichnet wird.			
Modulbeauftragte: Dr. Robert Smith, Dr. Claus-Ulrich Viol			

Seminare

050 684

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 team work, for example. 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: group project, term paper, active participation.

050 685

The Language of Sustainability and Change Management, 4 CP

2 st. do 8-10

GABF 04/613

Bachem

What is sustainability – a modern buzzword? What does this have to do with change management? These are two obvious questions that regularly arise in our daily life – be it in private, in business or in the world of academia. This course intends to find answers by highlighting the development of the concept of sustainability in terms of its history, i.e. understanding the ongoing process from an environmental discourse to a social one and, finally, to a business discourse. Implementing the principles of sustainability has required the business world to rely on various forms of change management in order to adopt a structured and organized approach designed to create a sustainable business environment and, ultimately, a sustainable future beyond the world of business for the next generations to come. Course materials will range from theoretical approaches explaining and/or defining sustainability to visualized concepts of successfully implemented projects.

Course materials will be provided in class.

Assessment/requirements: group project, term paper, active participation.

050 686

Science and Technology, 4 CP

2 st. mo 12-14

GABF 04/253

Smith

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

Assessment/requirements: learner's diary (including glossary management) and written end-of-term exam (or term paper).

050 687

The Language of Medicine, 4 CP

2 st. di 10-12

GB 04/253

Smith

After taking a tour of the human organs and senses from top to toe, their functions, pathologies and treatments of the latter, the course will spread out into the realm of medical ethics, (previously) mysterious diseases and rare ailments, looking at the latter two through the lens of medical history, before ending on a more hopeful note with an overview of medical frontiers and anticipated future medical developments. The study of the characteristics of medical language will be complemented by exercises in terminology work and glossary management.

Materials will be supplied.

Assessment/requirements: learner's diary (including glossary management) and written end-of-term exam (or term paper).

Übungen

050 690

Business English I, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/252	Bachem
Gruppe B: 2 st. di 12-14	GABF 04/253	Bachem

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

Course materials will be provided in class.

Assessment/requirements: presentation, various class assignments, active participation.

Gruppe C: 2 st. mo 10-12	GABF 04/252	Smith
Gruppe D: 2 st. mi 12-14	GABF 04/252	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: presentation (limited slots) or written end-of-term test.

050 691

Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GB 5/37	Bachem
Gruppe B: 2 st. di 12-14	GB 5/38	Bachem
Gruppe C: 2 st. do 12-14	GABF 04/252	Bachem

This course is designed to make students aware of topics highly relevant in an international business environment: cultures, human resources management, international markets, business ethics, styles of leadership and, last but not least, the topic of competition in the business world. We will use text material as well as additional audio and video materials to

gain a realistic and in-depth understanding of these fields of business. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

Course materials will be provided in class.

Assessment/requirements: presentation, various class assignments, active participation.

Gruppe D: 2 st. mo 14-16

GB 5/38

Geisen

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

Assessment/requirements: written end-of-term test.

050 692

Legal English, 3 CP

2 st. mi 10-12

GABF 04/252

Smith

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

Assessment/requirements: presentation (limited slots) or written end-of-term test.

050 693

Technical English, 3 CP

2 st. do 10-12

GABF 04/252

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

Course materials will be provided in class.

Assessment/requirements: presentation, written end-of-term test, 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. mi 12-14

GABF 04/253

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 some 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, written assignments, presentations.

Gruppe B: 2 st. do 10-12

GC 03/33

Minow

This course aims to improve your writing skills by focussing mainly on text types typically encountered in academic writing. We will make use of a variety of exercises, such as text analysis, error correction, paraphrasing, and formulating thesis statements. Students' individual wants and needs regarding academic writing will of course be considered as much as possible.

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

050 696

Grammar AM, 3 CP

Gruppe A: 2 st. mo 14-16

GABF 04/252

Müller, T.

Gruppe B: 2 st. di 14-16

GB 5/38

Müller, T.

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

Assessment/requirements: active participation, homework and final test.

050 697

Translation AM, 3 CP

Gruppe A: 2 st. mo 14-16

GB 5/37

Klawitter

In this course we will translate intermediate level texts from the fields of culture and literature from German into English. We will consider translation strategies, the use of dictionaries and other useful reference books as well as a number of typical translation problems.

Materials will be made available on Moodle.

Assessment/requirements: preparation of homework tasks, two written tests.

Gruppe B: 2 st. do 10-12

GABF 04/253

Ottlinger

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

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

050 690Business English I, 3 CP

Gruppe A: 2 st. di 8-10	GABF 04/252	Bachem
Gruppe B: 2 st. di 12-14	GABF 04/253	Bachem

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

Course materials will be provided in class.

Assessment/requirements: presentation, various class assignments, active participation.

Gruppe C: 2 st. mo 10-12	GABF 04/252	Smith
Gruppe D: 2 st. mi 12-14	GABF 04/252	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: presentation (limited slots) or written end-of-term test.

050 691Business English II, 3 CP

Gruppe A: 2 st. mo 10-12	GB 5/37	Bachem
Gruppe B: 2 st. di 12-14	GB 5/38	Bachem
Gruppe C: 2 st. do 12-14	GABF 04/252	Bachem

This course is designed to make students aware of topics highly relevant in an international business environment: cultures, human resources management, international markets, business ethics, styles of leadership and, last but not least, the topic of competition in the business world. We will use text material as well as additional audio and video materials to gain a realistic and in-depth understanding of these fields of business. Discussions, group work as well as project-related activities are planned to deepen our understanding of the topics offered in class.

Course materials will be provided in class.

Assessment/requirements: presentation, various class assignments, active participation.

Gruppe D: 2 st. mo 14-16

GB 5/38

Geisen

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

Assessment/requirements: written end-of-term test.

050 692

Legal English, 3 CP

2 st. mi 10-12

GABF 04/252

Smith

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

Assessment/requirements: presentation (limited slots) or written end-of-term test.

050 693

Technical English, 3 CP

2 st. do 10-12

GABF 04/252

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

Course materials will be provided in class.

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