

# Kommentiertes Vorlesungsverzeichnis (KVV) - Sommersemester 2022

- *Amerikanische Literatur und Kultur (ALK)*
- *Englische Literaturen (EL)*
- *Linguistik/Anglistik (IfLA)*
- *Sprachpraxis*

**Beginn unserer Veranstaltungen: am Montag, 11.04.2022**

Eine allgemeine Einführungsveranstaltung für Studienanfänger\*innen findet nur im Wintersemester statt.

**Die Anmeldung für alle Kurse erfolgt online über C@MPUS ab dem 12. März 2022.**

**Die Lehre findet sowohl Online, Hybrid als auch in Präsenz statt. Details finden sie in C@mpus, in diesem KVV oder erhalten sie direkt von ihrer\*m Dozentin\*en.**

Veranstaltungen mit dem gleichen Titel werden als Parallelveranstaltungen geführt, nur eine davon ist zu besuchen. (Examens-) Kolloquien bedürfen einer persönlichen Anmeldung bei den entsprechenden Prüfern\*innen.

**Wichtig – bitte beachten Sie:** Änderungen der Raum und Zeitangaben sind nicht ausgeschlossen, auch kurzfristig für einzelne Termine. Bitte beachten Sie daher entsprechende Änderungen (über C@mpus oder Ilias oder als Info von den Veranstaltungsleitenden). Studierende haben verschiedene Studiengänge zur Wahl: Lehramt (Staatsexamen, diverse Prüfungsordnungen, BA, M.Ed.), Bachelor of Arts und Master of Arts. Die Anforderungen sind für alle drei Abschlussarten unterschiedlich und sollten der jeweiligen Prüfungsordnung entnommen werden.

**Zur Teilnahme an den Veranstaltungen und deren Prüfungen:**

Es liegt in Ihrem eigenen Interesse, regelmäßig anwesend zu sein. Die Veranstaltungsleiter\*innen behalten sich vor, Ihre Teilnahme zu überprüfen. Bitte informieren Sie sich rechtzeitig bei den Veranstaltungsleitern\*innen über die jeweiligen Voraussetzungen, um zur Prüfung zugelassen zu werden.

Bitte wenden Sie sich mit allen Ihr Studium betreffenden Fragen an die Mitarbeiter\*innen bzw. den Studiengangsmanager. Die Sprechstunden sind auf unserer Homepage und an den Türen der Sekretariate und der wissenschaftlichen Mitarbeiter\*innen zu finden. In der vorlesungsfreien Zeit gelten andere Sprechstunden.

Die Sekretariate und den Studiengangsmanager finden Sie hier:

ALK:	Keplerstrasse 17, Etage 4a, Zimmer 4.022
ELK:	Keplerstrasse 17, Etage 4a, Zimmer 4.029
IfLA:	Keplerstrasse 17, Etage 4b, Zimmer 4.057
Studiengangsmanager:	Dr.Thomas Wägenbaur, Etage 4a, Zimmer 4.036

Die Unterrichtsräume befinden sich in folgenden Gebäuden:

11.xy = Keplerstr. 11 (K I),	17.xy = Keplerstr. 17 (K II),
2.xy = Breitscheidstr. 2, 2a, 2b	12.xy / 18.xy = Azenbergstr. 12 oder 18

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Hinweise: Studierende der GymPO Studiengänge können BA, BA/MA und MA Kurse belegen, je nach Modulverknüpfung. BA Ed. Studierende, die schon 40 bzw. 100 ECTS-Credits im wissenschaftlichen Hauptfach erworben haben, können Mastermodule im Umfang von 12 bzw. 24 ECTS-Credits vorziehen ([https://www.uni-stuttgart.de/universitaet/aktuelles/bekanntmachungen/dokumente/bekanntm\\_50\\_2017.pdf](https://www.uni-stuttgart.de/universitaet/aktuelles/bekanntmachungen/dokumente/bekanntm_50_2017.pdf))

# Amerikanische Literatur und Kultur (ALK) & Englische Literaturen (EL)

## 1. VORLESUNGEN

### **Text and History II: English Literatures After 1800**

This lecture offers a survey of key texts and developments in English literatures from 1800 until the present, from Romantic poetry to BrexLit, from William Blake to Ali Smith. In addition to getting an overview of the various ways in which these texts reflect upon and respond to cultural, social, technological, and historical change, students will develop a deep understanding of genre developments, literary trends, and the different factors that shaped and continue to shape English literatures until the present day. Individual lectures will be organized around key texts, some of which will be discussed in depth in the Case Studies courses, which accompany this lecture (e.g. Case Studies of Key Texts II).

#### **Recommended Reading:**

Stephen Greenblatt et al., ed. *The Norton Anthology of English Literature: The Major Authors*, 10<sup>th</sup> edition, Vol. 2., W.W. Norton & Company 2018.

Paul Poplawski, *English Literature in Context*, 2<sup>nd</sup> edition, Cambridge University Press 2017.

#### **Types of Degree/Modules:**

Modul „Text and Context II“ im BA-Anglistik und BA-LA

Modul „Text and Context Nebenfach“ im BA-Anglistik

Modul „Text und Kontext II“ im Lehramt (GymPo) + Technikpädagogik

Seminarmodul, WiWi BSc Hohenheim

BA Lehramt „Englisch“ PH Ludwigsburg

#### **Course Offered:**

**Lecturer: Sibylle Baumbach**

**Tuesdays, 09:45-11:15, KII, room 17.02**

## **Text and History II: Survey of American Literature II**

This lecture course provides an overview of U.S.-American literature from the Civil War until today. We will explore a broad scope of literary representations and formations of what it means to be “American” since the time of national reconstruction and the subsequent rise of the United States to the rank of a world power. We will continue to examine some of the central ideas, myths, assumptions, intellectual concepts, and popular perceptions that have influenced the ways in which Americans think and write about themselves and their nation throughout the twentieth century.

**Required Texts:** Baym, Nina, ed. *The Norton Anthology of American Literature*. 9th ed. Volume A&B. New York: Norton, 2017. Print

### **Types of Degree/Modules:**

Modul „Text and Context II“ im BA (2012) und BA Ed.

Modul „Text and Context Nebenfach“ im BA (2012)

Nf Modul „Text und Kontext II“ im Lehramt (GymPo) + Technikpädagogik Seminar modul,  
WiWi BSc Hohenheim

BA Lehramt „Englisch“ PH Ludwigsburg

### **Course Offered:**

**Lecturer: Marc Prieue**

**Monday, 15.45 – 17.15, KII, room 17.02**

## **Key Theories and Methods in Literary and Cultural Studies**

Designed to introduce students to key literary and cultural theories, this lecture will cover a wide range of different concepts that have shaped literary and cultural studies. Special attention will be paid to the seminal role literary texts played (and continue to play) in processes of cultural representation, negotiation, and appropriation as well as to the cultural turns that have shaped research in the Humanities, especially in English and American Studies. Each lecture will be clustered around key debates in literary and cultural studies. These will be discussed based on excerpts from theoretical texts and examples from literature and culture, which students will be asked to prepare before the individual sessions.

Most readings will be taken from Julie Rivken and Michael Ryan, eds., *Literary Theory: An Anthology*, 3<sup>rd</sup> edition (Oxford: Blackwell 2017). All assigned readings will be made available on ILIAS at the beginning of the semester.

### **Required Texts:**

All readings will be made available through ILIAS.

### **Types of Degree/Modules:**

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### **Course Offered:**

**Lecturer: Sibylle Baumbach**

**Thursday, 15:45-17:15, KII, room 17.01**

## 2. INTRODUCTION TO LITERARY STUDIES

Keine

### 3. TEXTUAL ANALYSIS (TA)

**In allen Modulen „Textwissenschaft“ oder „Textual Research“ muß die Vorlesung „Cultural and Literary Theories“ zusammen mit diesen Veranstaltungen zu „Textual Analysis“ belegt werden (siehe oben).**

#### Can Poetry Save the Planet?

An ongoing ecological awakening or ‘environmental turn’ in literature has facilitated the emergence of ecopoetics and ecocriticism as vital fields of inquiry. In this course, we will investigate up-to-date ecotheory, including an ecological response to the pandemic from Bruno Latour, *After Lockdown: A Metamorphosis* (2021). This framework will shape our approach to ‘ecophenomenological’ and environmental poetry, and guide our overarching question of how poetry, in its way, can save the planet. That is, beginning with the proposition that we, as humans, exist *with* Earth, rather than *on* Earth, and *with* a whole network of agents (human or otherwise) and not *off* them, we will approach the poetic text itself as an ecosystem in which we might fully immerse ourselves.

Our journey through ecopoetry will begin with a handful of historical poets—Robert Burns, William Wordsworth, John Keats, W.B. Yeats, and Gerard Manley Hopkins—and shift to contemporary poets hailing from Ireland: Eavan Boland, Paula Meehan, Michael Longley, Derek Mahon, Dermot Healy, Maurice Scully, Sean Hewitt, Annemarie Ní Churreáin, and Moya Cannon. Thus, we will consider how poetry takes up the impossible representational demands of the Anthropocene to refute the idea of discrete individuality and a conventional nature-human binary, and, thereby, quickens a reader’s ecological awareness.

#### Required Texts:

Latour, Bruno. *After Lockdown: A Metamorphosis*. Polity Press, 2021.

A course reader of poetic texts will be accessible on ILIAS.

#### Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbauomodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

#### Course Offered:

**Lecturer: Jessica Bundschuh**

**Tuesday, 11.30 –13.00, KII, room 17.24**

## **Alienation and Isolation in 20th Century American Literature**

Alienation and isolation are catchwords of our times. Alienation is the basic form of rootlessness, which forms the subject of many psychological, sociological, literary and philosophical studies. Isolation is a major theme of human condition in the contemporary epoch. Both the themes of alienation and isolation have been variously dealt with persistently and unflinchingly in modern American literature. The alienated protagonist is a recurrent figure in much of the twentieth century American fiction.

Throughout this course we will survey the elements and historical implications of alienation and isolation in 20<sup>th</sup> Century American Literature as they exist in the multi-cultural, pluralistic 20th century to find some indices for measuring personal identification in the mass society. Through a study across different genres, we will explore the sources of personal estrangement, alienation, and isolation and effects these themes have on identity. This will be done through reading, careful reflection and the formulation of a critique of the expressions of alienation and isolation in modern American fiction.

Beyond developing an understanding of and, hopefully, an appreciation for, American literature, you will also spend considerable time working on textual analysis and analyzing key debates in literary and cultural studies with a focus on critical writing. This course should also help you to join scholarly research with your own critical perspective.

### **Required Texts:**

t.b.a.

### **Types of Degree/Modules:**

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc

Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### **Course Offered:**

**Lecturer: David Cross**

**Friday, 09.45 – 11.15, KII, room 17.25**

## **Wokeness in Contemporary U.S. American Popular Culture**

The term “woke” is a divisive buzzword frequently used in current political and cultural commentary regarding social justice. Initially put forth as a progressive and critical mode of thinking, it is increasingly used in a derogatory way for designating illiberal leftist tendencies. Popular culture plays an important role in the representation of social realities and therefore presents a major site of discussion within this topic. This course will explore the concept of wokeness via the medium film as a contemporary and distinctly American phenomenon, closely tied to the concepts of consciousness, subjectivity, and power. The focus will be on its origin as a watchword within Black American communities and its subsequent popularization through social media discourse especially connected to the Black Lives Matter Movement. Taking into account contextual factors and the overall structure of selected films, we will analyze the films by conducting close readings of individual scenes as well as applying theoretical concepts pertaining to wokeness.

### **Required Texts:**

*Get Out* (2017)

*Green Book* (2018)

*Black Panther* (2018)

Students will be required to watch the selected films. Further readings will be made available through ILIAS.

### **Types of Degree/Modules:**

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc

Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### **Course Offered:**

**Lecturer: Nina van den Daele**

**Friday, 11.30 – 13.00, KII, room 17.74**

## **Robots and AI in Contemporary English Narratives / Artificial Intelligence in Fiction and Popular Culture**

“AI is a fundamental risk to the existence of human civilization,” the controversial entrepreneur and currently second richest person on the planet, Elon Musk, said 2017. Two years later, Jeff Bezos, no less controversial than Musk but even richer, struck a more optimistic tone, claiming that we are “[...] at the beginning of a golden age of AI. Recent advancements have already led to invention that previously lived in the realm of science fiction — and we’ve only scratched the surface of what’s possible.”

It is interesting that Bezos, known to be a lifelong fan of the genre, references science fiction in his rather positive take on the opportunities of artificial intelligence technologies, given that the crazy AI or evil robot has long been a staple of fantastic genres and indeed popular culture: Just think of HAL in 2001, the Terminator in the eponymous franchise, or the Matrix films, to name but a few. In the course of this seminar, we will attempt to understand the cultural roots of current popular representations of AI, how AI is portrayed in contemporary anglophone literature, and how fictional representations and real world implementations of AI intersect - or don't, for that matter. In order to do so, we will read two recent novels with embodied AI protagonists: Ian McEwan's 2019 *Machines Like Me* and Kazuo Ishiguro's 2021 *Klara and the Sun*. We will also look at Ted Chiang's novella *The Lifecycle of Software Objects*, and a number of non-literary texts, dealing amongst other aspects with sex, gender, ethics, racism and discrimination in the context of AI, so expect a fairly heavy reading load.

### **Required Texts**

- +Cave, Stephen, Kanta Dihal and Sarah Dillon (eds.). *AI Narratives: A History of Imaginative Thinking about Intelligent Machines*. Oxford: Oxford University Press, 2020.
- \*Chiang, Ted. “The Lifecycle of Software Objects.” 2010. In: *Exhalation*, London: Vintage, 2020.
- \*Ishiguro, Kazuo. *Klara and the Sun*. London: Faber & Faber, 2021.
- \*McEwan, Ian. *Machines Like Me*. London: Vintage, 2019.
- +Sabouret, Nicolas. *Understanding Artificial Intelligence*. Boca Raton: Chapman and Hall, 2020.
- +Schneider, Julia and Lean Kadryie Ziyal. *We Need to Talk, AI: A Comic Essay on Artificial Intelligence*. Berlin: Dr. Julia Schneider, 2019.
- +Turing, Alan M. “Computing Machinery and Intelligence.” *Mind*, vol. 49, no 236, 1950, pp. 433-460.

\* You need to obtain copies of these texts. It is advisable that you read *Machines Like Me* prior to the first session.

+ These texts (or excerpts thereof) will be provided in class.

### **Types of Degree/Modules:**

- Modul 59410, Textwissenschaft im BA-Lehramt
- Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc Technikpädagogik
- Modul 42560, Textual Research im BA Anglistik (2012), HF + NF
- Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF
- Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### **Course Offered:**

**Lecturer: Folkert Degenring**

**Dienstag, 15.45 – 17.15 Uhr, KII, Raum 17.17**

## The Jazz Age in American Literature

The so-called 'Roaring 20s' which already began in 1918 with the end of World War I and lasted until 1928 when the stock markets crashed were a unique time in American history as it sparked off a new cultural movement which came to be known as the Jazz Age. Just like Jazz music which broke all the rules of traditional music and became synonymous in the 1920s with liberal behavior, bootleg liquor and a hedonistic lifestyle, the new writing during the Jazz Age accordingly challenged cultural norms by trying to find new forms of self-expression and depicting topics which had hitherto been considered as taboo.

The seminar will start off by reading excerpts from John Dos Passos' trilogy *U.S.A.* (1937) which covers the first three decades of the 20<sup>th</sup> century. We will focus however on the second book called *1919* (1932) and the third with the title *The Big Money* (1936). In his trilogy John Dos Passos conveys in a radically new collage-style the atmosphere and history of the 1920s and shows why the US became a world power. Before focusing on New York we encounter typical middle-class life of the 1920s in Sinclair Lewis' satirical novel *Babbitt* (1922) which is set in Zenith, a typical midsize Midwestern city. With John Dos Passos' novel *Manhattan Transfer* (1925) the conformity of middle-class life is left behind and we are plunged into Manhattan, into the urban jungle of the biggest American city and exposed to all the voices and vibes that could be found there in the 1920s. F. Scott Fitzgerald's novel *The Great Gatsby* (1925) is also set in New York, but on Long Island where Gatsby, a typical specimen of a self-made millionaire struggles to live a new 'American Dream'. Multi-talented Hollywood goddess Mae West however did indeed turn that new 'American Dream' into reality. When she dared to write and also produce her play *The Drag* (1927), which 'celebrated' homosexual life in New York, this landed her in jail for ten days. But 'being Mae West' and a true self-made woman of her time she turned around that misfortune into a publicity stunt which made the play a great financial success.

The changes that took place between the sexes which was partly the result of emerging new social types like for example the 'flapper', brilliantly portrayed in F. Scott Fitzgerald's short story *Bernice Bobs Her Hair* (1922), are also depicted in Dorothy Parker's as well as in Ernest Hemingway's short stories, like for example *Hills Like White Elephants* (1927).

In the last part of this seminar it is indispensable to take a closer look at how Eugene O'Neill with his early plays reformed the American theatre in the 1920s by adopting a highly experimental and radical expressionism which perplexed audiences at first. *The Hairy Ape* (1922) and *The Emperor Jones* (1920) are two prominent examples for this new dramatic development where O'Neill vents his social criticism.

### Required Texts:

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 2018. Print.  
Dos Passos, John. *Manhattan Transfer*. Penguin, 2000. Print.  
Lewis, Sinclair. *Babbitt*. Oxford University Press, 2010. Print.  
O'Neill, Eugene. *Early Plays*. Penguin, 2001. Print.

### Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt  
Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc Technikpädagogik  
Modul 42560, Textual Research im BA Anglistik (2012), HF + NF  
Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF  
Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### Course Offered:

Lecturer: Dietmar Geyer  
Wednesday, 11.30 – 13.00  
Online Synchronous

## Scotland Past and Present: History and Myth in Scottish Literature

Scotland's national animal is the unicorn, and it might seem fitting that a mythological creature stands for a region that has been called 'the world's best hypothetical nation' (Andrew O'Hagan) and a place where myth is 'never driven out by reality, or by reason, but lingers on until another myth has been discovered, or elaborated, to replace it' (Hugh Trevor-Roper). In this course we will explore texts written after Scotland ceased to be an independent nation and became part of the United Kingdom and examine if and how its literature negotiates its history of inclusion and resistance to the United Kingdom. We will explore texts by key Scottish authors and discuss main themes, trends, and characteristics from the Romantic period to the New Scottish Renaissance in the 1980s and 1990s. These include duality – considered to be characteristic of the Scottish psyche –, religion, class, language, and the ways in which history is retold and reimagined through literature.

We will work with the following texts, probably in the following order:

### Required Texts:

- Lochhead, *Mary Queen of Scots Got Her Head Chopped Off* (1987)
- Hogg, James. *Confessions of a Justified Sinner* (1824). Penguin Classics edition.
- Spark, Muriel. *The Prime of Miss Jean Brodie* (1961). Penguin Modern Classics edition.
- Welsh, Irvine. *Trainspotting* (1993). Norton.
- Boyle, Danny. *Trainspotting* (film, 1996).

### Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### Course Offered:

**Lecturer: Nina Engelhardt**

**Tuesday, 09.45 – 11.15, KII, room 17.21**

## **American Short Stories - Survey Course**

The American short story is often called a “national art form.” A. Walton Litz states that this “does not mean the greatest short stories have been written by Americans, although our literature can claim more than its fair share, but that the history of the American short story is a faithful record of our literary and social development.”

Our seminar provides an analysis and interpretation of American short stories from the early 19<sup>th</sup> century to the present day. The list of authors included reflects canonical as well as contemporary short story writers with an ever-growing interest in women writers, Native American and African American authors.

### **Required Text:**

Walton Litz, Arthur. *Major American Short Stories* (latest edition).

### **Types of Degree/Modules:**

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### **Course Offered:**

**Lecturer: Wolfgang Holtkamp**

**Thursday, 11:30-13:00, KII, room 17.72**

## **Transatlantic Encounters: Modernism in the Visual Arts and in Anglophone Literature (SQ)**

Having flourished between the turn of the 20<sup>th</sup> century and World War II, modernism challenged established codes and pre-existing artistic conventions. Across the disciplines, artists sought new forms of expression in response to contemporary thinkers and to the cultural, political and scientific transformations that shaped the era. In search of new forms of expression, the visual arts and literature examined new ways of representing reality and human experience which questioned the mimetic tradition that had been established in Antiquity and rejected the conventions that shaped 19<sup>th</sup> century art. In music, composers challenged conventional tonality, and in the field of dance, choreographers and performers rebelled against balletic and interpretive conventions, while in painting, sculpture or photography an abstract, nonrepresentational and sometimes even self-referential artistic language is explored. Although driven by the overall endeavor to “make it new,” as Ezra Pound put it, modernism was by no means a homogeneous movement and the term denotes in fact a plurality of modernisms with a multitude of aesthetic trajectories and responding to various cultural contexts.

This course will pursue an interdisciplinary approach to transatlantic modernism. We will examine innovative and groundbreaking artistic practices in the visual arts, such as paintings, sculptures, mixed-media and photography, and in Anglophone literatures. Our focus will be on the encounters and rich exchanges between visual and literary artists (as for example, between Gertrude Stein, Pablo Picasso and Georges Braque, between William Carlos Williams and Alfred Stieglitz or between Elsa von Freytag-Loringhoven and Marcel Duchamp) in various artistic circles, groups and *salons* in “hotspots” of modernism, such as Paris, London and New York and along major exhibitions such as the Armory Show. We will consider various modernist movements, such as Cubism, Futurism, Dada, modernist paintings and photography in the visual arts, and Imagism, the Expatriates, and the Harlem Renaissance in Anglophone literature and discuss the seminal works of their key figures.

The interdisciplinary course will combine subjects from Art History and American Literature and Culture. Students of English and American Literature and Culture may attend this course either as SQ or as TA.

**Registration on C@mpus:  
Nr. 222135000**

### **Required Texts:**

Texts will be made available on ILIAS

### **Types of Degree/Modules:**

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### **Courses Offered:**

**Lecturer: Sabine Metzger and Samantha Schramm**

**Wednesday, 09.45 – 11.15, KI, room 11.91**

# Afrofuturism: Theory and Literature

In this course we will be looking at the history and the development of Afrofuturism as a theoretical and literary movement. The course will give an overview of the development of Afrofuturism, beginning with its precursors in Afrosurrealism, up to the coining of the term Afrofuturism itself by Mark Dery. We will then read texts that move through its development into Afrofuturism 2.0, and look at current research in Afrofuturist theory, including its relation to other modes of Black speculative fiction, including steamfunk, Africanfuturism and other recent developments in the field. Along the way we will develop critical skills for reading the literature using the theoretical prescriptions suggested by the writers and theorists themselves, while also getting a general overview of key Afrofuturist literary texts.

## (Tentative) Required Texts:

- *Dark Matter: A Century of Speculative Fiction from the African Diaspora*, edited by Sheree Renée Thomas.
- *Parable of the Sower*, by Octavia Butler
- *Binti (Binti Series #1)*, by Nnedi Okorafor
- *Black Panther, A Nation Under Our Feet*, vols. 1-3, by Ta-Nehisi Coates

## Types of Degree/Modules:

Modul 42560, Textual Research im BA Anglistik, HF + NF

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF \* BF und im BSc/MSc  
Technikpädagogik

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

## Course Offered:

**Lecturer: Whit Frazier Peterson**

**Monday, 09.45 – 11.15, KII, room 17.52**

## Introduction to US-American Cultural Studies

This seminar will explore various aspects of US American culture. It investigates a broad range of written, audio, and visual texts to provide students with a basic understanding on how to analyze cultural productions. We will survey the political, social, and religious history of the US and examine different regions of the United States. Societal changes and categories such as gender, class, space, and race will be emphasized in our discussions. We will consider key concepts and periods such as colonial America, Westward expansion and American exceptionalism, the nuclear family and its—traditional and deviant—representations, the Civil Rights movements, suburbia, and the women’s movements in the United States.

Note that this class is also part of a special project in the context of “Qualitätspakt Lehre – Individualität und Kooperation im Stuttgarter Studium (QuaLiKiSS)”. This means that this course will integrate innovative and creative ways of teaching and studying particularly with the support of a variety of online-learning methods and materials provided through ILIAS. Please also note that the syllabus is subject to change.

### Required Texts:

Deloria, Philip J. and Olson, Alexander I. *American Studies: A User’s Guide*. University of California Press, 2017.

### Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### Course Offered:

**Lecturer: Whit Frazier Peterson**

**Thursday, 09.45 – 11.15, KII, room 17.92**

## Topics of Diversity & Inclusion for Teachers in Training (LehrerbildungPLUS)

The blended learning course focuses on **topics in diversity and inclusion**, with students reading important texts dealing with academic papers and first-person narratives for racism, classicism, religious oppressions, sexism, heterosexism, trans\*oppression, ableism, youth and elder oppression, social justice, and strategies for change. Diversity, equity and inclusion (DE & I) texts are fascinating intra- and intercultural narratives of empowerment, social justice, and activism. These themes and their texts provide important sociological and psychological contexts for many canonical literary texts from colonial through social realism through post-colonial eras in literature.

### What is Blended Learning?

Blended learning (hybrid) courses are courses with synchronous and asynchronous components. This course meets on Webex every other Tuesday and students work through learning activities on ILIAS.

### Required Texts:

Blumenfeld, ed., et al. *Readings for Diversity and Social Justice*. 4<sup>th</sup> ed. Routledge, 2018.

Each week, we'll look at social justice topics and read essays and personal accounts to better understand empathy and Social and Emotional Learning (SEL)'s role in literary analysis and educational theory.

### Types of Degree/Modules:

Modul 42560, Textual Research im BA Anglistik, HF + NF

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF \* BF und im BSc/MSc

Technikpädagogik

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### Course Offered:

**Lecturer: Richard Powers**

**Every other Tuesday, 11.30 – 13.00 (no physical presence required)**

**Dates: 19.04, 03.05, 17.05, 31.05, 21.06 and 05.07**

Blended Learning: ILIAS and Webex

## **Versing Australia**

This is a course on Australian poetry. It will examine how Australia as space, place and nation has been set to verse over time. We will begin by considering how Indigenous Australian cultures ‘sing’ the country into being, how Aboriginal peoples have versed ‘Australia’ since before British colonisation. We will move on to examine the verse of the first British settlers, nation-building poetry from the end of the nineteenth century, and poetic forms adopted and adapted to describe Australia, the land and its people in the twentieth century. Contemporary Australian poetry and song, including Aboriginal verse which contests a ‘white’ Australian historical imaginary, will also be examined.

### **Required Texts:**

To be provided in class or in a folder in the ILW library

### **Types of Degree/Modules:**

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc

Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### **Course Offered:**

**Lecturer: Geoff Rodoreda**

**Monday, 15.45 – 17.15 Uhr, KII, Raum 17.74**

## American Realism

This course will introduce students to seminal texts of American realism, a literary period that was heavily affected by the social and cultural developments after the Civil War. Industrialization and the sprawling of urban landscapes provoked a paradigmatic change that confronted the American society not only with a new economic situation, but also with changing perspectives on race, class, and gender.

To examine the zeitgeist and philosophical background of this literary period, our readings will concentrate on works that contemplate these fields of tension. William Dean Howell's novel *The Rise of Silas Lapham* (1885) presents the protagonist's urge for upward social mobility, while contending questions of moral decay. Henry James' *Daisy Miller* (1878) portrays the experiences of a young American woman who struggles with social expectations of propriety while traveling across Europe. Mark Twain's tall tale „The Celebrated Jumping Frog of Calaveras Country“ (1865) and poetry by the African American writer Paul-Laurence Dunbar will serve as great examples for local color writing and literary regionalism of the American Southwest, as well as Kate Chopin's early feminist novel *The Awakening* (1899).

### Required Texts:

- William Dean Howells, *The Rise of Silas Lapham*. 1885.
- Henry James, *Daisy Miller*. 1878.
- Kate Chopin. *The Awakening*. 1899.

Further texts will be provided on ILIAS.

### Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc

Technikpädagogik

Modul 42560, Textual Research im BA Anglistik (2012), HF + NF

Modul 75150, Textual Research im BA-Anglistik (2018), HF + NF

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

### Course Offered:

**Lecturer: Melissa Schlecht**

**Wednesday, 11.30 – 13.00, KII, room 17.81**

## **Drama: Early Modern to Postmodern**

Exemplary of our integrative approach to literary and non-literary texts in general, the aim of this seminar is to familiarise students with applying the methodological paradigms deployed in Prof. Baumbach's lecture "Cultural and Literary Theories" to the genre of drama and its historical contexts. Subsequent to our "Introduction to Literary Studies" classes, this course offers a systematic introduction to the genre. The analysis of landmark plays by William Shakespeare (*Romeo and Juliet*), Samuel Beckett (*Happy Days*), and Neil LaBute (*The Shape of Things*) will exemplify the historical development of different forms, and sub-genres, of drama. The performance history of these plays, both on the stage and in film adaptations, will be included.

Please read *Romeo and Juliet* before term starts.

### **Required Texts:**

Beckett, Samuel. *Happy Days: A play in two acts*. Preface by James Knowlson. Faber and Faber, 2010.

LaBute, Neil. *The Shape of Things*. Faber and Faber, 2001.

▲ Shakespeare, William. *Romeo and Juliet*. Edited by Jill L. Levenson. Oxford UP, 2008. The Oxford Shakespeare. Oxford World's Classics.

### **Types of Degree/Modules:**

Modul 42560, Textual Research im BA Anglistik, HF + NF

Modul 27140, Textwissenschaft im Lehramt (GymPo) HF + BF und im BSc/MSc  
Technikpädagogik

Modul 59410, Textwissenschaft im BA Lehramt

Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### **Course Offered:**

**Lecturer: Martin Windisch**

**Wednesday, 08.00 – 09.30, KII, room 17.23**

## **4. TEXT AND CONTEXT, Text und Kontext**

### **Case Study of Key Texts II: English Literatures After 1800**

(90 minutes, bi-weekly, accompanying the lecture series by S. Baumbach)

This seminar accompanies the weekly lecture course “Text & History II,” which provides an overview of English literature from around 1800 to the present day. In the smaller Case Study seminar sessions, which will take place every two weeks, students will have the opportunity to engage more thoroughly with the topics and texts introduced in the main lecture course. However, most seminar work will involve discussion and analysis of three literary texts that students will have to read during the semester. The focus will be on improving close reading and interpretive skills. We will also read and use secondary literature in our analysis of key primary texts. All students must attend the first seminar session they have registered for; each seminar group will then be divided into two.

#### **Required Texts:**

To be announced

#### **Types of Degree/Modules:**

Modul 59450, Text und Kontext II im BA-Lehramt

Modul 27170, Text und Kontext im Lehramt (GymPO)

Modul 27370, Text und Kontext im Beifach mit KLA

Modul 42590, Text and Context II im BA Anglistik

Modul 43340, Text and Context im BA Anglistik Nebenfach

Modul 6671-340, Seminarmodul, BSc Wirtschaftspädagogik, Uni Hohenheim

#### **Course Offered:**

**Lecturer: David Cross**

**Tuesday, 11.30 – 13.00, KII, room 11.01**

**or**

**Lecturer: Geoff Rodoreda**

**Tuesday, 11.30 – 13.00, KII, room 17.15**

**or**

**Lecturer: Natalie Veith**

**Thursday, 15.45 – 17.15, KII, room 17.51**

## Case Study of Key Texts II: Survey of American Literature

This course accompanies the lecture course “Survey of American Literature”. In bi-weekly sessions, it will provide students with the opportunity to engage more thoroughly with topics and texts introduced in the main lecture course. The seminar will also serve as a forum for unanswered questions relating to the material covered in the lecture course. Seminar work will focus on the practice of text study and it will aim to help students refine their research and reading skills. Students will acquire additional knowledge on the scholarly debates surrounding some key texts of American literature and will have the chance to develop and discuss their own positions on the texts and on the texts’ historical and cultural contexts.

### Required Texts:

Levine, Robert, ed. *The Norton Anthology of American Literature*. Shorter 9th ed. Volume B. Norton & Company 2017.

### Types of Degree/Modules:

Modul 59450, Text und Kontext II im BA-Lehramt

Modul 27170, Text und Kontext im Lehramt (GymPO)

Modul 27370, Text und Kontext im Beifach mit KLA

Modul 42590, Text and Context II im BA Anglistik

Modul 43340, Text and Context im BA Anglistik Nebenfach

Modul 6671-340, Seminar modul, BSc Wirtschaftspädagogik, Uni Hohenheim

### Courses Offered:

**Lecturer: Whitney Peterson**

**Montag, 11.30 – 13.00, KII, room 17.51**

**or**

**Lecturer: Melissa Schlecht**

**Wednesday, 09.45 – 11.15, KII, room 17.91**

**or**

**Lecturer: Melissa Schlecht**

**Thursday, 09.45 – 11.15, KII, room 17.73**

**or**

**Lecturer: David Cross**

**Friday, 11.30 – 13.00, KII, room 17.24**

## 5. HAUPTSEMINARE

### Posthumous Keats

“Talking of Pleasure, this moment I was writing with one hand, and with the other holding to my Mouth a Nectarine – good god how fine – It went down soft pulpy, slushy, oozy.” —John Keats to C. W. Dilke, 22 September 1819

2021 marked the 200th anniversary of Keats’s death on 23 February 1821; yet Keats continues to speak to us from the page with startling immediacy. In this course, we will not only plunge deeply into the poems and letters of Keats, a poet whose short life spanned just 25 years. We will also consider the enduring afterlife of the Romantic poet who chose a gravestone epitaph in which his name would not appear, but only the words, “Here Lies One Whose Name was Writ in Water.” Through Keats’s lasting persona, we may question of notions of poetic immortality and trace how such an enigma of immortality has manifested itself since Keats’s death, including the bicentenary events in honor of the poet in 2021. Further, to enrich our examination of Keats’s poetic texts and philosophical letters, we will read Stanley Plumly’s circularly lyrical engagements with Keats – from one poet to another – in which Plumly takes on the task of biography in distinctly Keatsian terms.

#### Required Texts:

Keats, John. *Selected Poetry*. Oxford UP, 2008.

—. *Selected Letters*. Oxford UP, 2009.

Plumly, Stanley. *Posthumous Keats: A Personal Biography*. W.W. Norton, 2009.

—. *Immortal Evening: A Legendary Dinner with Keats, Wordsworth, and Lamb*. W.W. Norton, 2016.

#### Types of Degree/Modules:

Modules 59480, Textformen -59500, Intermediality im BA-Lehramt

Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik (2012)

Modules 75210, Interculturality – 75220, Textual Forms – 75230, Textual Competence – 75240, Intermediality im BA Anglistik (2018)

Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik

Module 101460, Lit. and Cult. before 1900 im MA-EASEL

Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

#### Courses Offered:

**Lecturer: Jessica Bundschuh**

**Thursday, 9.45 -11.15, KII, room 17.74**

## **Beyond Bagpipes: Scottish Literature from Sir Walter Scott to Douglas Stuart**

This course spans almost 200 years of Scottish history and literature, from the Highland Clearances and the Romantic Movement with Sir Walter Scott's influential shaping of the 'imagined community' of Scotland to last year's Booker Prize winner Douglas Stuart's novel *Shuggie Bain* that 'navigates difficult subjects like poverty, alcoholism and neglect with immense love and compassion' (thebookerprizes.com). We will explore the role of literary fiction in creating, resisting, and destroying traditional images of Scottishness and in navigating Scotland's place in-between past traditions and present pressures. We will also investigate if and how Scotland, long a separate nation before becoming part of the United Kingdom, navigates relations to England and to Europe, and preserves distinctiveness. Topics related to these concerns are (post)colonialism, the role of Scotland's three languages – English, Scots, Gaelic – and the question how literature reacts and drives the vast transformations undergone in modern Scotland.

We will work with the following texts, probably in the following order:

### **Required Texts:**

- Scott, Walter. 'Two Drovers' in *Chronicles of the Canongate* (1827).
- Grassie Gibbon, Lewis. *Sunset Song* (1932), Canongate.
- Spark, Muriel. *The Prime of Miss Jean Brodie* (1961), Penguin Modern Classics edition.
- Stuart, Douglas. *Shuggie Bain* (2020).

### **Types of Degree/Modules:**

Alle (Hauptseminar-)Module, außer „Intermediality“ und „MA-Anglistik Current Methodologies“

### **Courses Offered:**

**Lecturer: Nina Engelhardt**

**Tuesday, 14.00 -15.30, KII, room 17.81**

## **Decades of the American Novel: The 1970s**

American authors of the 1970s relied heavily on the experimental literature of the previous decade. The 1960s had introduced a number of playful yet highly constructed texts to the American reader. Authors of the 1970s elaborated heavily on this seeming contradiction by continuing the literary experiments and establishing them firmly in the American literature. The novels selected for this course address very different topics of American life (present and past) while using often a combination of traditional and new literary methods, thus establishing an expanded understanding of American fiction.

### **Required Texts:**

See course program on ILIAS

### **Types of Degree/Modules:**

Modules 59480, Textformen -59500, Intermediality im BA-Lehramt

Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik (2012)

Modules 75210, Interculturality – 75220, Textual Forms – 75230, Textual Competence – 75240, Intermediality im BA Anglistik (2018)

Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik

Module 101470, Lit. and Cult. after 1900 im MA-EASEL

Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### **Courses Offered:**

**Lecturer: Wolfgang Holtkamp**

**Friday, 11.30 – 13.00, KII, room 17.12**

## Superhero Comics: From Superman to the Omega Men

In this course, we will trace the development of superhero comics from their Golden Age beginnings (from Superman's introduction in 1938 to the creation of the Comics Code Authority in 1954) through their Silver and Bronze Age transformations (resurrections and team-ups, the rise of Marvel and the darkening tone in the Vietnam era) to their Modern Age reformulations (first Batmania, deconstructions of the superhero). We will consider the influence of comics publishers beyond the domineering DC vs. Marvel rivalry (EC comics in the Atom Age interlude; Image Comics in the Modern Age) and look at a variety of examples (with a certain emphasis on Batman) with a view to formal features (the development of grids, the influence of Japanese comics, changes in panel-to-panel transition ratios, etc.).

### Required Texts:

- Alan Moore & Dave Gibbons. *Watchmen* (DC, 1987)
- Tom King & Barnaby Bagenda. *The Omega Men: The End is Here* (DC, 2015)
- ILIAS reader with samples of comics by Steve Ditko, Frank Miller, and others

### Types of Degree/Modules:

BA-Lehramt: Modules 59480, Textformen - 59500, Intermediality

BA-Anglistik: Modules 42630, Textual Forms – 42640, Textual Competence – ~~42620, Interculturality~~ – 42650, Intermediality

Modules ~~75210, Interculturality~~ – 75220, Textual Forms – 75230, Textual Competence – 75240, Intermediality im BA Anglistik (2018)

Lehramt (GymPO): Modules 27190, Textformen – ~~27230, Interculturality~~ – 27250, Textual Competence – 27270, Intermediality

~~MA-Ed: Modul 70830, Interculturality~~

MA-Anglistik: Modules 23380, Textual Competence – ~~23400, Interculturality~~ – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I

MA-EASEL: Lit. and Cult. after 1900, ~~101460 – Transcult. Encounters~~, 101510 - Lit., Cult. and the Media, 101520.

M.Sc. Technikpädagogik: Modules ~~50060, Interculturality~~ - 50070, Textformen

~~M.Sc. Wirtschaftspädagogik (Uni Hohenheim): Modul 6671-510, Kernmodul 1 Cultural Studies~~

### Courses Offered:

**Lecturer: Guido Isekenmeier**

**Wednesday, 11.30 – 13.00, KII, room 17.92**

## Modernist Short Fiction from James to Faulkner

In this course, we will look at American short fiction from the 1900s to the 1930s. Starting from the short(ish) works of Henry James's late years, we will examine a short story cycle (Sherwood Anderson's *Winesburg, Ohio*), and a number of more or less canonical pieces, more or less clearly belonging to the short story genre, up to the 1930s (from Ernest Hemingway's "Hills Like White Elephants", the only Modernist short story on our reading list, through some of F. Scott Fitzgerald's, William Faulkner's, Djuna Barnes's and Zora Neale Hurston's short stories, to Gertrude Stein's more unconventional short pieces). We will mainly proceed on a one-text-per-week basis, paying particular attention to narratological issues (narrative situation, focalisation, the role of description, etc.).

### Required Texts:

- Anderson, Sherwood. *Winesburg, Ohio*. (any critical edition, e.g. Norton Critical Edition or Viking Critical Library), ca. 15€.
- ILIAS course reader

### Types of Degree/Modules:

BA-Lehramt: Modules 59480, Textformen - 59500, Intermediality

BA-Anglistik: Modules 42630, Textual Forms – 42640, Textual Competence – ~~42620, Interculturality~~ – 42650, Intermediality

Modules ~~75210, Interculturality~~ – 75220, Textual Forms – 75230, Textual Competence – 75240, Intermediality im BA Anglistik (2018)

Lehramt (GymPO): Modules 27190, Textformen – ~~27230, Interculturality~~ – 27250, Textual Competence – 27270, Intermediality

~~MA-Ed: Modul 70830, Interculturality~~

MA-Anglistik: Modules 23380, Textual Competence – ~~23400, Interculturality~~ – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I

MA-EASEL: Lit. and Cult. after 1900, 101460 – ~~Transcult. Encounters, 101510~~ - Lit., Cult. and the Media, 101520.

M.Sc. Technikpädagogik: Modules ~~50060, Interculturality~~ - 50070, Textformen

~~M.Sc. Wirtschaftspädagogik (Uni Hohenheim): Modul 6671-510, Kernmodul 1 Cultural Studies~~

### Courses Offered:

**Lecturer: Guido Isekenmeier**

**Wednesday, 15.45 – 17.15, KII, room 17.92**

## American Documentary Film

One of the first feature-length films that was labelled a 'documentary', *Moana* (1926), was made by an American (Robert J. Flaherty). Ever since, documentary film culture has thrived in America, evolving as a distinct genre and generating different movements and approaches (e.g. experimental avant-garde, direct cinema, autobiographical documentaries). Documentaries have also been used as a propaganda tool (especially during WWII), but mostly conceived as an alternative or even in opposition to mainstream American film production with its center in Hollywood. This course will track the evolution of documentary filmmaking in the US chronologically, charting key films and movements from the early 1920s to today. We will discuss these key films in close (their modes of representation, ethics and production contexts) as well as how they deal with aspects of twentieth and twenty-first century US-American society and politics.

### Literature

Nichols, Bill, *Introduction to Documentary*, Second Edition, Bloomington & Indianapolis: Indiana University Press.

McLane, Bety A. (2012), *A New History of Documentary Film*, Second Edition, London and New York: Continuum.

Geiger, Jeffrey (2011), *American Documentary Film: Projecting the Nation*, Edinburgh: Edinburgh University Press.

### Essential Viewing

*Nanook of the North* (Robert J Flaherty, 1922)

*Manhatta* (Charles Sheerer and Paul Strand, 1922)

*Primary* (Robert Drew, 1960)

*Grey Gardens* (Albert Maysels, 1975)

*Harlan County, USA* (Barbara Kopple, 1976)

*The Thin Blue Line* (Errol Morris, 1988)

*Fahrenheit 9/11* (Michael Moore, 2004)

*I Am Not Your Negro* (Raoul Peck, 2016)

### Types of Degree/Modules:

Module 59500, Intermediality im BA-Lehramt

Module 42650 und 75240, Intermediality im BA Anglistik

Module 70830, Interculturality im MA-Ed

Module 101520, Lit, Cult. & Media im MA-EASEL

### Courses Offered:

**Lecturer: Igor Krstic**

**Wednesday, 01.06.2022 09.45 – 17.15 room 12.11 (Azenbergstr. 12)**

**Thursday, 02.06.2022 09.45 – 17.15 room 12.11 (Azenbergstr. 12)**

**Friday, 03.06.2022 09.45 – 17.15 room 11.91 (KI)**

**Saturday, 04.06.2022 09.45 – 17.15 room 11.91 (KI)**

## Critical Plant Studies (FÜSQ)

Having emerged in the early 2010s, Critical Plant Studies is an interdisciplinary – “cross-pollinating” – approach situated between environmental humanities, biology, philosophy, the arts and aesthetics that examines concepts of plant life, vegetal alterity and human-plant interactions. Critical Plant Studies challenge traditional notions that reduce plants to passivity, such as the roles of ornaments and symbols, by granting the vegetal agency, intelligence or “mindless mastery” (Anthony Trewavas), and communicative abilities.

This course will examine the vegetal turn in the Humanities. We will focus on Critical Plant Studies’ seminal theorists, such as Michael Marder, Luce Irigaray, Matthew Hall and Randy Laist, and on novels and short fictions dealing with vegetal perspective and vegetal alterity, with horror plants and with human-plant interactions.

### Required Texts:

Ursula K. Le Guin. *The Word for World is Forest*.

Jeff Vandermeer. *Annihilation*.

John Boyd. *The Pollinators of Eden*.

Richard Powers. *The Overstory*.

Additional texts will be made available on ILIAS

### Types of Degree/Modules:

Module 42620 und 75210, Interculturality im BA Anglistik

Module 27230, Interculturality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Module 23400, Interculturality im MA Anglistik

Modules 101510, Transcultural Encounters – 101520, Lit., Cult. & Media im MA-EASEL

Module 50060, Interculturality im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### Courses Offered:

**Lecturer: Sabine Metzger**

**Monday, 11.30 – 13.00, KII, room 17.25**

## Representations of the City in American Literature

Since the 17<sup>th</sup> century the city, as both a physical environment and as a metaphor, has had an impact on the imagination of writers. Whereas the Puritan settlers understood the city as an antithesis to the wilderness, the urban environment has become from the 19<sup>th</sup> century onwards a contact zone of different social, cultural, ethnic and economic spheres. The changing face of the city from *polis* to megapolis has found expression in Urban Gothic fiction and tales of the fallen woman, in detective fiction and in narratives of immigrant and of African American experience, and in Science Fiction and in Postapocalyptic fiction.

This course will examine the representations of the city, such as the city as setting and the city as a character, in American fiction. We will consider seminal theoretical texts ranging from Walter Benjamin to Marc Augé and focus on short fiction from the 19<sup>th</sup> and the 20<sup>th</sup> centuries and on novels from the 20<sup>th</sup> century to the present.

### Required Texts:

John Dos Passos. *Manhattan Transfer*. (1925)

Claude McKay. *Home to Harlem*. (1928)

Don DeLillo. *Cosmopolis*. (2003)

Kim Stanley Robinson. *New York 2140*. (2018)

Additional texts will be made available on ILIAS

### Types of Degree/Modules:

Module 42620, Interculturality im BA Anglistik

Module 27230, Interculturality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Module 23400, Interculturality im MA Anglistik

Modules 101510, Transcultural Encounters – 101520, Lit., Cult. & Media im MA-EASEL

Module 50060, Interculturality im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### Courses Offered:

**Lecturer: Sabine Metzger**

**Monday, 14.00 – 15.30, KII, room 17.23**

## U.S. Latina/o Literature

This course examines literature by U.S. Latino/as written in the twentieth century. In comparing Mexican-American, “Nuyorican”, Cuban-American fictional texts, we will pay particular attention to how some Latino/a writers seek to maintain linkages to their countries of origin, how others develop hybrid socio-cultural practices in the United States, while still others attempt to assimilate the norms and values of Anglo-American society. Throughout, we discuss theoretical questions raised in cultural studies, gender studies, and postcolonial studies to further grasp the experiences and representations of Latino/as and other immigrant groups in the United States.

### Required Texts:

Gloria Anzaldúa, *Borderlands/La Frontera* (1987)

Additional material will be provided.

### Types of Degree/Modules:

Module 59480, Textformen im BA-Lehramt

Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality im BA Anglistik (2012)

Modules 75210, Interculturality – 75220, Textual Forms – 75230, Textual Competence im BA Anglistik (2018)

Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik

Module 101470, Lit. and Cult. after 1900 im MA-EASEL

Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### Courses Offered:

**Lecturer: Marc Prieue**

**Wednesday, 09.45 – 11.15, KII, room 17.74**

## A Divided Kingdom? England North and South

In Benjamin Disraeli's 1845 novel *Sybil, or The Two Nations*, England is famously described as two nations divided along a north-south axis, one rich and one poor, "between whom there is no intercourse and no sympathy ... who are formed by a different breeding, are fed by a different food, are ordered by different manners." These two peoples might as well be the "inhabitants of different planets." The spatial concept of two nations was reinforced geographically in Elizabeth Gaskell's novel *North and South* (1855) and is now a part of English popular and political culture (Baker and Billinge). Today, the economic, social, political and cultural gap between the formerly industrial, more welfare-dependent North and the wealthier, more conservative South is said to be widening. Then again, the debate over Brexit and more recent voting trends suggest that political and cultural divides across England may have to be reconfigured. This course examines the so-called North-South divide in England's literary and cultural imaginary: its deeper history, its rise in nineteenth-century fiction, its manifestations in the twentieth century and in contemporary Brexit literature. We will concentrate more on literary representations of the north of England, on class, social and working conditions, the media, and popular culture.

### \*Required texts:

*North and South* (1855) by Elizabeth Gaskell (Penguin Classics version)

*A Kestrel for a Knave* (1968) by Barry Hines

*The Daylight Gate* (2012) by Jeanette Winterson

*The Cut* (2017) by Anthony Cartwright

\*NOTE: If you want to do this course, please buy *North and South* and start reading it before our first lesson.

### Type of Degree/Modules:

Modules 59480, Textformen -59500, Intermediality im BA-Lehramt

Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik (2012)

Modules 75210, Interculturality – 75220, Textual Forms – 75230, Textual Competence – 75240, Intermediality im BA Anglistik (2018)

Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik

Module 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 im MA-EASEL

Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### Courses Offered:

**Lecturer: Geoff Rodoreda**

**Tuesday, 15.45 -17.15, KII, room 17.23**

## ***Making Space: Green Stories for Digital Sustainable Development Education***

Increasingly, Education for Sustainable Development (SDG) is taking root in EFL classrooms in the wider context of the UN AGENDA 2030. In this seminar, we address ways of creating environmental awareness through literature's potential to evoke empathy and critical thinking. Along the way, we will explore the immersive power of story-telling and the world-changing potential of fiction. Without a doubt, fiction provides safe spaces, a mental stage allowing our minds the freedom to roam, to put ourselves into the shoes of distant others, shift our perspective, and expand our circles of empathy. In our course, we will employ creative forms of reading, inspired by drama and the performing arts to bring out this potential. In particular, we will learn about how working with literature in so-called *maker* spaces, which are currently becoming popular in schools, encourages students to use their theatre-making skills. Here, students may find it safe to experiment, take deep dives, and try to imagine the perspective of distant lives and modes of being. Along the way, we are given the opportunity to discuss issues of ecological citizenship and environmental justice with international chat partners and dialogue with expert teachers. Together, we examine the literary choices for 'green fiction' in textbooks and teacher manuals while comparing our reading experiences.

### **Required texts:**

Tom Franklin. Crooked Letter. Crooked Letter (2010). Any edition.

### **Type of Degree/Modules:**

Modules 59480, Textformen -59500, Intermediality im BA-Lehramt

Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik (2012)

Modules 75210, Interculturality – 75220, Textual Forms – 75230, Textual Competence – 75240, Intermediality im BA Anglistik (2018)

Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik

Module 101470, Lit. and Cult. after 1900 im MA-EASEL

Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### **Courses Offered:**

**Lecturer: Saskia Schabio**

**Tuesday, 11.30 – 13.00, KII, room 17.91**

## **“Post-Modernism”**

After discussing aspects of literary modernism and postmodernism we will see how we can apply some of the heuristic categories from our discussion to the texts from the two reading lists (required for the MA-Ed). Since there is no categorical distinction between modernism and postmodernism everyone is free to draw up their own ideas of a development from one to the other or see interconnections between one and the other. In a way you will always “personalize” literary history. The point is that all of these texts on the reading lists cannot be seen isolated from each other.

### **Required Texts:**

See reading lists: <https://www.ilw.uni-stuttgart.de/en/departments/english-literatures/teaching/> (Ilias)

### **Type of Degree/Modules:**

All modules at the level of Hauptseminare

### **Courses Offered:**

**Lecturer: Thomas Wägenbaur**  
**Thursday, 14.00 -15.30, KII, room 17.71**

## **Performative Narratives (EPG II)**

Performativity has been a “travelling concept” and as such has helped to reshape a number of fields of inquiry (narratology, performance studies, media studies, ethnology, sociology etc.). Why that was possible or necessary has its theoretical foundation in Derrida’s reading of Searle’s and Austin’s speech act theory, which we will deal with initially. From there we will venture primarily into narratology, but also into other areas of cultural studies.

J.L. Austin said: "You are more than entitled not to know what the word 'performative' means. It is a new word and an ugly word, and perhaps it does not mean anything very much. But at any rate there is one thing in its favor, it is not a profound word." - "Performative Utterances." *Philosophical Papers*, p.233, Oxford University Press, second edition (1970) – let’s see if that is true!

### **Required Texts:**

John Searle, “What is a speech act” (Ilias),

J.L. Austin, *How to Do Things with Words*, 1955/66, Second Edition (Oxford: Oxford University Press, 1975)

Jacques Derrida, "Signature Event Context" (Ilias)

### **Recommended:**

Ute Berns, “The Concept of Performativity in Narratology” (Ilias)

Wirth, Uwe (ed.), *Performanz. Zwischen Sprachphilosophie und Kulturwissenschaften*. Frankfurt: Suhrkamp, 2002.

### **Type of Degree/Modules:**

All modules at the level of Hauptseminare

### **Courses Offered:**

**Lecturer: Thomas Wägenbaur**

**Thursday, 15.45 -17.15, KII, room 17.23**

## **Stoker's Dracula and his Legacy**

Stoker's seminal novel is one of the most often adapted works of literature. As the title of this seminar indicates, many of these literary and cinematic adaptations respond more to the singular figure of Stoker's protagonist than to Stoker's early modernist novel as such. With an initial focus on the intricate structure of *Dracula* as a composite text, the adaptations selected for this seminar will include Friedrich Wilhelm Murnau's silent movie *Nosferatu: A Symphony of Horror* (1922), Tod Browning's pre-Code film *Dracula* (1931), Anne Rice's *Interview with the Vampire* (1976), Werner Herzog's *Nosferatu* remake *Nosferatu the Vampire* (1979), Francis Ford Coppola's landmark *Bram Stoker's Dracula* (1992), and Stephenie Meyer's *Twilight Saga* (2005-2020). Please read Bram Stoker's *Dracula* before term starts.

### **Required Texts:**

Meyer, Stephenie. *The Twilight Saga*. (any edition)

Rice, Anne. *Interview with the Vampire*. (any edition)

Stoker, Bram. *Dracula: Authoritative Text, Contexts, Reviews and Reactions, Dramatic and Film Variations, Criticism*. Edited by John Edgar Browning and David J. Skal. 2<sup>nd</sup> ed. Norton, 2021. Norton Critical Editions.

### **Types of Degree/Modules:**

Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt

Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik

Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik

Module 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101520, Lit., Cult. and the Media im MA-EASEL

Modules 50060, Interculturality – 50070, Textformen im M.Sc. Technikpädagogik

Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

### **Courses Offered:**

**Lecturer: Martin Windisch**

**Tuesday, 17.30 -19.00, KII, room 17.23**

## 6. VERANSTALTUNGEN FÜR EXAMENSKANDIDATEN UND FORSCHUNGSKOLLOQUIEN

### Colloquium for Exam Candidates

#### Narrative Economy: From the Tale to Twitterature

**This seminar is designed for candidates who take their final teachers' examination (GymPO) with the instructor and advanced students who plan on becoming teachers (MEd 'Literary Competence'). Enrolment is limited and exam candidates will be prioritized.**

Short fiction has often been associated with the art of brevity and the economy or careful management of words. While the 'narrative economy' that characterizes this particular literary form bears considerable challenges regarding character development or resolution, it contributed to the popularity of short fiction and the short story in particular, and has inspired new forms of microfiction in the digital age. In the course of this semester, we will explore the development of short fiction from the tale to twitterature, from the early 19<sup>th</sup> century to the present day. In addition to examining strategies of narrative economy and the role of technological change and new publication media in the rise of short and shorter fiction, students will gain a deep insight into the various themes and subgenres covered in short fiction and be introduced to latest approaches in the field. As this course is designed primarily for M.Ed. and GymPo students, we will also consider the various ways in which short fiction was (and might still be) used for educational purposes.

Throughout the semester, we will expand our analyses of short fiction and their historical and cultural contexts to explore connections to further literary works on the M.Ed. / GymPo reading lists and discuss various trends and tendencies in English Literatures from the Victorian Age to the 21<sup>st</sup> century.

#### Required Texts:

A.S. Byatt, ed. *The Oxford Book of English Short Stories* (Oxford University Press 2009). Further reading will be made available via ILIAS at the beginning of the semester.

#### Types of Degree/Modules:

Module 27221, Examenskolloquium GymPO

Module 27390, Kolloquium KLA Bf:

Module 70850, M.A.Ed., Linguistic and Literary Competence / 70852 Textual Competence

M.Sc. Technikpädagogik: Modul 41030, Kolloquium

*Students need to contact the instructor personally before enrollment.*

#### Courses Offered:

**Lecturer: Sibylle Baumbach**

**Wednesday, 09.45 – 11.15, K II, Raum 17.23**

## American Romanticism

**This seminar is designed for candidates who take their final teachers' examination (GymPO) with the instructor and advanced students who plan on becoming teachers (MEd 'Literary Competence'). Enrolment is limited and exam candidates will be prioritized.**

This course undertakes a focused study of selected works of literature from the period of American Romanticism, a.k.a. the "American Renaissance" (roughly from 1820-1860). As the latter term suggests, this was the period in which literature finally flourished in the United States, after a rather long period of neglect and European dominance, and came to express a national ethos and identity. It was also a time of great social change. Our aim will be to examine various features of this literary flowering and the tumultuous social contexts that helped to shape it. Given the widely different literary aims and styles of the texts we will study, our task will be to determine what is distinctively "American" about them and how they represent or express the social realities and cultural aspirations of the new nation.

### Required Texts:

Nathaniel Hawthorne, *The Blithedale Romance* (Bedford/St. Martins)  
Henry David Thoreau, *Walden* (Oxford World Classics)  
Herman Melville, *Benito Cereno* (Norton)  
Harriet Beecher Stowe, *Uncle Tom's Cabin* (Penguin)  
Edgar Allan Poe, *Selected Writings* (Norton)

### Types of Degree/Modules:

Examenskolloquium GymPo, M. Ed. "Literary and Linguistic Competence"  
HS „Literatures & Cultures before 1900", MEASEL, M.A. Anglistik

*Students need to contact the instructor personally before enrollment.*

### Courses Offered:

**Lecturer: Marc Prieue**  
**Tuesday, 09.45 – 11.15, K II, room 17.23**

## **Dreams of Creation in Literature and Film: From Shakespeare's *Tempest* to Christina Garcia's *Dreaming in Cuban***

**This seminar is designed for candidates who take their final teachers' examination (GymPO) with the instructor and advanced students who plan on becoming teachers (MEd 'Literary Competence'). Enrolment is limited and exam candidates will be prioritized.**

In this course we 'time'-travel from Shakespeare's small, remote island in his *The Tempest* to Fitzgerald's New York and the present. Our examples feature dreams in literature and film. Crucially, dreams often crystalize utopian hopes for true belonging, and the creation of just, 'brave new worlds' through human art. Often, cultivating the power of the imagination itself, the way humans can make things happen, and create 'virtual realities' – especially poets. Yet we also learn about overreachers, hubris, exceptionalism, and dreams gone wrong while revealing the intersections of issues of racial, gender, social equality and environmental justice. Through this lens, we trace seminal developments in British and American literary history, beginning with a recent RSC production of *The Tempest*. Turning to American literature, we address, especially, endeavours of 'reclaiming the American dream'. Our discussion will include powerful contributions from the Harlem Renaissance (Hughes, "What happens to a dream deferred"), the Civil Rights Movement (King, "I have a dream"), and Cuban-American fiction (Garcia, *Dreaming in Cuban*).

### **Required Texts:**

- William Shakespeare, *The Tempest* (1603). Any edition.
- F. Scott Fitzgerald, *The Great Gatsby* (1925). Any edition.
- Christina Garcia, *Dreaming in Cuban*. (1992). Any edition.

### **Modulzuordnung in den Studiengängen:**

Module 27221, Examenskolloquium GymPO

Module 27390, Kolloquium KLA Bf:

Module 70850, M.A.Ed., Linguistic and Literary Competence

M.Sc. Technikpädagogik: Modul 41030, Kolloquium

*Students need to contact the instructor personally before enrollment.*

### **Course Offered:**

**Lecturer: Saskia Schabio**

**Tuesday, 14.00 – 15.30, K II, room 17.21**

**(except on April 26<sup>th</sup> and May 31<sup>st</sup>, room 17.15)**

## Modernist and Postmodern Transformations of the English Novel

**This seminar is designed for candidates who take their final teachers' examination (GymPO) with the instructor and advanced students who plan on becoming teachers (MEd 'Literary Competence'). Enrolment is limited and exam candidates will be prioritized.**

The transformation of the English novel throughout modernism and postmodernism is one of the most daring developments in literary history. In this colloquium we will try to exemplify these transformative processes on the basis of a) modernist and postmodern works selected from the "Literary Competence" reading list: Joseph Conrad's *Heart of Darkness*, Virginia Woolf's *Mrs Dalloway*, and J. M. Coetzee's *Foe*. Complementary to these, we will b) include *Foe*'s major intertext, Daniel Defoe's *Robinson Crusoe*. Furthermore, an iconic Romantic (Mary Shelley's *Frankenstein, or The Modern Prometheus*) and an equally iconic Victorian novel (Charlotte Brontë's *Jane Eyre: An Autobiography*) from the reading list will be paired with their postmodern counterparts: Jeanette Winterson's *Frankissstein: A Love Story* and Jean Rhys' *Wide Sargasso Sea*.

### Required Texts:

Brontë, Charlotte. *Jane Eyre*. Edited by Deborah Lutz. 4<sup>th</sup> ed. Norton, 2016. Norton Critical Editions

Conrad, Joseph. *Heart of Darkness*. 5<sup>th</sup> ed. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.

Coetzee, J. M. *Foe*. (any edition)

Defoe, Daniel. *Robinson Crusoe*. Edited by Michael Shinagel. 2<sup>nd</sup> ed. Norton, 1994. Norton Critical Editions.

Rhys, Jean. *Wide Sargasso Sea*. Edited by Judith L. Raiskin. Norton, 1999. Norton Critical Editions.

Shelley, Mary. *Frankenstein*. Edited by J. Paul Hunter. Norton, 2021. Norton Critical Editions.

Winterson, Jeanette. *Frankissstein: A Love Story*. (any edition)

Woolf, Virginia. *Mrs. Dalloway*. Edited by David Bradshaw. Oxford UP, 2008. Oxford World's Classics.

### Types of Degree/Modules:

Module 27221, Examenskolloquium GymPO

Module 27390, Kolloquium KLA Bf:

Module 70850, Master of Education, Linguistic and Literary Competence

M.Sc. Technikpädagogik: Modul 41030, Kolloquium

*Students need to contact the instructor personally before enrollment.*

### Courses Offered:

**Lecturer: Martin Windisch**

**Wednesday, 17.30 – 19.00, K II, room 17.23**

## **Forschungs- und Doktorandenkolloquium (14-tägig)**

### **Research Colloquium: English Literatures and Cultures**

The colloquium offers a forum for discussing current approaches in English Literary and Cultural Studies, (envisaged or ongoing) research theses, and further work-in-progress. We will begin with some writing exercises (e.g. how to write an abstract; how to write a literature review) before moving on to presentations of current research projects. While primarily designed for MA-students, who are currently preparing, writing, or completing their MA-thesis, the colloquium is also open to PhD-students, postdocs, and academic staff.

All MA-students are expected to present (parts of) their theses in the course of the semester. If students are at a very early stage of their research and have not yet decided on a topic, they will be asked to act as respondent to a project that will be presented in the course of the semester to gain credits for the colloquium. Please note that the colloquium takes place bi-weekly and will begin on April 13<sup>th</sup>. 2022.

Students should contact the instructor personally before enrollment.

#### **Useful Reading:**

Alan Durant and Nigel Fabb, *How to Write Essays and Dissertations*, London: Routledge (accessible as EBook via the UB)

David Evans et al., *How to Write a Better Thesis*, Cham: Springer (accessible as EBook via the UB)

Paul Gruba and Justin Zobel, *How to Write Your First Thesis*, Cham: Springer (accessible as Ebook via the UB)

#### **Types of Degree/Modules:**

Module 23470, Forschungskoll. MA-Anglistik

Modules 101540, Research Coll. I and 101590, Research Coll. II, MA-EASEL

#### **Courses Offered:**

**Lecturer: Sibylle Baumbach**

**Wednesday, 11.30 – 13.00, K II, Raum 17.21**

## **American Studies: Approaches, Concepts, Research**

This bi-weekly seminar aims to prepare students for graduate work (MA or doctoral thesis) in American Studies. We will study and discuss foundational and current theoretical texts in the discipline, seeking to learn more about what it means to conduct a research project on a particular aspect of American literature or culture. In the course of the semester, students will present their work (project outlines or chapters) and/or prepare texts on salient approaches and concepts in American Studies for class discussion.

First meeting: 04/19/2022, 5:30 pm

Students should contact the instructor personally before enrollment.

**Required Texts:** Will be provided through ILIAS.

**Types of Degree/Modules:**  
MA Forschungskolloquium

### **Course Offered:**

**Lecturer: Marc Prieue**  
**Tuesday, 17.30 – 19.00, KII, room 17.22**

## **7. EPG II**

### **Performance Narrative (EPG II)**

(See above under “Hauptseminare”)

#### **Courses Offered:**

**Lecturer: Thomas Wägenbaur**

**Thursday, 15.45 – 17.15, KII, room 17.23**

# Linguistik

## 8. Linguistic Levels

### Basic Phonetics and Phonology

The course provides an introduction to the basic concepts of phonetics and phonology, covering terminology for the description of speech sounds, their transcription in the International Phonetic Alphabet (IPA), phoneme-allophone distinction, phonological processes, phonological features, syllable structure, phonotactics, and word stress.

The course follows the flipped classroom concept: students prepare for each meeting by working through chapters of our course book, material offered on Ilias and weekly quizzes. We will use our weekly meetings (on campus if possible, otherwise via Webex) to deepen our understanding and work together on exercises.

#### Literature:

Course book: Davenport, M. & S. J. Hannahs. *Introducing Phonetics and Phonology*. 3rd edition. Hodder Education, 2010.

Recommended: McMahon, A. *An Introduction to English Phonology*. Edinburgh University Press, 2002.

Clark, J., Yallop, C. & J. Fletcher. *An Introduction to Phonetics and Phonology*. 3rd edition. Blackwell 2007.

**Requirements:** t.b.a.

#### Types of Degree/Modules:

LA (Bachelor): Pflichtmodul „Linguistic Levels 1“ (59420): Phonology or Semantics (594201)

BA (Engl.): Kernmodul “Linguistic Levels” (220), Modul: Phonetics/Phonology (75160)

Technikpäd.: Grundlagen Englisch (TP): Linguistic Levels (TP) (31810)

Wi.päd.: Seminarmodul Linguistik (6671-340): Phonetics/Phonology

ODER Kernmodul 2 “Linguistik” (6671-410): Phonetics/Phonology

#### Courses Offered:

**C@mpus-LV: 171225210**

**Lecturer: Nadja Schauffler**

**Thursday, 09.45 – 11.15, Breitscheid, room 2.11**

## Semantic Theory

for (A): Di. 11:30-13:00 / Swantje Tönnis

This course is an introduction to formal semantics. Students learn how the meanings of English sentences are compositionally derived from the meanings of the parts and the way the parts are put together. To model compositionally, a variety of formal tools are introduced, including set theory, propositional logic and the typed lambda calculus. The course, which uses Coppock & Champollion's "Invitation to formal semantics" (<http://eecoppock.info/semantics-boot-camp.pdf>), is a flipped course: students will prepare for each class meeting by working through sections of the book and doing exercises; class time will be used to work through solutions for the exercises together.

for (B): Fr. 11:30-13:00 / Lisa Hofmann

This course is an introduction to formal semantics. Students learn to use tools from mathematical logic to model how human speakers of a language understand the meaning of English sentences. The goal is to understand how sentences meanings are compositionally derived from the meanings of the parts and the way the parts are put together. The class introduces a variety of formal tools (like set theory, propositional logic, and typed lambda calculus), and their use in a theory of natural language meaning.

**Prerequisites:** Introduction to Linguistics

**Requirements:** t.b.a.

### Types of Degree / Modules:

LA (Bachelor): Pflichtmodul „Linguistic Levels 1“ (59420): Phonology or Semantics (594201)

BA (Angl.): Kernmodul "Linguistic Levels" (220), Modul: Semantics/Pragmatics (75190)

Technikpäd.: Grundlagen Englisch (TP): Linguistic Levels (TP) (31810)

Wi.päd.: Seminarmodul Linguistik (6671-340): Semantic Theory

ODER Kernmodul 2 „Linguistik“ (6671-410): Semantic Theory

### Courses Offered:

**C@mpus-LV: (A) 171225230**

**Lecturer: Swantje Tönnis**

**Tuesday, 11.30 – 13.00, Breitscheid, room 2.11**

**or**

**C@mpus-LV: (B) 171225240**

**Lecturer: Lisa Hofmann**

**Friday, 11.30 – 13.00, KII, room 17.25**

## 9. Language Variation

### for (A): Syntax

Fr. 09:45-11:15 / Silke Fischer

To what extent do languages differ from one another syntactically? And how can this be implemented in syntactic theory in view of universal tendencies on the one hand and crosslinguistic variation on the other hand? These are the central questions with which this seminar is concerned. We will discuss which tools syntactic theory has provided to account for crosslinguistic variation and focus on data from the Germanic (and also the Romance) languages. Topics include central syntactic differences between English and German and in particular differences across languages concerning anaphoric and pronominal binding.

Good basic knowledge of syntax is obligatory; **preparatory reading assignments will be announced on ILIAS in due time!**

**Prerequisites:** Introduction to Linguistics; good basic knowledge of syntax

### for (B): Sociolinguistics

Di. 14:00-15:30 / Judith Tonhauser

This course is an introduction to sociolinguistic variation. Students learn about how social and individual factors influence how people use language: which roles do ethnicity, education, age, gender, sexual orientation, social networks and regional origins play in choosing one variant over another? We will consider examples of variation in several areas of language (phonology, syntax, lexicon) and also look at how differences between speakers can be thought of as acts of identity.

Required course reading:

Meyerhoff, Miriam (2011) or (2018). *Introducing Sociolinguistics*. Routledge. (2<sup>nd</sup> or 3<sup>rd</sup> edition)

### for (C): Morphology/Syntax

Do. 15:45-17:15 / Karin Leonte

In this course we will take a look at some instances of cross-linguistic variation in morphology and (morpho)syntax. Topics include inflection, word formation, case marking, agreement in DP as well as the system of pronouns and articles. In addition, we will also discuss theoretical implications of these differences.

**Requirements:** Written exam

### for (D): Dialectology

Mi. 09:45-11:15 / Fabian Schubö

English varies greatly within the British Isles and across the world. The course takes a closer look at the different causes for variation, taking geographical, sociological and historical factors into account. Different case studies on varieties of English from all over the world will be discussed.

The focus is on variation in phonetics and phonology.

**Prerequisites:** Basic Phonetics and Phonology

**Requirements:** Assignments, written exam

## for (E): Sociolinguistics

Mi. 14:00-15:30 / Lisa Hofmann

Linguistic variants (different languages and dialects) may vary in their pronunciation, their lexical items, or grammatical structures. This class addresses sociolinguistic questions of how linguistic variation interacts with social factors:

How do different variants relate to different groups of speakers—in different regions or social groups? How is the way in which people use, perceive, and judge language variants influenced by ethnicity, education, age, gender, sexual orientation, and power structures? Who gets to decide which dialect is considered “correct” or a standard? Why are some languages perceived as more beautiful or more harsh than others?

The class allows students to develop their skills of critically evaluating these kinds of questions by considering examples of how linguistic variation and social factors interact.

**Prerequisites:** Linguistic Levels (= keine Belegung im 2.Semester!)

**Requirements:** t.b.a.

### Types of Degree / Modules:

LA (Bachelor): Pflichtmodul „Language Variation“ (59460): Language Variation (594601)

BA (Angl.) HF: Kernmodul “Language Variation” (75200), Seminar “Language Variation” (752001)

BA (Angl.) NF: Wahlpflichtmodul 230: “Language Variation” (59460), Seminar (594601)

Technikpäd.: Modul „Language Variation“ (59460): Language Variation (594601)

Wi.päd.: Kernmodul 2 „Linguistik“ (6671-410): Language Variation

### Courses Offered:

**C@mpus-LV: (A) 171225300**

**Lecturer: Silke Fischer**

**Friday, 09.45 – 11.15, KII, room 17.52**

**or**

**C@mpus-LV: (B) 171225310**

**Lecturer: Judith Tonhauser**

**Tuesday, 14.00 – 15.30, KII, room 17.52**

**or**

**C@mpus-LV: (C) 171225320**

**Lecturer: Karin Leonte**

**Thursday, 15.45 – 17.15, Breitscheid, 2.11**

**or**

**C@mpus-LV: (D) 171225330**

**Lecturer: Fabian Schubö**

**Wednesday, 09.45 – 11.15, KI, 11.82**

**or**

**C@mpus-LV: (E) 171225340**

**Lecturer: Lisa Hofmann**

**Wednesday, 14.00 – 15.30, KII, 17.52**

## 10. Phonologie II

In diesem Seminar werden Inhalte aus dem Phonologie I Kurs erweitert und vertieft. Anhand von einschlägigen Forschungsartikeln befassen wir uns in diesem Semester mit phonetischen/phonologischen Phänomenen beim Fremdspracherwerb. Ein Fokus liegt auf Deutsch als Muttersprache oder Fremdsprache, ist aber nicht darauf beschränkt.

Unser Seminar wird im *flipped classroom* Format durchgeführt – die Texte sollen vor der jeweiligen Sitzung selbstständig erschlossen und dann im Seminar gemeinsam diskutiert werden.

Grundlage des Kurses ist die Einführung von T.A. Hall sowie zusätzliche deutsch- und englischsprachige Literatur, die im Kurs bekanntgegeben und zur Verfügung gestellt wird.

**Prerequisites:** Phonologie I

**Requirements:** t.b.a.

**Types of Degree / Modules:**

BA (Linguistik): Kernmodul „Phonologie II“ (69750); Seminar Phonologie II (697501)

**Courses Offered:**

**C@mpus-LV: 171225380**

**Lecturer: Heidi Altmann**

**Wednesday, 11.30 – 13.00, KII, room 17.74**

## 11. Advanced Linguistics (*B.A./M.A. Level*)

### Advanced Linguistics: Expectations in Discourse

In a conversation or a text, the addressee has certain expectations about what will be discussed next. In the context of a question, for instance, the answer to this question is expected to be discussed. However, we are not forced to only discuss expected topics. Hence, languages show different means to mark when those expectations are not fulfilled, such as changing the word order, or phrases such as 'but', 'in contrast', or 'by the way', etc. Such phrases allow a discourse such as the following, which would be unacceptable without the phrase 'by the way':

Laura lives in Japan. By the way, it is raining in Paris.

This course will be concerned with the theoretical background of expectations in discourse, which will cover topics such as coherence relations, discourse models, and question under discussion. Furthermore, we will discuss different linguistic phenomena related to discourse expectations, such as discourse particles and cleft sentences. The course will involve discussing linguistic experiments and designing your own experiments.

**Prerequisites:** BA degree completed or (for BA/GymPO students) Introduction to Linguistics, and at least one of the following courses: Semantics, Pragmatics, First order logic

**Requirements:** Analyses of text passages, readings and discussion questions, term paper

#### Types of Degree / Modules:

LA (Bachelor): Wahlmodul „Advanced Linguistics 1” (59510): Advanced Semantics (595105)

LA (Master): Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Semantics (725704)

BA (Angl.) HF: Ergänzungsmodulecontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA Angl. (alt): Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)

ODER Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)

ODER Vertiefungsmodul 3: Structure Interpretation (23390): Syntactic and Semantic Structure (233901)

ODER Vertiefungsmodul 3: Structure Interpretation (23390), Form and Interpretation (233902)

ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)

MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Pragmatic Theory (1014905)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Pragmatic Theory (1015005)

OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Semantics (595105)

Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

#### Courses Offered:

**C@mpus-LV: 171225450**

**Lecturer: Swantje Tönnis**

**Tuesday, 09.45 – 11.15, KII, room 17.17**

## Advanced Phonology: Suprasegmentals

This course deals with the suprasegmental phonological structure of words and sentences, including syllable structure, stress, and intonation. We will discuss theoretical models on the formation of prosodic units and analyze acoustic speech data in order to test hypotheses stated in the literature. After an introduction to the analysis software Praat (see [www.praat.org](http://www.praat.org)), students will conduct small experiments involving the audio-recording and acoustic analysis of speech productions. The focus is on English and German, but phenomena from other languages may be discussed as well.

**Prerequisites:** Basic Phonetics and Phonology, Phonologie I, or a similar course.

**Requirements:** Assignments, project work (including in-class presentation), term paper

### Types of Degree / Modules:

LA (Bachelor): Wahlmodul „Advanced Linguistics 1“ (59510): Advanced Phonology (595101)

LA (Master): Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Phonology (725701)

BA (Angl.) HF: Ergänzungsmodulecontainer “Advanced Linguistics” (321): Modul “Advanced Phonology” (75250), Advanced Phonology (752501)

MA Angl. (alt): Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)

ODER Vertiefungsmodul 1: Structure Analysis (23370): Phonological and Morphological Structure (233701)

ODER Vertiefungsmodul 3: Structure Interpretation (23390): Form & Interpretation (233902)

ODER Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)

ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)

MA-EASEL: Advanced module English Linguistics 2 (101450): Empirical approaches to Linguistics (1014501)

OR Advanced module Current Approaches in Linguistics and Literary and Cultural Studies (101480): Current Methodologies (1014802)

OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)

OR Advanced module EL 4 (101500): Empirical Foundations of Linguistic Theory (1015001)

OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Phonology (1015601)

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced

Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

### Courses Offered:

**C@mpus-LV: 171225440**

**Lecturer: Fabian Schubö**

**Wednesday, 11.30 – 13.00, KII, room 17.23**

## Advanced Semantics: Utterance force

English has three basic sentence types: declaratives, interrogatives, and imperatives. In discourse, utterances of sentences of these types can have different forces. For instance, an imperative can be a command (Close the window!), an invitation (Come to my party!), or a well-wish (Get well soon!). Similarly, declaratives can be used to give information (It's raining), they can be requests (You need to help me) and invitations (We should go for a drink). This course explores the range of forces that utterances of English sentences have, how these forces are constrained by sentence type, and how interpreters rely on context, content, and prosody to identify the force of an utterance. We also explore theoretical approaches to utterance force. This is a reading and discussion-based course: Participating students are expected to read and critically engage with primary linguistic literature.

**Prerequisites:** BA degree completed or (for BA/GymPO students) Introduction to Linguistics, and at least one of the following courses: Semantic Theory, First order logic.

**Requirements:** Paper presentation, research presentation, term paper

### Types of Degree / Modules:

LA (Bachelor): Wahlmodul „Advanced Linguistics 1“ (59510): Advanced Semantics (595105)

LA (Master): Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Semantics (725704)

BA (Angl.) HF: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA Angl. (alt): Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)

ODER Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)

ODER Vertiefungsmodul 3: Structure Interpretation (23390): Syntactic and Semantic Structure (233901)

ODER Vertiefungsmodul 3: Structure Interpretation (23390), Form and Interpretation (233902)

ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)

MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Semantic Theory (1014904)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Semantic Theory (1015004)

OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)

OR Advanced module English Linguistics 1 (101440): Theoretical Linguistics (1014404)

OR Advanced module English Linguistics 2 (101450): Empirical approaches to Linguistics (1014504)

OR Advanced module Current Approaches in Linguistics and Literary and Cultural Studies (101480): Current Methodologies (1014802)

OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Semantics (1015604)

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Semantics (595105)

Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

### Courses Offered:

**C@mpus-LV: 171225400**

**Lecturer: Judith Tonhauser**

**Tuesday, 11.30 – 13.00, KI, room 11.32**

## **Advanced Semantics: The social meaning of irony**

According to the philosopher Grice, a speaker who utters an ironic sentence (like “The weather is so nice”, when the weather is actually terrible) typically intends to convey the opposite of what they said (namely that the weather is not so nice). This course explores the social meaning of irony, that is, the question of why speakers chose to convey a particular meaning using an ironic sentence rather than the literal counterpart. After exploring several central linguistic and psycholinguistic theories of irony, students are introduced to the study of social meaning, which has emerged in the field of sociolinguistics. In the third and main part of the course, students will read experimental papers that investigate various aspects of the social meaning of irony. This is a reading and discussion-based course: Participating students are expected to read and critically engage with primary literature.

**Prerequisites:** BA degree completed or (for BA/GymPO students) Introduction to Linguistics, and at least one of the following courses: Semantic Theory, Language Variation: Sociolinguistics.

**Requirements:** Paper presentation, research presentation, term paper

### **Types of Degree / Modules:**

LA (Bachelor): Wahlmodul „Advanced Linguistics 1” (59510): Advanced Semantics (595105)

LA (Master): Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Semantics (725704)

BA (Angl.) HF: Ergänzungsmodulecontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA Engl. (alt): Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)

ODER Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)

ODER Vertiefungsmodul 3: Structure Interpretation (23390): Syntactic and Semantic Structure (233901)

ODER Vertiefungsmodul 3: Structure Interpretation (23390), Form and Interpretation (233902)

ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)

MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Semantic Theory (1014904)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Semantic Theory (1015004)

OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)

OR Advanced module English Linguistics 1 (101440): Theoretical Linguistics (1014404)

OR Advanced module English Linguistics 2 (101450): Empirical approaches to Linguistics (1014504)

OR Advanced module Current Approaches in Linguistics and Literary and Cultural Studies (101480): Current Methodologies (1014802)

OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Semantics (1015604)

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Semantics (595105)

Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

### **Courses Offered:**

**C@mpus-LV: 171225410**

**Lecturer: Judith Tonhauser**

**Thursday, 11.30 – 13.00, KII, room 17.71**

## Advanced Syntax: Extraposition

The aim of this seminar is to make students familiar with current syntactic developments and syntactic discussion and argumentation. In this class, we will have a closer look at the core ideas of minimalist syntax and read and discuss syntactic literature on extraposition, which means that we will analyze sentences in which a (typically relatively heavy) constituent is placed to the right of its canonical position (= it is extraposed); cf. (1) vs. (2). Good knowledge of syntax is obligatory!

- (1) The claim [<sub>CP</sub> that the world was round] was made by the Greeks.  
(2) Extraposition:  
The claim  $t_1$  was made by the Greeks [<sub>CP1</sub> that the world was round]. (Roberts 1997:191)

**Prerequisites:** Introduction to Linguistics; Syntactic Theory

**Requirements:** t.b.a.

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## Advanced Syntax: Control Theory

In this class, we will be concerned with so-called control constructions as in (1).

- (1) a. Tom tried to open the door. (Subject Control)  
b. Peter told Tom to open the door. (Object Control)

In (1a), Tom is understood to be the agent of the trying-event and the agent of the opening-event. Given the Theta-Criterion, which doesn't allow an argument to receive more than one theta-role, the GB-analysis (Chomsky 1981 and subsequent work) of sentences such as (1) postulated a non-overt embedded subject PRO, which thematically functions as the agent argument of open. (1a,b) thus have the structures in (2) (co-indexation signals referential identity).

- (2) a. Tom<sub>i</sub> tried [PRO<sub>i</sub> to open the door].  
b. Peter<sub>i</sub> told Tom<sub>j</sub> [PRO<sub>j</sub> to open the door].

The nature, distribution, and interpretation of PRO has been heavily debated in the literature ever since, and it is fair to say that no consensus has been reached.

We will critically review two different control theories that try to address the above mentioned issues: Landau's Agree-Model of Control (Landau 2000, 2004, 2012) and Hornstein's Movement Theory of Control (Hornstein 1999, 2001). Apart from the question of how these models deal with the issues surrounding PRO, we evaluate their success in capturing control phenomena that have remained more peripheral to the discussion of control constructions in general: partial control (3), implicit control (4), and backward control (5).

- (3) (Tom<sub>i</sub> told Peter<sub>j</sub> that) he<sub>i</sub>wants [PRO<sub>i+j+k</sub> to meet next Tuesday].  
(4) It was IMP<sub>i</sub> decided [PRO<sub>i</sub> to leave]. (IMP=implicit external argument of decide)  
(5) kid-bā      ziya      b-išr-a      y-oq-si      (Tsesz)  
girl.II-ERG cow.III.ABS III-feed-INF II-begin-PAST.EVID  
'The girl began to feed the cow.'

**Prerequisites:** Good knowledge of syntax

**Requirements:** Final exam

### Types of Degree / Modules:

LA (Bachelor): Wahlmodul „Advanced Linguistics 1” (59510): Advanced Syntax (595103)

LA (Master): Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Syntax (725703)

BA (Angl.) HF: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Syntax” (75270), Advanced Syntax (752701)  
MA Angl. (alt): Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Topics in Syntax (234402)  
ODER Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)  
ODER Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)  
ODER Vertiefungsmodul 3: Structure Interpretation (23390): Syntactic and Semantic Structure (233901)  
ODER Vertiefungsmodul 3: Structure Interpretation (23390): Form & Interpretation (233902)  
ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)  
MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Syntactic Theory (1014903)  
OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)  
OR Advanced module English Linguistics 1 (101440): Theoretical Syntax (1014403)  
OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Syntax (1015603)  
Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Syntax (595103)  
Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

## **Courses Offered:**

**Advanced Syntax: Extraposition**

**C@mpus-LV: 171225420**

**Lecturer: Silke Fischer**

**Friday, 11.30 – 13.00, KII, room 17.23**

**and**

**Advanced Syntax: Control Theory**

**C@mpus-LV: 171225430**

**Lecturer: Patrick Lindert**

**Thursday, 15.45 – 17.15, KII, room 17.92**

# Bitte beachten Sie auch folgendes Kursangebot der Linguistik/Germanistik. Die Teilnehmerzahl an folgendem Kurs ist für Anglistik-Studenten u.U. begrenzt.

## Modification in the (Germanic) Nominal Phrase

This course addresses various syntactic and semantic aspects of NP modification, primarily adjectival modification, and proceeds mostly on the basis of data/phenomena drawn from Germanic languages (for the sake of comparison, however, other languages may be discussed as well). Starting out with a general discussion on modification, contrasting nominal with e.g. (ad)verbal modification, we will examine both semantic parameters such as intersective, subsective, non-subsective and restrictive vs. non-restrictive modification, and morpho-syntactic aspects such as phrase-structural status of modifiers (e.g.  $X^{\circ}$  vs. XP), (pre- vs. post-nominal) position and (adjectival) inflection, amongst other things.

Even though, eventually, the main focus lies on adjectives, the course attempts to explore the whole range of nominal modifiers including relative clauses, PPs, genitive/possessive modifiers, apposition, and possibly others.

Suggested reading for preparation: Cinque (2010): chapters 1 & 2.

Reference:

Cinque, G. (2010). *The Syntax of Adjectives: A Comparative Study*. MIT Press, Cambridge.

### Types of Degree / Modules:

LA (Bachelor): Wahlmodul „Advanced Linguistics 1“ (59510): Advanced Semantics (595105)

ODER Wahlmodul „Advanced Linguistics 1“ (59510): Advanced Syntax (595103)

LA (Master): Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Semantics (725704)

ODER Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Syntax (725703)

BA (Angl.) HF: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

ODER Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Syntax” (75270), Advanced Syntax (752701)

MA Angl. (alt): Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)

ODER Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Topics in Syntax (234402)

ODER Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)

ODER Vertiefungsmodul 3: Structure Interpretation (23390): Syntactic and Semantic Structure (233901)

ODER Vertiefungsmodul 3: Structure Interpretation (23390), Form and Interpretation (233902)

ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)

MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Semantic Theory (1014904)

OR Advanced module English Linguistics 3 (101490): Contemporary Syntactic Theory (1014903)

OR Advanced module English Linguistics 1 (101440): Theoretical Semantics (1014404)

OR Advanced module English Linguistics 1 (101440): Theoretical Syntax (1014403)

OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Semantics (1015604)

OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Syntax (1015603)

OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Semantics (595105)

ODER Modul „Advanced Linguistics“ (59510): Advanced Syntax (595103)

Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

### Courses Offered:

**C@mpus-LV: 181229700**

**Lecturer: Alexander Pfaff**

**Wednesday, 15.45 – 17.15, KII, room 17.15**

## 12. Psycholinguistics (B.A./M.A. Level)

### Psycholinguistics of neural language models

Tentative course description (stay tuned for more): In this course we will familiarize ourselves with research studying neural language models from a psycholinguistic perspective. Some questions that we're going to ask: What is the nature of the linguistic knowledge represented in neural language models? How can we investigate this knowledge? What does this knowledge teach us about the present and future challenges in developing these models further? Can these models also serve as models of human language processing?

We will read selected papers and discuss them in class. Details are to be decided. Stay tuned.

**Prerequisites:** t.b.a.

**Requirements:** t.b.a.

#### Types of Degree / Modules:

MA Angl. (alt): Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Advanced Linguistic Theory (234401)

ODER Vertiefungsmodul 1: Structure Analysis (23370): Linguistic Analysis (233702)

ODER Vertiefungsmodul 3: Structure Interpretation (23390): Form and Interpretation (233902)

ODER Spezialisierungsmodul 2 (23460): Current Methodologies II (234601)

MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Psycholing. Theory (1014906)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Psycholing. Theory (1015006)

OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)

OR Advanced module English Linguistics 1 (101440): Theoretical Psycholinguistics (1014406)

OR Advanced module English Linguistics 2 (101450): Empirical approaches to Psycholing. (1014506)

OR Advanced module Current Approaches in Linguistics and Literary and Cultural Studies (101480): Current Methodologies (1014802)

OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Psycholinguistics (1015606)

#### Courses Offered:

**C@mpus-LV: 171225460**

**Lecturer: Titus von der Malsburg/Sebastian Padó (IMS)**

**Wednesday, 09.45 – 11.15, Breitscheid, room 2.03**

## Introduction to statistical data analysis

How can we obtain broader truths from limited and imperfect data? And how can we quantify our uncertainty about these truths? In this course, we will address these questions using the linear regression framework, Bayesian inference, and the R system for statistical computing. Some of the specific things you will learn: How to write scripts in the R system for statistical computing. How to read common data formats. How to create powerful visualizations of the data. How to demonstrate the effect of a variable (observed or experimentally manipulated) on an outcome variable. How to quantify the reliability of these effects. How to visualize effects. And how to report the results of a statistical analysis.

The goal of this course is to equip students with the knowledge and skills needed to draw conclusions (scientific or otherwise) from data (observational or experimental). By-products of this course are basic scripting skills, visualization skills, and more general problem-solving skills.

This course is taught in flipped class room style: Students will watch video lectures, read book chapters, and solve homework assignments. In class, we will discuss the material and solutions for the assignments.

Literature: We will use the following book: McElreath, R. (2020). Statistical rethinking: A Bayesian course with examples in R and Stan. Boca Raton, Florida, USA: CRC Press.

The book is available as an e-book via the university's library: [https://stg.ibs-bw.de/aDISWeb/app?service=direct/0/Home/\\$DirectLink&sp=SOPAC02&sp=SAKSWB-IdNr1694799328](https://stg.ibs-bw.de/aDISWeb/app?service=direct/0/Home/$DirectLink&sp=SOPAC02&sp=SAKSWB-IdNr1694799328)

**Prerequisites:** We will start pretty much from scratch, no prior knowledge of statistics is required. Some basic experience with scripting languages is helpful but not required. Note the parallel course “Essential research toolkit for the humanities” which will start with an intro to basic scripting in R, which is the scripting language that we’re going to use in this course. Although both courses are designed to be self-contained and to work on their own, they make a really nice pair for those who’re interested in taking their quantitative skills to the next level.

**Requirements:** t.b.a.

### Types of Degree / Modules:

MA-EASEL: Advanced module English Linguistics 2 (101450): Empirical approaches to Psycholinguistics (1014506)

All degrees requiring SQ (u.a. SQ Modulnummer 912600)

### Courses Offered:

**C@mpus-LV: 171225470**

**Lecturer: Titus von der Malsburg**

**Friday, 09.45 – 11.15, KII, room 17.12**

## 13. Computational tools for the humanities (*B.A./M.A. Level*)

### Essential research toolkit for the humanities

This seminar provides a gentle, hands-on introduction to the essential tools for quantitative research for students of the humanities. During the course of the seminar, the students will familiarize themselves with a wide array of software that is rarely taught but is invaluable in developing an efficient, transparent, reusable, and scalable research workflow. From text file, through data visualization, to creating beautiful reports - this course will empower students to improve their skill and help them establish good practices.

**Prerequisites:** The seminar is targeted at students with little to no experience with programming, who wish to improve their workflow, learn the basics of data handling and document typesetting, prepare for a big project (such as a BA or MA thesis), and learn about scientific project management.

**Requirements:** t.b.a.

#### Types of Degree/Modules:

MA-EASEL: Wahlpflichtmodul Interdisziplinarität (23410): Seminar Interdisziplinarität (234102)  
All degrees requiring SQ

#### Courses Offered:

**C@mpus-LV: 171225480**

**Lecturer: Anna Pryslopska**

**Monday, 11.30 – 13.00, KI, room 11.42**

## 14. Kolloquien (*M.A. Level*)

### **Types of Degree / Modules:**

LA (Master): Linguistic and Literary Competence (70850): Linguistic Competence (708502)

Technikpäd.: Modul "Kolloquium Literaturwissenschaft und Linguistik (TP)" (41030): Kolloquium Linguistik

**Prerequisites:** M.A. (Ed.): completion of all other modules

**Requirements:** presentation, oral exam (M. Ed.)

### **Kolloquium (A): Semantics, pragmatics and psycholinguistics**

Target group: Candidates for Staatsexamen and M. Ed. students with a solid background in semantics or pragmatics who want to do their oral exam with me in fall 2022

Topic areas: semantics, pragmatics, psycholinguistics, as well as the topics fixed by exam regulations; at least one of your topics must be in semantics/pragmatics

Aim: In-depth treatment of selected topics in semantics, pragmatics and psycholinguistics; review of general linguistics; introduction to English diachrony

Prerequisite: Semantic Theory, one Advanced Semantics course

Registration: Sign up to the waitlist on C@mpus and send an email to [judith.tonhauser@ling.uni-stuttgart.de](mailto:judith.tonhauser@ling.uni-stuttgart.de) with your background in semantics, pragmatics and psycholinguistics

**C@mpus-LV: 171225500**

**Lecturer: Judith Tonhauser**

**Thursday, 14.00 – 15.30, KII, room 17.12**

### **Kolloquium (B): Syntax**

Target group: candidates for the final M. Ed. module with a solid background in syntax who want to do their oral exam with me in fall 2022

Topic areas: syntax/morphology (plus the topics fixed by the exam regulations); at least one of your major topics must be a syntactic one

Aim: preparation for the oral exam; in-depth treatment of selected topics in syntax; review of general linguistics and the history of English

Prerequisites: Syntactic Theory, ideally at least one Advanced Syntax course

Registration: Sign up to the waitlist on C@mpus and send me an email ([silke.fischer@ifla.uni-stuttgart.de](mailto:silke.fischer@ifla.uni-stuttgart.de)) with your background in syntax.

**C@mpus-LV: 171225520**

**Lecturer: Silke Fischer**

**Tuesday, 11.30 – 13.00, KII, room 17.14**

### **Kolloquium (C): Phonology**

The colloquium addresses advanced topics in phonology and its interfaces both in grammar (phonetics, morphology, syntax, semantics) as well as in applied linguistics (Second Language Acquisition, Heritage Languages, Language Learning, Sociolinguistics). It is an obligatory preparation for the oral exam in MEd.

Prerequisite: Basic Phonetics and Phonology, one advanced course in Phonology

Registration: Sign up to the waitlist on C@mpus and send me an email ([fabian.schuboe@ling.uni-stuttgart.de](mailto:fabian.schuboe@ling.uni-stuttgart.de)).

**C@mpus-LV: 171225510**

**Lecturer: Fabian Schubö (for Sabine Zerbian)**

**Friday, 11.30 – 13.00, KII, room 17.51 (not every Friday!)**

## **Forschungskolloquium:**

### **“Latest Developments in Linguistic Theory (Syntax, Semantics, Pragmatics)”**

This is an advanced class that surveys recent developments in linguistic theory, focusing in particular on syntax, semantics and pragmatics, as well as their interfaces.

#### **Types of Degree / Modules:**

MA Engl. (alt): Forschungskolloquium Linguistik (23480): Forschungskolloquium Linguistik (234801)

Master Sprachtheorie und Sprachvergleich: Pflichtmodul: Aktuelle Forschung (69610): Forschungskolloquium I (696101)

MA-EASEL: Pflichtmodul Research in English Linguistics I (101530): Research Colloquium 1 (1015301)

OR Pflichtmodul Research in English Linguistics II (101580): Research Colloquium 2 (1015801)

**Prerequisites:** A course in syntax, semantics or pragmatics

**Requirements:** presentation or short paper

#### **Courses Offered:**

**C@mpus-LV: 171225530**

**Lecturer: Judith Tonhauser / Daniel Hole**

**Tuesday, 17.30 – 19.00, KII, room 17.12**

## **Forschungskolloquium:**

### **“Latest Developments in Linguistic Theory (Phonology)”**

The research colloquium discusses current work in phonology, based on recent articles or own work. Advanced students have the opportunity to present their thesis topic and receive feedback. External guests present their latest work.

#### **Types of Degree / Modules:**

MA Engl. (alt): Forschungskolloquium Linguistik (23480): Forschungskolloquium Linguistik (234801)

Master Sprachtheorie und Sprachvergleich: Pflichtmodul: Aktuelle Forschung (69610): Forschungskolloquium I (696101)

MA-EASEL: Pflichtmodul Research in English Linguistics I (101530): Research Colloquium 1 (1015301)

OR Pflichtmodul Research in English Linguistics II (101580): Research Colloquium 2 (1015801)

#### **Courses Offered:**

**C@mpus-LV: 171225540**

**Lecturer: Fabian Schubö**

**Friday, 09.45 – 11.15, KII, room 17.51 (not every Friday!)**

## 15. Essay Writing

### Essay Writing / Research Skills

This course will explore the connection between close reading practices and effective writing strategies in an academic essay. Students can expect to: 1) develop an understanding of the writing process; 2) learn invention, revision, and editing strategies; 3) practice methods to logically develop ideas; and 4) discover how to integrate sources as support for an argument.

The overall goal is to expand each student's confidence as a reader and a writer. Our historical and literary focus of the course will be on the social dynamics of 19<sup>th</sup> century America through an examination of the groundbreaking novel from Kate Chopin, *The Awakening*, to which we will contrast Chopin's short stories.

#### Required Text:

Chopin, Kate. *The Awakening and Selected Stories*. Wordsworth Classics, 2015.

#### Types of Degree/Modules:

Pflichtmodul 2: Sprachpraxis 1, Neues Lehramt (GymPo)

Basismodul: Language Practice 1, BA Anglistik (2012)

Grundlagemodul Literatur, WiWi BSc Hohenheim

#### Courses Offered:

**Lecturer: Jessica Bundschuh**

**Tuesday, 09.45 – 11.15, KII, room 17.81**

## Academic Writing / Close Reading II

This seminar will make M.A. EASEL students specialising in English and American Studies familiar with the most relevant aspects of academic writing. Our chief aims will be:

- a) to establish the close connection between academic reading (of both primary and secondary literature) and academic writing,
- b) to derive key concepts from the given texts,
- c) to come to terms with the relevant key concepts by acquiring the skills of cultural-historical concept formation,
- d) to integrate concept formation into academic writing, and
- e) to systematically approach the problem of how to write the best possible research paper in response to the given texts and to crucial issues prevalent in these texts.

Please read Joseph Conrad's *Heart of Darkness* before term starts.

### Required Texts:

Conrad, Joseph. *Heart of Darkness*. 5<sup>th</sup> ed. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.

Evans, David, Paul Gruba, Justin Zobel. *How to Write a Better Thesis*. 3<sup>rd</sup> ed. Springer, 2014. [Stuttgart University Library ebook]

Fabb, Nigel, and Alan Durant. *How to Write Essays and Dissertations: A Guide for English Literature Students*. 2<sup>nd</sup> ed. Routledge, 2014. [Stuttgart University Library ebook]

Meyer, Michael. Research papers, presentations and examinations. *English and American Literatures*, by Meyer, 4<sup>th</sup> ed., Francke, 2011, pp. 213-246. UTB basics. [Stuttgart University Library ebook]

*MLA Handbook*. 9<sup>th</sup> ed. Modern Language Association of America, 2021.

Taylor, Gordon. *A Student's Writing Guide: How to Plan and Write Successful Essays*. Cambridge UP, 2009. [Stuttgart University Library ebook]

Other texts will be provided on ILIAS.

### Types of Degree/Modules:

MA-EASEL: Advanced Communication/Academic Writing

MA Anglistik: Vertiefungsmodul 2, 23381 "Textual Competence" und Vertiefungsmodul 4, 23401 "Interculturality"

### Courses Offered:

**Lecturer: Martin Windisch**

**Thursday, 08.00 – 09.30, KII, room 17.23**

## 16. Verbal Communication

### Phonetic Practice

In this course for prospective teachers, we will systematically practice aspects of (American and British) English pronunciation that may be problematic specifically for German native speakers. The intended goals of this course (which are all highly relevant for your future teaching) are: (1) raising awareness for your own actual pronunciation and for that of others, (2) receiving and providing feedback on pronunciation, and, hopefully, (3) contributing to further improvement of your pronunciation.

**Note:** If you are specifically looking for input on British English, we recommend you to take “Phonetic Practice (F) (Dietmar Geyer)”.

**Requirements:** t.b.a.

#### Types of Degree/Modules:

LA (Bachelor): Pflichtmodul „Sprachpraxis 2“ (59470): Phonetic Practice (594702)

Technikpäd.: Modul “Sprachpraxis 2” (27160): Phonetic Practice (271602)

Wi.päd.: Grundlagenmodul Linguistik (6671-280): Phonetic Practice

#### Courses Offered:

**C@mpus-LV: (A) 171225600**

**Lecturer: Heidi Altmann**

**Tuesday, 09.45 – 11.15, KII, room 17.16**

**or**

**C@mpus-LV: (B) 171225610**

**Lecturer: Heidi Altmann**

**Tuesday, 11.30 – 13.00, KII, room 17.17**

**or**

**C@mpus-LV: (C) 171225620**

**Lecturer: Kelly Neudorfer**

**Friday, 08.00 – 09.30, KI, room 11.42**

**or**

**C@mpus-LV: (D) 171225630**

**Lecturer: Kelly Neudorfer**

**Friday, 09.45 – 11.15, KI, room 11.42**

**or**

**C@mpus-LV: (E) 171225640**

**Lecturer: Kelly Neudorfer**

**ONLINE asynchronous**

**or**

**C@mpus-LV: (F) 171225650**

**Lecturer: Dietmar Geyer**

**ONLINE asynchronous**

## **Advanced Verbal Communication**

This course is about grammar: teaching it and using it. We will first spend roughly the first third of the course discussing teaching methods and evaluating lesson plans for use in a school setting. The remainder of the course will be made up of teaching sessions in which the students will teach a grammar topic. Grades will be determined based on the students' performance in the teaching session and lesson plan.

**Requirements:** t.b.a.

### **Types of Degree/Modules:**

LA (Master): Pflichtmodul "Sprachpraxis 3" (70840): Verbal Communication (708402)

BA (Angl.): Basismodul "Language Practice 2" (75300): Advanced English Usage (753002)

Technikpäd.: Modul „Sprachpraxis 3“ (27210): Advanced Verbal Communication (272102)

Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Advanced Verbal Communication  
(wählbar für: "Translation 4" in der Hohenheimer Vorlage)

### **Courses Offered:**

**C@mpus-LV: (A) 171226200**

**Lecturer: Amanda Kahrsch**

**Monday, 09.45 – 11.15, KII, room 17.71**

**or**

**C@mpus-LV: (B) 171226210**

**Lecturer: Amanda Kahrsch**

**Monday, 14.00 – 15.30, KII, room 17.92**

**or**

**C@mpus-LV: (C) 171226220**

**Lecturer: Amanda Kahrsch**

**Tuesday, 09.45 – 11.15, KII, room 17.71**

## **Advanced Verbal Communication: MA**

You are an English major, yet feel you are getting hardly a chance to speak the language in the course of your studies? This may be the class for you.

Employing the debate format, this course involves work on vocabulary and grammar, style and composition, and honing your analytical and oratorical skills – as well as overcoming your fear of public speaking.

The course is especially for future teachers and MA students.

**Requirements:** t.b.a.

### **Types of Degree/Modules:**

MA Engl. (alt): Vertiefungsmodul 5: Sprachkompetenz (23420): Verbal Communication (234202)

MA-EASEL: Pflichtmodul "Advanced Communication" (101550), Verbal Communication (1015502)

### **Courses Offered:**

**C@mpus-LV: 171226230**

**Lecturer: Beate Kaebel**

**Wednesday, 15.45 – 17.15, KII, room 17.51**

## **Business English**

This course focuses on English in the workplace. We will be examining core business vocabulary as well as discussing issues associated with the modern corporation. In addition, we will be practicing and extending general business skills like emailing, negotiating, and meetings.

For this course, BA students and some Hohenheim students have priority.

**Requirements:** t.b.a.

### **Types of Degree / Modules:**

BA (Angl.): Pflichtmodul "Language Practice 2" (75300): Business English (753001)

Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Business English

### **Courses Offered:**

**C@mpus-LV: 171226300**

**Lecturer: Amanda Kahrsch**

**Thursday, 09.45 – 11.15, KII, room 17.17**

## Lexicon & Phraseology

The course is based upon a lexical approach to vocabulary acquisition as well as its phraseological context. Through written and oral exercises, students will explore the English language focusing on typical usages/sequences, collocations, idioms, phrasal verbs, slang, and multi-word units. Practical examples of modern-day language usage (through articles and worksheets) will be covered.

**Requirements:** t.b.a.

### Types of Degree / Modules:

LA (Bachelor): Pflichtmodul "Sprachpraxis 2" (59470): Lexicon & Phraseology (594701)

Technikpäd.: Modul „Sprachpraxis 2“ (27160): Lexicon & Phraseology (271601)

Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Lexicon & Phraseology  
(wählbar für: "Translation 4" in der Hohenheimer Vorlage)

### Courses Offered:

**C@mpus-LV: (A) 171226100**

**Lecturer: Amanda Kahrsch**

**Tuesday, 11.30 – 13.00, KII, room 17.81**

**or**

**C@mpus-LV: (B) 171226110**

**Lecturer: Amanda Kahrsch**

**Tuesday, 14.00 – 15.30, KII, room 17.98**

**or**

**C@mpus-LV: (C) 171226120**

**Lecturer: Jessica Bundschuh**

**Thursday, 11.30 – 13.00, KII, room 17.73**

**or**

**C@mpus-LV: (D) 171226140**

**Lecturer: Geoff Rodoreda**

**Monday, 11.30 – 13.00, KII, room 17.71**

## 17. Translation

### Translation 1

This course is designed for students in their first and second semester. Texts for translation will be taken from magazines and newspapers. Grades will be determined by a mid-term exam and a final exam.

**Requirements:** Two tests during the term.

#### **Types of Degree/Modules:**

LA (Bachelor): Pflichtmodul "Sprachpraxis 1" (59400): Translation 1 (594001)

BA (Angl.): Basismodul "Language Practice 1" (75140): English Grammar (Translation 1) (751401)

Technikpäd.: Modul „Sprachpraxis 1“ (41610): Translation 1

Wi.päd.: Grundlagenmodul Linguistik (6671-280): Translation 1  
(entspricht "Translation 2" in der Hohenheimer Vorlage)

#### **Courses Offered:**

**C@mpus-LV: (A) 171225700**

**Lecturer: Beate Kaebel**

**Monday, 15.45 – 17.15, KI, room 11.32**

**or**

**C@mpus-LV: (B) 171226130**

**Lecturer: Beate Kaebel**

**Thursday, 15.45 – 17.15, KII, room 17.25**

## **Translation: Hauptstudium / Main Study Period**

These courses are designed for students in their main study period. Texts for translation will be taken from magazines and newspapers. Grades will be determined by a mid-term exam and a final exam.

**Requirements:** Two tests during the term.

### **Types of Degree/Modules:**

LA (Master): Pflichtmodul "Sprachpraxis 3" (70840): Translation 2 (708401)

BA (Angl.): Basismodul "Language Practice 2" (75300): Advanced English Usage (753002)

MA Angl. (alt): Vertiefungsmodul 5 „Sprachkompetenz“ (23420): Translation (234201)

MA-EASEL: Pflichtmodul Advanced Communication (101550): SQ/ Language Practice (1015503)

Technikpäd.: Modul „Sprachpraxis 3“ (27210): Translation Hauptstudium (Translation 2) (272101)

Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Translation im Hauptstudium  
(entspricht "Translation 3" in der Hohenheimer Vorlage)

### **Courses Offered:**

**C@mpus-LV: (A) 171225800**

**Lecturer: Amanda Kahrsch**

**Thursday, 11.30 – 13.00, KII, room 17.74**

**or**

**C@mpus-LV: (B) 171225810**

**Lecturer: Beate Kaebel**

**Tuesday, 15.45 – 17.15, KII, room 17.74**

## **Academic Writing**

This course is designed for students taking a Hauptseminar in linguistics. We will be covering basic writing issues like research strategies, citation, plagiarism, and punctuation. In addition, we will also be working on how to effectively write a structured term paper.

The book that will be used for this course is Stephen Bailey's *Academic Writing: A Handbook for International Students* (5<sup>th</sup> edition, 2018).

**Requirements:** t.b.a.

### **Types of Degree/Modules:**

MA-EASEL: Pflichtmodul Advanced Communication (101550): Academic writing (1015501)

### **Courses Offered:**

**C@mpus-LV: 171226400**

**Lecturer: Amanda Kahrsch**

**Thursday, 14.00 – 15.30, KII, room 11.32**

## 18. ÜBUNGEN / (SQs)

### Play-Reading SS 2022

Students of English literature are encouraged to attend sessions of the group where we read plays by English or American dramatists through at one sitting. This is an excellent opportunity to get to know a variety of works, including some of the most up-to-date performances. The plays we will be reading this coming summer semester will focus on the ‘Roaring 1920s’ on both sides of the Atlantic and can be regarded as a hopefully inspiring extension to my seminar on the ‘American Jazz Age’.

The readings start off with two American plays that won the Pulitzer prize in the 1920s: *They knew what they wanted* (1924) by Sidney Howard and *Anna Christie* (1921) by Eugene O’Neill, the great innovator of modern American theatre. *Anna Christie* tells the story of a former prostitute who finds true love and accordingly tries to change her life and the former is a forgotten gem which should be rediscovered.

British playwright Noël Coward on the other hand gives an idea of the so-called ‘Bright Young things’ who emerged on London’s artistic party scene in the ‘Roaring 1920s’ in his comedy *Hay Fever* (1924), where he lovingly portrays their eccentric and snobbish manners. Terence Rattigan continues to tell their story in his play *After the Dance* (1939) by depicting a typical couple from these circles in the closing years of the 1930s when ‘all tomorrow’s parties’ had come to an end. In our final reading we encounter in J.B. Priestley’s play *Time and the Conways* (1937) a moneyed Yorkshire family alternatingly in 1919 and 1937. Although we never see them in the 1920s we get an idea what it must have been like to live through that period by comparing their hopes and dreams they have for their future in 1919 to what the 1920s had done to their personal fortunes in 1937.

Students of all semesters are welcome to our sessions, either to read or to listen. Readings will be primarily on alternate Thursdays, beginning punctually at 7 p.m. The detailed programme will outline the dates and venues of our meetings and will be available at the **introductory meeting on Thursday April 21<sup>st</sup>, also again at 7 p.m.!!!**

#### Required Texts:

Playscripts will be supplied

#### Types of Degree/Modules: SQ

#### Courses Offered:

**Lecturer: Dietmar Geyer**

**Introductory meeting: Thursday, April. 21<sup>st</sup>, at 7 p.m., KH, room 17.16**

**Online synchronous**

## **Stilfragen und Formen Journalistischen Schreibens (Schlüsselqualifikation)**

„The proof of the pudding is in the eating,“ heißt es, und deshalb sollen Formen journalistischen Schreibens hier diskutiert, aber vor allem ausprobiert werden.

Auch davon handelt dieses Seminar: Was ist das, ein Kritiker? Wie wird man Journalist? Die Erfindung der Zeitung wird ein Thema sein ebenso wie die heutige Zeitungs- und Zeitschriftensituation.

### **Required Texts:**

Zeitschriften, Tages- und Wochenzeitungen

King, Stephen. *On Writing* (2000). (dt: Das Lesen und das Schreiben). Beide Fassungen sind als Taschenbuch erhältlich (any edition).

Reiners, Ludwig. *Stilfibel*. DTV, 1963.

Barthes, Roland. *Mythen des Alltags*. Suhrkamp, 2012.

Schneider, Wolf, und Paul-Josef Raue. *Das neue Handbuch des Journalismus*. Rowohlt, 2012.

### **Films:**

Levinson, Paul, dir. *Wag the Dog* (1997).

Gilliam, Terry, dir. *Fear and Loathing in Las Vegas* (1998).

Pakula, Alan J., dir. *All the President's Men* (1976).

### **Prerequisites:**

Introduction to Literary Studies

### **Types of Degree / Modules:**

BA Anglistik (2012, 2018)

### **Courses Offered:**

**Dozentin: Nicole Golombek, Theater- und Literaturkritikerin  
der Stuttgarter Nachrichten**

**Mittwoch, 09.45 – 11.15, KII, Raum 17.72**

## **Creative Writing: Focus on Artificial Intelligence**

This dynamic blended learning course (Moodle, Webex) offers students the chance to write and share their own short stories, poetry and creative non-fiction with a special interest in works concerning artificial intelligence. We'll look at professional writers' examples from contemporary magazines and websites to understand a variety of topics involved with benefits, risks, and imaginative projections of humans, robots and machines as their paths integrate more and more.

We'll focus on our own creative writing, covering tips, best practices and methods to channel the imagination into writing poems, short fiction, screenplays, and creative non-fiction. The course project is developing a digital art and literary magazine drawing from student submissions. We'll work with the Staatliche Akademie der Bildenden Künste (ABK) Stuttgart's [FabLab](#) for digital processes.

The project can be used in CVs and resumes for professional experience. All interested at the University are welcome! The in-class exercises will cover poetry, short fiction, and creative non-fiction. Students will draft their own creative works, and we'll workshop them together for ideas. Don't miss this chance to help begin an amazing journey for the University and in particular, for yourself!

### **Required Texts:**

- Open Educational Resources (OER) available in the course and online.

### **Modulzuordnung in den Studiengängen:**

SQ

### **Courses Offered:**

**Lecturer: Richard Powers**

**Blended Learning: Moodle and Webex**

**Every other Tuesdays, 11.30-13.00 (no physical presence required)**

**Dates: 12.4, 26.4, 10.5, 24.5, 14.6, 28.6, 12.7**

**Transatlantic Encounters:  
Modernism in the Visual Arts and in Anglophone Literature**

(See above under “Textual Analyses”)

**Registration on C@mpus:  
Nr. 222135000**

**Courses Offered:**

**Lecturer: Sabine Metzger and Samantha Schramm  
Wednesday, 09.45 – 11.15, KI, room 11.91**

## 19. FACHDIDAKTISCHE SEMINARE

### Fachdidaktik Englisch I (Teil 1 und Teil 2)

This first module of ‘Fachdidaktik Englisch’ (EFL teaching) consists of two parts. Part 1 runs in the winter term and part 2 in the summer term. With its two parts, this module is designed to prepare university students for their first experience of teaching English at school (at ‘Gymnasium’ or ‘Gemeinschaftsschule’). It offers a systematic introduction to seminal theories of foreign language learning and teaching with respective state-of-the-art strategies and methods on the basis of up-to-date research.

After the completion of module parts 1 and 2, the university students will be competent to apply these theories and methods of teaching English as a foreign language to the needs both of whole classes and of individual learners, depending on the learners' levels and on the targets set by the curriculum. To prepare the students for their first practical teaching experience, this module will put a special focus on lesson design and lesson simulation with subsequent reflection. In the course of the module, participants will find that what they have studied so far in the fields of linguistics and both literary and cultural theory will come in handy as there are multiple fruitful cross-references between these disciplines and ‘Englisch Fachdidaktik I’.

To illustrate this link between linguistics and EFL lesson planning, one can point e. g. to neurolinguistic knowledge allowing the prospective teachers to monitor their students' language acquisition processes, while their insights in pragmatics helping them plan for culturally and socially appropriate as well as idiomatically correct student communication in class; and when designing lessons focused on the acquisition of grammatical phenomena, the student teachers will profit from what they have acquired in syntax and morphology seminars.

#### Courses Offered:

**Lecturer: Sebastian Schult**

**Tuesday, 14.00 – 15.30, KII, room 17.92**

**or**

**Lecturer: Jan Kulok**

**Thursday, 11.30 – 13.00, KII, room 17.12**

**or**

**Lecturer: Sonja Herz**

**Thursday, 14.00 – 15.30, KII, room 17.21**

**or**

**Lecturer: Sonja Herz**

**Thursday, 15.45 – 17.15, KII, room 17.24**

**or**

**Lecturer: Susanne Götz**

**Thursday, 15.45 – 17.15, KII, room 17.14**

## **Veranstaltung von der PH Ludwigsburg im Bereich Fachdidaktik II (Teil 2)**

### **Bilingual Language Pedagogy II**

This seminar will delve into the world of bilingualism. You will explore what it means to be a bilingual person by taking an in-depth look at various aspects of bilingualism including simultaneous vs. consecutive acquisition of languages, the bilingual lexicon, code-mixing/switching, non-linguistic aspects of bilingualism (e.g. cultural, national, ethnic, political), and attrition of languages.

In order to pass this class, you will be required to conduct your own little project on bilingualism, complete reading assignments and prepare a creative presentation.

Literatur: Grosjean, François. (2010). Bilingual: life and reality. Cambridge, Massachusetts: Harvard University Press. ISBN-13: 978-0674066137 (cost ca. 15-17€)

Geöffnet für Lehramtsstudierende der Universität Stuttgart (im Rahmen der PSE). Anmeldung per e-Mail vor dem 06.04.2022 unter: [mercierdroste@ph-ludwigsburg.de](mailto:mercierdroste@ph-ludwigsburg.de)

#### **Courses Offered:**

**Veranstaltungs-Nr.: ENG 18**

**Lecturer: Andrea Mercier-Droste (PH Ludwigsburg)**

**Friday, 08:15 – 09:45, Raum 11.116**

**Anmeldung per E-Mail unter:**

[mercierdroste@ph-ludwigsburg.de](mailto:mercierdroste@ph-ludwigsburg.de)

## **Fachdidaktik Englisch II (Teil 2)**

This module provides an overview of the research, theories, and methods of teaching language, literature, and culture in the digital age, paying particular attention to the importance of dealing with diversity in the classroom. We will critically engage with current empirical research findings on teaching and learning processes in these fields, discussing their practical implications for the language classroom. In attending this course, you are required to build on and cross-reference with contents and competences you have acquired in linguistics, as well as in literary and cultural theories.

Bitte beachten Sie: Für MA. Ed. findet Fachdidaktik Englisch II als zweisemestriges Modul statt (Winter und Sommer). GymPO-Studierende belegen diesen Kurs im Wintersemester.

Teil 1 (Wintersemester) und Teil 2 (Sommersemester) bauen aufeinander auf. Das Modul dient der Integration unterrichtspraktischer, fachwissenschaftlicher und fachdidaktischer Inhalte Ihrer Lehramtsausbildung. Bitte melden Sie sich zu Teil 2 nur nach vorherigem Besuch von Teil 1 (Wintersemester) an.

Fachdidaktik I, Teil 1 fand im Januar-Februar 2021 als Blockseminar im Anschluss an das Schulpraxissemester statt. Dieser erste Teil Ihrer Fachdidaktik-Ausbildung im Master diente der Reflexion Ihrer Erfahrungen aus dem Schulpraxissemester und der Vorbereitung auf die vertiefte Auseinandersetzung mit linguistischen, literatur- und kulturdidaktischen Inhalten, die Sie im Sommersemester erwartet (FD II, Teil 2). Das Seminar greift auf fachwissenschaftliche Inhalte des Master-Studiums zurück. Bitte belegen Sie FD II (Teil 1 & Teil 2) daher nur nach Eintritt in das Master-Studium und bereits absolviertem Schulpraxissemester. In wichtigen Fällen (z.B. Auslandsstudium) muss das Schulpraxissemester nicht unmittelbar vor FD II, Teil 1 absolviert werden.

### **Courses Offered:**

**Lecturer: Dagmar Lalla-Gommel**

**Monday, 17.30 – 19.00, KII, room 17.72**

**or**

**Lecturer: Andreas Sedlatschek**

**Tuesday, 15.45 – 17.15, KII, room 17.72**

**or**

**Lecturer: Andreas Sedlatschek**

**Tuesday, 17.30 – 19.00, KII, room 17.72**

**or**

**Lecturer: Astrin Diener**

**Thursday, 09.45 – 11.15, Online**

## **Veranstaltung von der PH Ludwigsburg im Bereich Fachdidaktik II (Teil 2)**

### **Interactional Linguistics**

Interactional linguistics is often considered a recent interdisciplinary approach to grammar and interaction drawing on such fields as linguistics, the sociology of language, and anthropology. Scholars in interactional linguistics usually refer to conversation analysis, functional linguistics, or linguistic anthropology in order to describe “the way in which language figures in everyday interaction and cognition.” (Ochs / Schegloff / Thompson 1996). The field contrasts with dominant approaches to linguistics during the twentieth century, which tended to focus either on the form of language per se, or on theories of individual language user’s linguistic competence. The seminar will be divided in two main parts: Starting with a theoretical look at talk-in-interaction, a significant amount of time will be dedicated to a close reading of some seminal papers in the field. In order to adopt a more practical stance to this rather theoretical issue, a second part of the seminar will be devoted to dealing with authentic material from the Englishspeaking community (data sessions), including a workshop on transcribing audio-/video data.

Geöffnet für Lehramtsstudierende der Universität Stuttgart (im Rahmen der PSE).  
Anmeldung per e-Mail unter: [goetz.schwab@ph-ludwigsburg.de](mailto:goetz.schwab@ph-ludwigsburg.de)

### **Courses Offered:**

**Veranstaltungs-Nr.: ENG 25**

**Lecturer: Götz Schwab (PH Ludwigsburg)**

**Monday, 14:15 – 15:45, Raum 11.119**

**Anmeldung per E-Mail unter:**

[goetz.schwab@ph-ludwigsburg.de](mailto:goetz.schwab@ph-ludwigsburg.de)

## **Teaching Methods - current trends in EFL**

The notion of method has been in and out of fashion in language teaching research. At the same time methods have always been a central concept for the practical work of language teachers in class. The course gives an overview over major language teaching methods and approaches providing both practical demonstrations and theoretical background. It will cover topics such as: The concepts of approach and method, historical aspects of teaching, the audio-lingual approach, the communicative approach / CLT, Task-based language teaching (PBLT), project-based language teaching (PBLT) or Network-based language teaching, using digital-tools (NBLT) as well as cooperative methods or CLIL. The course will be partially taught in collaboration with Kibbutzim College of Education in Tel Aviv (Israel) where Dr. Beverly Topaz and her class are going to join our group online for a number of sessions in order to develop joint activities among both student cohorts.4  
(hybrid course in collaboration with Kibbutzim College Tel Aviv)

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Anmeldung per e-Mail unter: [goetz.schwab@ph-ludwigsburg.de](mailto:goetz.schwab@ph-ludwigsburg.de)

### **Courses Offered:**

**Veranstaltungs-Nr.: ENG 30**

**Lecturer: Götz Schwab (PH Ludwigsburg)**

**Mittwoch, 14:15 – 15:45, Raum 11.117**

**Anmeldung per E-Mail unter:**

[goetz.schwab@ph-ludwigsburg.de](mailto:goetz.schwab@ph-ludwigsburg.de)