Kommentiertes Vorlesungsverzeichnis (KVV) - Sommersemester 2023

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

Beginn unserer Veranstaltungen: am Dienstag, 11.04.2023

Eine allgemeine Einführungsveranstaltung für Studienanfänger*innen findet <u>nur</u> im Wintersemester statt. **Eine Online-Einführungsveranstaltung für Erstsemester im Studiengang MA-EASEL findet am Dienstag, den 11.04.2023 ab 10.00 Uhr statt. Den Link hierzu finden sie zeitnah online.**

<u>**Die Anmeldung für alle Kurse erfolgt online über C@MPUS ab dem 10. März 2023.**</u>
<u>**Die Lehre findet in Präsenz statt. Wenige Kurse werden Hybrid oder Online angeboten.**</u>
<u>**Details finden sie in C@mpus, in diesem KVV oder erhalten sie direkt von ihrer*m Dozentin*en.**</u>
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 <u>oder</u> Ilias <u>oder</u> als Info von den Veranstaltungsleitenden).
- Studierende haben verschiedene Studiengänge zur Wahl: Lehramt (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 wissenschaftlichen Mitarbeiter*innen oder den Studiengangsmanager. Die Sprechstunden sind auf unseren Webseiten zu finden. In der vorlesungsfreien Zeit gelten andere Sprechstunden.

Die Sekretariate und den Studiengangsmanager finden Sie wie folgt:
ALK (Amerikanische Lit. und Kult.):   Keplerstrasse 17, Etage 4a, Zimmer 4.022
ELK (Englische Lit. und Kult.):   Keplerstrasse 17, Etage 4a, Zimmer 4.029
IfLA (Linguistik/Anglistik):   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

Inhaltsverzeichnis *(bitte klicken für Schnellnavigation)*

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)

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 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*, 10th edition, Vol. 2., W.W. Norton & Company 2018.

Paul Poplawski, *English Literature in Context*, 2nd 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

VL 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
Seminarmodul, WiWi BSc Hohenheim
BA Lehramt „Englisch" PH Ludwigsburg

Course Offered:
Lecturer: Marc Priewe
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,* 3rd 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

(only in the winter semester)

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).

The Hungry Ear: Poetry as Food

In *Survival in Auschwitz,* Primo Levi describes how starving prisoners jointly narrate the memory of a favorite meal to capture it in language, the nearest proximity to actual taste. In this course, an examination of poetic "still lives" devoted to the metaphor of taste will offer us a lush variety of textual sensory experiences. The tongue – the organ of self-expression – is an ideal site for aesthetic and philosophical meditations on taste. Thus, in our close reading of poems of food and drink, we will explore why sight and hearing have been historically privileged in Western literary aesthetics over taste, that most unruly and intimate of the senses.

Required Texts:
Young, Kevin, editor. *The Hungry Ear: Poems of Food and Drink.* Bloomsbury, 2012. Additional poems will be 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: Jessica Bundschuh
Tuesday, 09:45 – 11:15, KII, room 17.21

Al Narratives

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 inventions that previously lived in the realm of science fiction — and we've only scratched the surface of what's possible." One such invention, namely the text-generating AI-tool ChatGPT, has recently sent massive shockwaves through the media – and academia – leading to some commentators to declare the end of human creativity.

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
The following are the core primary texts:
Chiang, Ted. "The Lifecycle of Software Objects." 2010. *Exhalation*, London: Vintage, 2020.
Ishiguro, Kazuo. *Klara and the Sun*. London: Faber & Faber, 2021.
McEwan, Ian. *Machines Like Me*. London: Vintage, 2019.
The following primary and secondary texts will be read in excerpts or in their entirety. They will be provided via ILIAS:
Bastani, Hamsa et al. "Efficient and targeted COVID-19 border testing via reinforcement learning." Nature, 2021. https://doi.org/10.1038/s41586-021-04014-z
Cave, Stephen, Kanta Dihal and Sarah Dillon (eds.). *AI Narratives: A History of Imaginative Thinking about Intelligent Machines*. Oxford: Oxford University Press, 2020.
Egan, Greg. *Diaspora*. London: Millenium, 1998.
Katz, Yarden. *Artificial Whiteness: Politics and Ideology in Artificial Intelligence.* New York: Columbia University Press, 2020.
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.
Winterson, Jeanette. Frankissstein. London: Vintage, 2020.
Supplementary reading material will be made available via ILIAS.

Types of Degree/Modules:
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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
Monday, 17.30 – 19.00 Uhr, KII, Raum 17.25

Violence and the Brontës

This course explores violence in the major works of Anne, Charlotte, and Emily Brontë. Since their novels were first published in the mid-nineteenth century, the Brontës have been associated with emotional cruelty, physical brutality, and variations of coarseness. In a review of the 1850 reissue of *Wuthering Heights* (1847) and *Agnes Grey* (1847), George Henry Lewes writes that the novels are 'coarse even for men, coarse in language and coarse in conception, the coarseness apparently of violence and uncultivated men'. To examine the many manifestations of violence in the sisters' work and its reception, we will read their three major novels alongside a selection of their poetry and extracts from Elizabeth Gaskell's *The Life of Charlotte Brontë* (1857). Emily Brontë's *Wuthering Heights*, often referred to as one of the most violent novels in English literary history, embeds violence in its language while also suggesting the cyclical and potentially contaminating nature of brutality. Charlotte Brontë's *Jane Eyre* (1847) reflects the colonial violence at the heart of Victorian Britain. Anne Brontë's *The Tenant of Wildfell Hall* (1848) offers portrayals of toxic masculinity and marital abuse, while its layered structure has frequently been characterised by critics as a form of violence in itself. Amidst our discussions of these texts, we will consider the shifting critical responses to the Brontës' literary violences from the initial reviewers to more recent avenues in Brontë studies – and how violence came to be central to what is now called the 'Brontë myth'. Please note that, as this course examines violence in its many manifestations, we will be discussing topics that may be challenging, taboo, and potentially triggering.

Required Texts:
Emily Brontë, *Wuthering Heights*. Recommended edition: Penguin, 2003.
Charlotte Brontë, *Jane Eyre*. Recommended edition: Penguin, 2006.
Anne Brontë, *The Tenant of Wildfell Hall*. Recommended edition: Penguin, 1996.
Selection of poetry by the Brontës and extracts from Elizabeth Gaskell's *The Life of Charlotte Brontë* [provided on ILIAS].

Modulzuordnung in den Studiengängen:
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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: Sophie Franklin
Thursday, 14.00 – 15.00 Uhr, KII, Raum 17.21

The Age of Anxiety: American Literature of the 1930s

The 1930s were first dominated world-wide by the Great Depression, caused by the Wall Street Crash in 1929. In this seminar we look at how the collapse of the capitalist system and its impact on American society is being reflected in the literature of the time – a collapse which was not only existential and monetary, but also spiritual.

In John Dos Passos' novel **The Big Money** (1936), the third part of his trilogy with the title **U.S.A.** (1937), we will focus on Mary French, a journalist and labor activist in New York and why her political ideas become ever more radical. In this context we also look at Clifford Odets' play **Waiting for Lefty** (1935) where he depicts in interconnected scenes a New York City taxi strike and the social and economic dilemmas the drivers have to face.

In contrast **The Grapes of Wrath** (1939) by John Steinbeck is set in rural Oklahoma where the Joads, a poor family of tenant farmers, are forced to set out for California because of economic hardship, due to agricultural industry change, climate change and bank foreclosures. Some snippets of a celebrated Hollywood film version of this novel directed by John Ford will accompany our analysis. Many Americans in the wake of the breakdown of the capitalist system were now looking for an ideological recovery or change which meant that ideas relating to Communism, Marxism and Fascism were now widely debated in public. Inspired by the rise of Fascism in Europe, and how dictators like Adolf Hitler gained power, Sinclair Lewis wrote **It Can't Happen Here** (1935) where he portrays Senator Berzelius 'Buzz' Windrip, a populist and power-hungry politician promising to 'Make America Great Again'. This novel has acquired a prophetic quality since 6th January 2021, when the Capitol in Washington, D.C., was stormed by an angry mob. In order to gain an insight into the different strategies of fascism, we take a closer look at William Shakespeare's **Richard III** (1592-94), who could be called a 'proto-fascist'.

Typical for modern literature in the 1930s was also to experiment with new narrative styles to arrive at a more complex representation and understanding of reality. William Faulkner in his novel **The Sound And the Fury** (1929), which is set in the American South, uses 'stream of consciousness', but also tells the story from different perspectives and gives a voice to characters who were ignored at that time, so for example when he adopts in the fourth section of his novel the point of view of Dilsey, the Compson family's black servant.

At the end of this seminar we will read some small parts of W.H. Auden 's book-length poem **The Age of Anxiety** (1947) which gave the title to this seminar. Auden coined this phrase when sitting in New York "…in one of the dives on Fifty-Second Street uncertain and afraid…" hearing that German armies were invading Poland in 1939, thus beginning Second World War.

Required Texts:
Faulkner, William. *The Sound and The Fury*. Norton Critical Edition, 2014. Print.
Lewis, Sinclair. *It Can't Happen Here*. Penguin, 2017. Print.
Shakespeare, William. *Richard III*. Bloomsbury: Arden Edition, 2013. Third Series. Print.
Steinbeck, John. *The Grapes of Wrath*. Penguin: Viking Critical Library, 1997. Print.

Types of Degree/Modules:
Textual Analysis

Course Offered:
Lecturer: Dietmar Geyer
Wednesday, 11.30 – 13.00
Online Synchronous

The American Short Story: Focus 20th Century

Throughout the 19th century the American short story genre had grown steadily and matured considerably. This proved to be an excellent basis both in content and form for shaping "the golden Age of the American short story" (Walton Litz) after World War I.

Modernist authors added various aspects of artistic vision to the genre. Literary form and psychological situations were deeply elaborated, offering possibilities for reduction as well as for variety of language. Setting, tone and point of view were largely explored.

Throughout the century woman writers played an ever growing role in the history of American short stories as well as African American and Native American authors.

At the same time the fragmentation of American social life was echoed in the literary experiments of postmodernism in the second half the 20th century.

The course will explore textual examples from these various literary movements and backgrounds that illustrate the relevance and dynamics of the American short story genre until today.

Required Text:
Walton Litz, Arthur. *Major American Short Stories* (text selection)

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 17.12

TA Disease in American Fiction

Covid-19 has triggered an increasing appeal of pandemic fiction. Lists of contagion novels are proliferating and show that the fear of infectious diseases and the invisible world of microbes has inspired and haunted authors from Jewish, Greek and Roman Antiquity to Giovanni Bocaccio, from Daniel Defoe to contemporary writers. Whereas during Antiquity and the Middle Ages epidemics were conceived of as divine punishment, the Enlightenment and the growing insights into the mechanisms of infection brought about a shift of focus in contagion narratives. Writers have started to problematize issues like isolation and survival, illness and the process of recovery, the post-pandemic desolation and the breakdown of infrastructures, but as well other anxieties lurking behind the fear of the invisible microbic enemy.

This course will deal with fictional representations of contagious diseases – historical plagues, metaphorical fevers and fictitious epidemics – in American literature from the late 18th to the 21st centuries. We will consider contagious diseases in Gothic and urban literature, in literary Realism and Naturalism, and in dystopian fiction, and focus on novels by Charles Brockden Brown, Jack London and Ling Ma, and on short fictions by E. A. Poe, Edith Wharton and Katherine Anne Porter.

Required Texts:
- Charles Brockden Brown. *Arthur Mervyn; or, Memoirs of the Year 1793*.
- Jack London. *The Scarlet Plague*.
- Ling Ma. *Severance*.
Additional texts will be made available on ILIAS

Modulzuordnung in den Studiengängen:
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
Wednesday, 11.30 – 13.00, KI, room 17.92

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

Types of Degree/Modules:
Basismodul "Textual Research" im BA (2012) HF + NF
Pflichtmodul 3 "Textwissenschaft" im Lehramt (GymPo) HF + BF
Pflichtmodul "Textwissenschaft" im BA-Lehramt[1 SEP]
Kernmodul 1 "Textwissenschaft" im BSc/MSc Technikpädagogik
Aufbaumodul Literaturwissenschaft, WiWi BSc Hohenheim
Kernmodul 1: Cultural Studies MSc WiWi Hohenheim

Course Offered:
Lecturer: Whit Frazier Peterson
Monday, 11.30 – 13.00, KII, room 17.91

American Transcendentalism

In this seminar, students will become acquainted with the main proponents of the American Transcendentalist movement, which had its heyday during the 1830s and 1840s, and was deeply influential in American thought and culture. The three most prominent figures of the Transcendentalist movement were Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller. We will read selections from each of these authors, as well as other authors who can be considered peripheral to the movement or influenced by it in some way. Furthermore, because Transcendentalism was so instrumental to the development of American literature and the way later thinkers conceived of American literature and philosophy, we will also read theoretical texts by early Americanists who commented on these writers and their contemporaries. Thus, this seminar will give a broad overview of not only the movement itself, but also the movement's importance to the way American intellectual thought developed afterwards, and its echoes in contemporary American culture, such as in ecocriticism, feminism, civil disobedience, and the establishment of an American counterculture.

Required Texts:
Buell, Lawrence, editor. *The American Transcendentalist: Essential Writings*. The Modern Library, 2006.
Marx, Leo. *The Machine in the Garden: Technology and the Pastoral Idea in America*. Oxford University Press, 2000; originally published 1964.

Modulzuordnung in den Studiengängen:
Modul 42560, Textual Research im BA Anglistik, HF + NF ¦SEP¦
Modul 27140, Textwissenschaft im Lehramt (GymPo) HF * BF und im BSc/MSc Technikpädagogik ¦SEP¦
Modul 59410, Textwissenschaft im BA-Lehramt ¦SEP¦
Modul 6671-210, Aufbaumodul Literaturwissenschaft BSc Wirtschaftspädagogik (Uni Hohenheim)

Course Offered:
Lecturer: Whit Frazier Peterson
Wednesday, 09.45 – 11.15, KII, room 17.91

The Contemporary English Novel

How does the English novel of the new millennium respond to, mirror and articulate contemporary English places, society, people and culture? How are English pasts, as well as the present and the future, configured in contemporary British fiction? To what extent has the form, the narrative structure and stylistics of the English novel, changed shape in recent years? This course will involve a lot of reading as we explore English politics, business, social and media affairs, gender, race relations, and the environment, as well as ideas of empire, Europe and the nation in contemporary fiction. This being a Textual Analysis course, we will not only examine thematic content but also formalistic elements, as we read through a variety of narrative voices and across an assortment of generic styles.

Required Texts:
Atonement (2001) by Ian McEwan
Satin Island (2015) by Tom McCarthy
Girl, Woman, Other (2019) by Bernardine Evaristo
The Cut (2017) by Anthony Cartwright
The Carhullan Army (2007) by Sarah Hall

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
Tuesday, 11.30 – 13.00 Uhr, KII, Raum 17.15

Native American Literatures and Cultures

In this seminar, we will explore the rich literary and cultural traditions of Indigenous peoples in North America. Students will have the opportunity to read and analyze a variety of texts, including oral literature, novels, and poetry, by both established and emerging Native American writers. A special focus will be given to the rise of the Native American Renaissance in the 1960s, with a thorough investigation of N. Scott Momaday's House Made of Dawn and Leslie Marmon Silko's Ceremony. The course will consider the ways in which these texts engage with issues of identity, community, and the relationship between Indigenous peoples and the larger society. Through class discussions, written assignments, and oral presentations, students will develop their critical reading skills and gain an understanding of the historical and cultural contexts in which these texts were produced.

Required Texts:
N. Scott Momaday: House Made of Dawn. Any edition.
Leslie Marmon Silko: Ceremony. Any edition

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

Course Offered:
Lecturer: Melissa Schlecht
Tuesday, 15.45 – 17.15, KII, room 17.21

A Myriad Impressions on the Mind – Consciousness in Virginia Woolf

As one of the principal representatives of the Modernist movement, Virginia Woolf's fiction and critical essays occupy a central position in discussions about the representation of consciousness. In her 1919 essay "Modern Fiction", Woolf famously addresses her personal 'stream-of-consciousness' narration, explaining that "[t]he mind receives a myriad impressions – trivial, fantastic, evanescent, or engraved with the sharpness of steel. From all sides they come, an incessant shower of innumerable atoms".

Woolf is especially known for investigating the effects of viewpoint shifts that capture the non-linear nature of consciousness and invite readers to switch rapidly from one consciousness to another on the basis of a complex network of minds. Foregrounding characters' subjective experience, Modernist writers' increased interest in the workings of the mind, as well as their acquaintance with established psychologists at the time goes hand in hand with a highly experimental nature as regards the exploration of consciousness.

Against the backdrop of twentieth century new psychological insights and coupled with a range of Virginia Woolf's most influential critical essays, this seminar will examine Woolf's stream-of-consciousness writing and the ways by which she digs "out beautiful caves behind [her] characters" to explore the question of whether it is truly possible to know what others are thinking and feeling.

Required Texts:
Examined texts will include:
Monday or Tuesday (1921)
Mrs Dalloway (1925). Penguin Modern Classics edition.
To the Lighthouse (1927). Penguin.
Further texts will be made available on ILIAS.

Modulzuordnung in den Studiengängen:
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: Andrea Talmann
Thursday, 09.45 – 11.15, KII, room 17.92

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:

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 2015
Modul 106350, Text und Kontext 2 im BA-Lehramt 2022
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 2 im BA Anglistik Nebenfach
Modul 6671-340, Seminarmodul, BSc Wirtschaftspädagogik, Uni Hohenheim

Course Offered:
Lecturer: Jessica Bundschuh
Tuesday, 11.30 – 13.00, KII, room 17.24
or
Lecturer: Selina Scholz
Tuesday, 14.00 – 15.30, KII, room 17.92
or
Lecturer: Sophie Franklin
Thursday, 09.45 – 11.15, KII, room 17.23

Case Study of Key Texts II: Survey of American Literature

This course complements Prof. Priewe's lecture „Survey of American Literature II", offering a thorough discussion of four texts and topics covered in the lectures. Seminar work will focus on the practice of text study, helping students to refine their research and reading skills. Students will acquire additional knowledge about the scholarly debates surrounding those key texts and will have the opportunity to develop and discuss their own ideas on the texts.

Required Texts:
Mark Twain. The Adventures of Huckleberry Finn. Any edition. Ernest Hemingway. The Sun Also Rises. Any Edition. Toni Morrison. Beloved. Any Editio

Types of Degree/Modules:
Modul 59450, Text und Kontext II im BA-Lehramt 2015
Modul 106350, Text und Kontext 2 im BA-Lehramt 2022
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 2 im BA Anglistik Nebenfach
Modul 6671-340, Seminarmodul, BSc Wirtschaftspädagogik, Uni Hohenheim

Courses Offered:
Lecturer: David Cross
Tuesday, 09.45 – 11.15, KII, room 11.01
or
Lecturer: Melissa Schlecht
Tuesday, 14.00 – 15.30, KII, room 17.81
or
Lecturer: Melissa Schlecht
Thursday, 09.45 – 11.15, KII, room 17.21

5. HAUPTSEMINARE

The Tactility of Irish Literature

Since skin is a central marker of *individual* identity, the limitations of skin may appear to demarcate a singular and separate reality for each subject. However, the experience of touch is perpetually an instance of contact *with* another. In this course, starting from the premise that reading, too, is an experience of touch, we will read across genres – novels, short stories, poem sequences, and lyrics – to foster a series of corporeally-driven textual encounters. By foregrounding haptics in our reading practices, alongside the other embodied senses of smell, sight, sound, and taste, we will become more adept in connecting the sensory world to the written world. And instead of taking skin for granted, our exploration of a wide variety of literary texts will expand to the surfaces of an Irish topography likewise forged under the pressures of post-colonialism and internal strife. Our overarching goal in this course will be the construction of a 'tactile poetics' that calls into question that too easy binary between inside and outside.

Many of the texts we will investigate in the course thrust readers into the tactility of haunted, uncanny memories of "phantom touching," a term Hélène Cixous coins in *Stigmata: Escaping Texts*: "At the same time real love is a don't-touch, yet still an almost-touching. *Tact itself: a phantom touching*" (94). While touching via reading does not necessitate nearness and immediate presence, it, nonetheless, initiates a haunting of *tact* through bodies written and read. Aside from the texts listed below (all novels except the poem sequence from Martina Evans), we will read (in a Course Reader on ILIAS) short stories from Elizabeth Bowen ("Hand in Glove") and Wendy Erskine ("The soul has no skin") and poems from the following Irish poets: Seamus Heaney, *Electric Light* (2001); Michael Longley, *The Weather in Japan* (2000); Philip Terry, *A Belfast Childhood* (2019); Alan Gillis, *The Readiness* (2020); and James Conor Patterson, *Bandit Country* (2022).

As the second part of a year-long School for Talents Faculty Project, 'Sensing Literature-Talents' (for more information see: https://www.project.uni-stuttgart.de/school-for-talents/de/projektederfakultaeten/), this seminar will include an ongoing mentoring project with a year 10 class from Königin-Olga-Stift Gynanasium and a two-day creative writing workshop led by poets and arts organizers from Belfast: jointly we will 'archive' the tactile imprint of a forgotten space in Stuttgart by generating photographic and textual reactions; these multi-media responses will be printed and assembled into an art pamphlet that we will share at a public reading.

Required Texts:
Banville, John. *Ghosts*. 1993. Picador, 2010.
Baume, Sara. *A Line Made By Walking*. Windmill Books, 2017.
Bennett, Claire-Louise. *Pond.* Riverhead Books, 2016.
Casey, Juanita. *The Horse of Selene.* 1971. Tramp Press, 2022.
Evans, Martina. *Now We Can Talk Openly About Men*. Carcanet, 2018.
A selection of poems (from the poets and volumes listed above) will be available on ILIAS.

Types of Degree/Modules:
Modules 59480, Textformen im BA-Lehramt 2015
Modules 106401, Textformen im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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 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

Social Class in British Literature and Film

What is class? Why does it matter? In Great Britain, as in many societies, there are significant differences in wealth, power, prestige, access to education, and possibilities of individual development – and criticism thereof. The current cost of living crisis is likely to further increase differences in economic, cultural, and social resources. In this course, we'll examine how poetry, drama, novels, and film explore issues of social class and social inequality in the period after the Second World War to the present day. We'll explore literature and film by and about the working class, examine how class identities change over time, discuss how issues of class interrelate with gender and with notions of community and solidarity, and analyse how writers and directors use the formal languages of poetry, drama, novel, and film to examine the meaning of class.

Required Texts:
- Osborne, John. *Look Back in Anger* (1956). Faber Modern Classics.
- Stuart, Douglas. *Young Mungo* (2022). Picador.
- Butterworth, Jez. *Jerusalem* (2013). Reclam.

Films
- Herman, Mark. *Brassed Off* (1996).
- Daldry, Stephen. *Billy Elliot* (2000).
- Loach, Ken. *Kes* (1969).
- Loach, Ken. *I, Daniel Blake* (2016).

Types of Degree/Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
Modules 42630, Textual Forms – 42640, Textual Competence – 42650, Intermediality im BA Anglistik 2012
Modules 75220 Textual Forms – 75230 Textual Competence – 75240 Intermediality im BA-Anglistik 2018
Modules 27190, Textformen – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)
Modules 23380, Textual Competence – 23430, Wahlmodul Lit.wiss.,Text and Theory – 23450, Current Methodologies I im MA Anglistik
Module 101470, Lit. and Cult. after 1900 – 101520, Lit., Cult. and the Media im MA-EASEL
Modules 50070, Textformen im M.Sc. Technikpädagogik
Module 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

Courses Offered:
Lecturer: Nina Engelhardt
Thursday, 11.30 -13.00, KII, room 17.25

Decades of the American Novel: The 1980s

The American 1980s can be called a watershed decade: By looking backward on a century coming to its conclusion, novels of the eighties can be seen as self-confident literary comments on the developments in American literature and society since mid-century. At the same time, looking forward, challenges of the 21st century already announce themselves in their works.

Within this frame the seminar theme is an exploration of the vitality and energy of American fiction in the 1980s in light of postmodern culture and of the tension between efforts for a "realistic" description of American life and expressions of linguistic self-consciousness.

Course texts include novels that address the relations between the world and the artist but also within art itself in this double-faced decade of American literature.

Required Texts:
- John Irving, *The Hotel New Hampshire*
- Raymond Carver, *Cathedral* (Short Story Collection)
- Cormac McCarthy, *Blood Meridian*
- Kathy Acker, *Don Quixote*
- Don DeLillo, *Libra*
- Toni Morrison, *Beloved*

Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
Modules 42630, Textual Forms – 42640, Textual Competence – 42650, Intermediality im BA Anglistik 2012
Modules 75220 Textual Forms – 75230 Textual Competence – 75240 Intermediality im BA-Anglistik 2018
Modules 27190, Textformen – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)
Modules 23380, Textual Competence – 23430, Wahlmodul Lit.wiss.,Text and Theory – 23450, Current Methodologies I im MA Anglistik
Module 101470, Lit. and Cult. after 1900 – 101520, Lit., Cult. and the Media im MA-EASEL
Modules 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

Introduction to Film Studies

The field of film studies evolved in the 1970s and developed three major areas of investigation ever since: 1) film history, 2) film theory and 3) film analysis. This compact seminar will introduce each of these areas. It will thereby focus on American film history, film theory (montage and auteur theory) and the analysis (or close reading) of exemplary film sequences (especially openings). The course thus aims at giving an overview of the discipline as well as at providing the necessary analytical tools in order to understand how movies narrate stories and create meaning through the employment of certain stylistic devices (mise-en-scène, cinematography, editing, sound).

Day 1 will focus on film history, especially through the lens of genre (film noir), Hollywood as an industry and the development of film language in early cinema. We will then proceed on Day 2 and 3 with classical film theories and the basics of film analysis with the films of Stanley Kubrick (particularly 2001 – A Space Odyssey), while Day 4 will be devoted to the analysis of opening sequences of films by Alfred Hitchcock (*Rear Window*, *Vertigo* and *Psycho*).

Required Texts:
Montage Theory and Early Avant-Garde
Eisenstein, Sergej, 'Methods of Montage', in ibid., Film Form: Essays in Film Theory, ed. And transl. by JayLeyda, Harcourt Brace Jovanovich, 1949.
Stam, Robert, *Film Theory: An Introduction*, John Wiley and Sons, 1999; pp. 37-47 and pp. 55-58.
Auteur Theory
Sarris, Andrew, 'Notes on the Auteur Theory' (1962)
Stam, Robert, *Film Theory: An Introduction*, John Wiley and Sons, pp. 83-92.

Required Viewing
Rear Window (Alfred Hitchcock, 1954); available on Amazon Prime
Psycho (Alfred Hitchcock, 1960); available on Amazon Prime
Vertigo
2001 – A Space Odyssey; available on Amazon Prime
Additionally, it would help to watch some more films by Stanley Kubrick (*Eyes Wide Shut*, *Barry Lyndon* and *The Shining* in particular

Types of Degree/Modules:
Module 59500 und 106410, Intermediality im BA-Lehramt 2015 und 2022
Module 42650 und 75240, Intermediality im BA Anglistik 2012 und 2018
Module 70830 und 106310, Interculturality im MA-Ed 2017 und 2022

Courses Offered:
Lecturer: Igor Krstic

Thursday,	**04.05.2023**	**09.45 – 17.15**	**room 51.02 (Herdweg 51)**
Friday,	**05.05-2023**	**09.45 – 17.15**	**room 51.02 (Herdweg 51)**
Saturday,	**06.05.2023**	**09.45 – 17.15**	**room 17.23 KII**
Sunday,	**07.05.2023**	**09.45 – 17.15**	**room 17.23 KII**

Cinematic Cities: Los Angeles and New York on Film

Since the so called "spatial turn" in the humanities, space has become an important research topic of film studies too, particularly since the geographer David B. Clarke coined the term "cinematic city" (1997). Cities and cinema have indeed been mutually interdependent, particularly in the US-American context: Hollywood, a "cinematic city" par excellence, wouldn't exist without Los Angeles, whereas cities like Chicago, New York or Philadelphia have a long cinematic history as settings for detective stories, period dramas, thrillers and even for science-fiction films that are set in futuristic urban landscapes. While it is therefore difficult to define the "city film" as a genre, urban space has, on the other hand, undoubtedly shaped the codes of many popular genres.

In this block seminar, we will first explore the spatial turn and the notion of the cinematic city, before looking at two "cinematic cities" in particular (New York and Los Angeles). Please note: since this is a film seminar, it is mandatory that you watch the following films as preparation for the course: film set in New York: *Manhatta* (1921), *Taxi Driver* (1976), *Gangs of New York* (2002); film set in Los Angeles: *Chinatown* (1974), *Blade Runner* (1982), *Los Angeles Plays Itself* (2003).

Required Texts:

Andersson, Johan and Lawrence Webb (eds), *The City in American Cinema: Film and Postindustrial Culture*, London & New York: Bloomsbury 2019.

Clarke, David B. (ed), *The Cinematic City*, London and New York: Routledge 1997.

Dinmendberg, Edward, *Film Noir and Spaces of Modernity*, Cambridge: Harvard University Press 2004.

Webb, Lawrence, *The Cinema of Urban Crisis: Seventies Film and the Reinvention of the City,* Amsterdam: Amsterdam University Press 2014.

Types of Degree/Modules:

Module 59500 und 106410, Intermediality im BA-Lehramt 2015 und 2022
Module 42650 und 75240, Intermediality im BA Anglistik 2012 und 2018
Module 70830 und 106310, Interculturality im MA-Ed 2017 und 2022
Module 101520, Lit, Cult. & Media im MA-EASEL

Courses Offered:

Lecturer: Igor Krstic

Thursday,	**11.05.2023**	**09.45 – 17.15**	**Online**
Friday,	**12.05-2023**	**09.45 – 17.15**	**Online**
Saturday,	**13.05.2023**	**09.45 – 17.15**	**Online**
Sunday,	**14.05.2023**	**09.45 – 17.15**	**Online**

HS Technology and the Literary Imagination (SQ)

Far from being "a demonic antagonist to art or its sponsoring cultures" (Greenberg and Schachterle), technology has always been a source of inspiration for writers and literature has dealt with the world of emerging technologies, addressing both fears – as in Mary Shelley's Frankenstein – and technology's potentials. Technology's place in the literary imagination is multi-faceted and cannot be reduced to science fiction. Late 19th century writers, for instance, dealt with their contemporary technologies such as the telegraph – the "Victorian internet" (Tom Standage) – and the uncanny phenomena produced by early electro-acoustic sound-processing devices. Writers of utopian fiction imagined (and anticipated) worlds in which life is facilitated by the advances of technology, and Steampunk elaborates on retrofuturistic technologies and "extraordinary engines" that are inspired by the aesthetic of the Victorian age and its "neotechnics" (Lewis Mumford).

This course will deal with the representations of technology in literary texts from the 19th century to the present, from Victorian short fictions to Winterson's transhumanist re-writing of Shelley's *Frankenstein*. We will examine how authors have responded to actual technologies and to the discourses surrounding them.

Required Texts:
Edward Bellamy. *Looking Backward 2000 – 1897*. (Oxford World's Classics)
William Gibson and Bruce Sterling. *The Difference Engine* (S. F. Masterworks)
Shelley Jackson. Riddance. *The Sybil Jones Vocational School for Ghost-Speakers and Hearing-Mouth Children*. (Black Balloon)
Jeanette Winterson. *Frankissstein. A Lovestory*. (Penguin)
Additional Texts will be made available on ILIAS

Modulzuordnung in den Studiengängen:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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: Sabine Metzger
Monday, 11.30 – 13.00, KII, room 17.25

Dead Fathers in American Literature

The theme of the absent or dead father is rooted in American cultural history, and a frequent figure in American literature is the hero as self-willed orphan (Armengol-Carrera): Paternal absence plays a pivotal role in the construction of the self-made man and of characters who are free to shape their own destiny. The American Adam – and the American Eve – are, in R. W. B. Lewis's words, "happily bereft of ancestry."

Whereas in 19th century and early 20th century literature the paternal figure is synonymous with political, cultural and social authority, postmodern fiction links fatherhood to the question of authority over the text and the quest of the father gains metafictional implications. The father's death or absence is a blank space, approximated by and serving as a pretext for the act of narrating, and the father figure raises the question of literary legacy. The death of the father evokes the Barthesian "death of the author" and the dead father becomes a metaphor for intertextuality.

This course will examine the figure of the dead father within the framework of postmodernist literary theories. We will focus on novels by Vladimir Nabokov, John Barth, Donald Barthelme and John Hawkes.

Required Texts:
Vladimir Nabokov. *The Gift*.
Donald Barthelme. *The Dead Father*.
John Barth. *Giles Goat-Boy or The Revised New Syllabus of George Giles our Grand Tutor*.
John Hawkes. *Adventures in the Alaskan Skin Trade*.
Additional texts will be made available on ILIAS

Modulzuordnung in den Studiengängen:
Modules 59480, Textformen im BA-Lehramt 2015
Modules 106401, Textformen im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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 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: Sabine Metzger
Monday, 14.00 – 15.30, KII, room 17.23

KQ/HS American Modernism

This seminar is primarily designed for candidates who take their final teachers' examination (MEd/GymPO) with the instructor. Other advanced students can register, but enrollment is limited and <u>exam candidates will be prioritized</u>.

The 1920s and 30s witnessed significant changes in U.S.-American culture. The slogan "make it new" reflected the spirit of the times, signaling vast shifts in society and the arts. Modernism in America developed in dialogue with several phenomena of modernity: new models of perspective and experience emerging from psychology, philosophy, and the visual arts; changes in urban cultural institutions; a fruitful ambivalence towards a technologically and economically innovative mass culture; and a new socio-political discourse that was rapidly altering the understanding of sex and gender. It is against this background that we will investigate salient writings of the modernist era, beginning with the poetry of Ezra Pound and T.S. Eliot, then moving to new inventions in drama and prose, especially in the works by Eugene O'Neill, Ernest Hemingway, and William Faulkner. In the final leg of the semester we will investigate how African-American writers, among them W.E.B. Dubois, Langston Hughes, and Nella Larsen, employed modernist techniques to create racially and socially conscious works of literature.

Required Texts:
Ernest Hemingway, *The Sun Also Rises* (1926)
F. Scott Fitzgerald, *The Great Gatsby* (1925)
Nella Larsen, *Passing* (1929)
Additional required readings will be made available through ILIAS.

Types of Degree/Modules:
Modules 59480, Textformen im BA-Lehramt 2015
Modules 106401, Textformen – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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 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 Priewe
Tuesday, 09.45 – 11.15, KII, room 17.23

US Latino/a Literature: The Caribbean

This seminar is designed to provide a thorough and in-depth exploration of US Latino/a literature, with a particular focus on the Caribbean. The course will examine the diverse cultural, historical, and literary traditions of Latino/a communities in the United States, with an emphasis on the Caribbean diaspora. This includes looking at the various cultural influences and experiences that shape the literature of these communities, as well as the historical events and social movements that have shaped their identities and experiences. Through close readings of fictional texts, as well as relevant theoretical and scholarly works, students will have the opportunity to critically analyze the themes, styles, and techniques used by Latino/a writers. The course will also consider the ways in which these writers engage with issues of identity, cultural belonging, and social justice in their work. In addition to examining the literature of US Latino/a communities, the course will also discuss the role of this literature within the broader context of American literature and cultural studies. This includes considering how Latino/a literature fits within the literary canon, as well as its relationship to other literary traditions and movements.

Required Texts:
Piri Thomas, *Down These Mean Streets* (1967)
Edwidge Danticat, *Breath, Eyes, Memory* (1994)
Cristina García, *Dreaming in Cuban* (1992)
Junot Diaz, *Drown* (1996)

Types of Degree/Modules:
Modules 59480, Textformen im BA-Lehramt 2015
Modules 106401, Textformen im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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 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 Priewe
Wednesday, 09.45 – 11.15, KII, room 17.74

Ambulatory Histories: Walking in Literature

Bipedal gait is a typical form of locomotion in humans and a distinguishing feature of our common humanity. The action of walking constitutes "a continuous and changing dialogue between foot and earth, humanity and the world," according to Joseph A. Amato: "[We] have walked our way to our being." Members of the oldest literary cultures on Earth, the Indigenous peoples of Australia, still poeticise and 'sing up' Country through the practice of walking the land. In more recent European literary history, it was Jean-Jacques Rousseau who elevated walking to a mode of philosophical reflection. Borrowing from the peripatetic school of philosophy, associated with Aristotle, Rousseau famously remarked: "I can meditate only when walking; as soon as I stop, I can no longer think, for my mind moves only when my feet do." This course takes a stroll through walking in literature and literary traditions associated with walking. Beginning with the peripatetics, Rousseau, and William Wordsworth and the English Romantics, we will roam forward in time and space to ponder ambulation across literary countrysides, disputed territories, and the urban landscapes of contemporary Modernity.

Required texts:
Wanderlust: A History of Walking (2000) by Rebecca Solnit
Songlines (1987) by Bruce Chatwin
Palestinian Walks (2007) by Raja Shehadeh
Mrs Dalloway (1925) by Virginia Woolf
Open City (2011) by Teju Cole

Type of Degree/Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss.,Text and Theory – 23450, Current Methodologies I im MA Anglistik
Modules 101460, Lit. and Cult. before 1900 - 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: Geoff Rodoreda
Monday, 15.45 -17.15, KII, room 17.74

Empirical Literary Studies: Reading 21st Century American Fiction

"I sometimes sense that when people talk about short stories the assumption is that the short story is somehow less accomplished than the novel. And I don't think so at all." (Adichie) Hence, if we read Nigerian-American author Adichie's acclaimed novel *Americanah* about the experience of migrating back and forth across the Atlantic, what are the effects she achieves by comparison with her short stories?

In this course, we read a range of highly engaging American short stories from the 21st century to find out about the special quality of the genre. We focus, especially, on their intense visual and poetic quality and explore why it is that short stories communicate so efficiently with their readers despite their brevity. How is it that short stories create images that will long stay with us even after we have put down the book?

First of all, we briefly catch up with the American origins of the genre and E.A. Poe who famously launched his view on how short stories engage readers' minds ('unity of effect and impression'), and then explore how 21st century writers understand their craft. In a further step, we will trace how recent research in cognitive and empirical literary studies examines what actually happens when reading brains meet text, especially in the case of short stories. Such questions become even more significant when short stories are obviously designed to communicate across ethnic, cultural, and national boundaries, feature hopes for American dreams to come true, and question the meaning of Americanness through a migrant perspective. All stories on our agenda form part of the future A-level syllabus. Apart from Adichie, we will also work with stories by Jhumba Lahiri, Luis Alberto Urrea, and Sefi Atta, all clustering around the future A-level topic "On the move".

Required texts:
Please see ilias for a selection of short stories and further information.

Type of Degree/Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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: Saskia Schabio
Tuesday, 11.30 – 13.00, KII, room 17.91

KQ/HS "Diversity on Stage" –
W. Shakespeare's *The Tempest* (RSC) to C. Garcia's *Dreaming in Cuban*

This seminar is primarily designed for candidates who take their final teachers' examination (MEd/GymPO) with the instructor. Other advanced students can register, but enrollment is limited and <u>exam candidates will be prioritized</u>.

In this course, we 'time'-travel from Shakespeare's small, remote island in his *The Tempest* to the present. Along these lines, 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 're/claiming the American dream' through the lens of diverse communities, literatures, theatrical traditions and practices.

Meanwhile, we also take a deep dive and put our topic into the perspective of recent debate on diversity, cosmopolitanism, migration, and belonging. From *The Tempest* to Christina Garcia's recent experimental adaptation of her novel *Dreaming in Cuban*, theatrical performance provides open spaces for experimenting with new forms of expression and belonging. As such our topic offers a great chance for exploring the future A-level topic 'On the Move', and initiating a dialogue with EFL experts.

Required Texts:
William Shakespeare, *The Tempest* (1603). Any edition.
Christina Garcia, *Dreaming in Cuban*. (1992). Any edition.

Types of Degree/Modules:
Module 27221, Examenskolloquium GymPO
Module 70830, Interculturality im MA-Ed 2017
Module 106310, Interculturality im MA-Ed 2022
Module 70850, Linguistic and Literary Competence im MA- Ed Pflichtmodul 27190

Courses Offered:
Lecturer: Saskia Schabio
Tuesday, 14.00 – 15.30, KII, room 17.23

Literature and Cognition

The explanatory gap (the discrepancy between 1st person and 3rd person perspective, or mind and brain) is a major issue in the philosophy of mind – and in literature. Whereas in normal discourse and in philosophy one tries to either efface, ignore or to explain away that gap – often involuntarily reproducing this gap - it has always been and it is an outright function of literature to foreground this discrepancy. There is no doubt that this gap is in the way of knowing the truth about identity, objectivity or reality. ("Truth, of course, being another philosophical issue). – After an introduction into the problem of the explanatory gap by way of well-known articles from Thomas Nagel and Siri Hustvedt we will deal with a number of literary texts that "make the most" of this problem by way of widely diverging narrative strategies.

Required Texts:
Thomas Nagel: "What is it like to be a bat?" (Ilias)
Siri Hustvedt., "The Delusions of Certainty", in: *A Woman Looking at Men Looking at Women, NY: Simon and Schuster, 2016,* pp 135-342. https://www.simonandschuster.com/books/The-Delusions-of-Certainty/Siri-Hustvedt/9781501183607
Or: "Borderlands: First, Second, and Third Person Adventures in Crossing Disciplines", ibid. (Ilias)

Type of Degree/Modules:
All modules at the level of Hauptseminare

Courses Offered:

Lecturer: Thomas Wägenbaur
Thursday, 14.00 -15.30, KII, room 17.25

Space in Literature (Anthropocene II)

Human organization of time and space are the major drivers of the Anthropocene, the period when humans are shaping the upper layer of geological sediments worldwide. We have all become subject to and of the ubiquitous "space/time compression" of globalization, which is an ongoing process of acceleration not only of human activity, but also of processes in nature due to the impact of human civilization. In this second seminar we will look at how the social construct of space has been reflected in (Anglophone) literature (attendance of the seminar "Time in Literature" is no prerequisite).

On the basis of set of canonical texts, we will concern ourselves mostly with narrative space: spatial frames, setting, story space, story world, and narrative universe – and their changes in literature over time. We will also discuss the history of approaches to narrative space: spatial imagery, the textualization of space, the thematization of space, and of course the relation between imaginary and real space. Eventually we will look into recent trends like narrative landscapes in a museum, locative narratives in a city like Toronto (*murmur*), Franco Moretti's *Atlas of the European Novel* (1989), the design of spatial architectures for computer games (H. Jenkins) and other narratological enterprises reg. space.

Required Texts:
Read "Eveline" by James Joyce (in: *Dubliners*) for the first session.
First text on the agenda: Horace Walpole, *The Castle of Otranto* (1764)
<u>Recommended reading:</u>
Bertrand Westphal, *Geocriticism: Real and Fictional Spaces* (2007), Robert T. Tally Jr. transl., NY: Palgrave Macmillan 2011.

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

"A Slight Hysterical Tendency": Representations of Hysteria in U.S.-American Cultural Imagination

Although removed from the Diagnostic and Statistical Manual of Mental Disorders in the late twentieth century, the term 'hysteria' seems to be experiencing a comeback in the twenty-first century. It is now widely used beyond the limits of medical discourse, as a buzzword, to refer to such cultural concepts and phenomena as 'global warming and climate change hysteria,' 'Trump/Anti-Trump hysteria,' 'migration hysteria,' 'trans bathroom hysteria,' 'Black Lives Matter hysteria,' and, more recently, 'COVID-19/corona hysteria.' However, hysteria was never just a mental disorder. It has been linked both to women's bodies, particularly the 'womb' (Greek: *hysteron*), and to their social roles and conditions; it included a variety of symptoms, such as convulsions, vomiting, fainting, laughing, sobbing, general 'nervousness,' and sadness. As a response to the social and cultural changes brought by the women's rights movement (paid employment, higher education for women, etc.), hysteria became a common diagnosis in the late nineteenth century to keep women in the home and their increased mental activity in check. Treatments for hysteria included pouring ice cold water on the patient, stopping the patient's breathing, slapping the face and neck with wet towels, and—arguably the worst of them all—the rest cure, when the patient was confined to her bed and not allowed to read, write, sew, or do anything. The goal of these treatments was to restore women back to their 'femininity.'

This seminar focuses on images of hysteria in the context of 'madness,' trauma, and the body as represented in the nineteenth-, twentieth-, and twenty-first-century U.S.-American literature and visual culture. We will analyze images of the hysteric in relation to such identity categories as gender, race, and class and discuss the larger cultural, social, and medical implications of these representations. We will read a range of texts and genres—fictional, nonfictional, and theoretical—and discuss films and TV series.

Required Texts:
- Siri Hustvedt's *The Shaking Woman, or, A History of My Nerves* (2010)
- Ottessa Moshfegh's *My Year of Rest and Relaxation* (2018)

Type of Degree/Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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: Diana Wagner
Tuesday, 09.45 – 11.15, KII, room 17.81

Life Narrative: Memory, Experience, Identity

This seminar focuses on forms, functions, and contexts of life narrative—from the eighteenth-century autobiography of Benjamin Franklin with his routines for a virtuous life to today's online self-representation in social media. We will discuss written, graphic, cinematic, and digital modes of autobiographical writing, focusing mainly on U.S.-American examples of life narrative. The three central concepts of this seminar—memory, experience, and identity—will help us tap into the complex and dynamic processes of autobiographical subjectivity.

Required Texts:
Alison Bechdel's graphic memoir *Fun Home* (2006)
Siri Hustvedt's *The Shaking Woman, or, A History of My Nerves* (2010)

Type of Degree/Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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: Diana Wagner
Wednesday, 11.30 – 13.00, KII, room 17.21

19th-Century Vampire Literature

Central to this seminar is, of course, Bram Stoker's 1897 novel *Dracula*, but one of the purposes of our term's work will be to inscribe this seminal work of fiction into the overall 19th-century tradition of vampire literature. Works considered will include John William Polidori's "The Vampyre: A Tale" (1819), James Malcolm Rymer's *Varney the Vampyre: Or, The Feast of Blood* (1845-47), Fitz James O'Brien's "What Was It: A Mystery" (1859), J. Sheridan Le Fanu's *Carmilla* (1872), Emily Gerard's "Transylvanian Superstitions" (1885), as well as Florence Marryat's *The Blood of the Vampire* (1897).
Please read Bram Stoker's *Dracula* before term starts.

Required Texts:
Marryat, Florence. *The Blood of the Vampire*. Edited by Greta Depledge. Victorian Secrets, 2010.
Stoker, Bram. *Dracula: Authoritative Text, Contexts, Reviews and Reactions, Dramatic and Film Variations, Criticism*. Edited by John Edgar Browning and David J. Skal. 2nd ed. Norton, 2021. Norton Critical Editions.
The other texts will be accessible on ILIAS.

Types of Degree/Modules:
Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015
Modules 106401, Textforman – 106410, Intermediality im BA-Lehramt 2022
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 2017
Module 106310, Interculturality im MA-Ed 2022
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 – 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

KQ/HS: Modernism

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 purpose of this colloquium will be to draw a complete picture of the movement and epoch of modernism. Our starting point will be the second edition of Michael Levenson's *Cambridge Companion to Modernism*. Our literary focus will be on the texts included in the Literary Competence reading list, and on James Joyce's *A Portrait of the Artist as a Young Man*, his *Dubliners*, Virginia Woolf's *To the Lighthouse*, and Jean Rhys' *Quartet*.
Besides Levenson's Companion, we will also make ample use of other Cambridge Companions concerned with modernist culture, modernist female writers, Irish modernism, modernist poetry, the poetry of the first world war, the modernist novel, the Bloomsbury group, as well as individual authors and works, such as *The Waste Land*, all of which are accessible as Stuttgart University Library ebooks.
Please read *Heart of Darkness* and *A Portrait of the Artist as a Young Man* before term starts.

Required Texts:
Conrad, Joseph. *Heart of Darkness*. 5th ed. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.
Joyce, James. *Dubliners*. Edited by Margot Norris. Norton, 2006. Norton Critical Editions.
---. *A Portrait of the Artist as a Young Man*. Edited by John Paul Riquelme. 2nd ed. Norton, 2021. Norton Critical Editions.
Levenson, Michael, ed. *The Cambridge Companion to Modernism*. 2nd ed. Cambridge UP, 2011. [Stuttgart University Library ebook]
Rhys, Jean. *Quartet*. With an Afterword by Katie Owen. Penguin, 2019. Penguin Modern Classics.
Woolf, Virginia. *Mrs. Dalloway*. Edited by David Bradshaw. Oxford UP, 2008. Oxford World's Classics.
---. *To the Lighthouse*. Edited by David Bradshaw. Oxford UP, 2008. Oxford World's Classics.

Types of Degree/Modules:
Module 27221, Examenskolloquium GymPO
Module 70850, Master of Education, Linguistic and Literary Competence / 70852 Textual Competence
M.Sc. Technikpädagogik: Modul 41030, Kolloquium
Module 70830, Interculturality im MA-Ed 2017
Module 106310, Interculturality im MA-Ed 2022
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. 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
Wednesday, 17.30 – 19.00, K II, room 17.23

Project-Based Learning with eTwinning/Erasmus+ for Interculturality (PSE)

This dynamic, interactive course covers project based-learning design, educational project management, and the eTwinning platform. Students will select projects, partner with European pre-service teachers at their Initial Teacher Education (ITE) institutions, complete intercultural projects, and present their results.

eTwinning is an Erasmus+ funded platform with over 219,000 schools and 945,000 teachers throughout Europe. Teachers and teachers in training (pre-service teachers, future teachers) partner across Europe for international and national projects for students and pupils at all levels. These projects are run online through TwinSpace, eTwinning's learning platform. An important eTwinning Program is eTwinning for Future Teachers, open to ITE Institutions. The Professional School of Education Stuttgart Ludwigsburg is an ITE Institution (formerly known as Teacher Training Institutions (TTI).

The course is via Moodle and limited to 15 M.Ed. Lehramt students from Stuttgart University, 15 from PH-Ludwigsburg, 6 from Hohenheim University and 2 each from the Hochschule für Musik und Darstellende Kunst and the Akademie der Bildenden Künste. This seminar is fully creditable for your respective course of studies.

The course is sponsored by the Professional School of Education's LehrerbildungPLUS project from the English project team.

You'll meet and work with other future teacher students from different countries online, developing and implementing meaningful projects to enhance your own and others' intercultural awareness, knowledge and skills in this fun and challenging course. By the end of the course, you'll have the skills to implement eTwinning projects in your future teaching career to raise students' Intercultural Communicative Competence (ICC) and digital literacy.

Format: Blended Learning (Webex and Moodle).

Required Texts:
All course materials are Open Educational Resources (OER) or open access and available in the online classroom.

Types of Degree/Modules:
Stuttgart Uni: M.Ed.: Interculturality or GymPO: Interculturality or M.Ed., Differenzielle Analyse
PH LB: MA Lehramt Sekundarstufe I (2015) – Englisch or M 3.2 Advanced Language Pedagogy MA or MA Lehramt Sonderpädagogik (2015) – Englisch or M 1.3 Advanced Language Pedagogy or Courses taught in English
HOH: Kernmodul 1: Cultural Studies or Kernmodul 4: Linguistik HS, Varieties

Courses Offered:
C@mpus-LV: 131821021
Lecturer: Richard Powers, richard.powers@ilw.uni-stuttgart.de
Thursdays, 14.00-15.30. (Webex/Moodle)

Universal Design for Learning and Barrier-Free/Accessible Course Content (PSE)

This course covers the Universal Design for Learning (UDL) framework developed by the Center for Applied Science and Technology (CAST). Based on neurocognitive learning theory, UDL recognizes there are a wide range of learning styles and that one approach to course materials, learning activities and testing is discriminatory, not inclusive and unfair. By incorporating UDL principles to lessons, educators empower learners with multiple access strategies so learners have a stronger chance to meet learning objectives.

You'll be introduced to the three principles of UDL: Engagement, Representation and Action & Expression, and then complete learning activities related to developing lessons that incorporate each of these principles. The second part of the course covers how to create, check and fix issues with accessibility for Word documents, PowerPoint and other slide decks, audio files, videos, images, PDFs, websites and other course instructional materials used in the classroom or uploaded to learning management systems such as ILIAS, Blackboard, Brightspace, Google Classrooms or Moodle. We'll also cover CAST's "Rising to Equity" initiative, addressing cultural variability in learners.

Audience: All are welcome, but the course is supported by the Professional School of Education (PSE) Stuttgart-Ludwigsburg for Lehramt students across the five universities.

Format: Blended Learning (Webex and Moodle).

Required Texts:
All course materials are Open Educational Resources (OER) and available in the online classroom. Key resources are below:

AK Barrierefrier Campus. "Arbeitskreis Barrierefrier Campus." Stuttgart University. 2021.
CAST. "About Universal Design for Learning." 2021.
Maguire, Frances, and Richard Hall. "A Literature Review of UDL." Nov 2018. Available De Montfort Open Research Archive (DORA).
TIK. "Digitale Barrierefreiheit." Stuttgart University, 2021.

Types of Degree/Modules:
Stuttgart Uni: M.Ed.: Interculturality or GymPO: Interculturality or M.Ed., Differenzielle Analyse
PH LB: MA Lehramt Sekundarstufe I (2015) – Englisch or M 3.2 Advanced Language Pedagogy MA or MA Lehramt Sonderpädagogik (2015) – Englisch or M 1.3 Advanced Language Pedagogy or Courses taught in English
HOH: Kernmodul 1: Cultural Studies or Kernmodul 4: Linguistik HS, Varieties

Courses Offered:
C@mpus-LV: 131820003
Lecturer: Richard Powers, richard.powers@ilw.uni-stuttgart.de
Thursdays, 11.30-13.00. (Moodle/Webex)

6. VERANSTALTUNGEN FÜR EXAMENSKANDIDATEN UND FORSCHUNGSKOLLOQUIEN

Colloquium for Exam Candidates

KQ/HS: Transmedia Shakespeare: From the Theatre to Twitterature
(auch HS MEASEL pre/post 1900)

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.

More than four hundred years after Shakespeare's death, his plays and sonnets continue to be rewritten, represented, and reinterpreted in multiple different media. We will take a closer look at various adaptations – from novels to twitterature – and 'translations' (from page to stage to screen) of Shakespeare's works to discuss to what extent they relate to political, social, and cultural developments of their time and to explore the scope, function, and effect of 'transmedia Shakespeare'. We will start with Shakespeare's *The Tempest* before moving on to *Romeo and Juliet* (as well as adaptations of these plays) and further works, which will be determined in the first session of our seminar. Based on current approaches in Shakespeare studies, we will examine key aspects that contribute to the timelessness of Shakespeare's works and help explain why his plays continue to be deeply relevant today, especially in educational contexts.
As part of the module 'Literary and Linguistic Competence', this course is designed for MEd.-candidates in their final semester who are interested in focusing on Shakespeare as their focus area for the final oral exam in this module. It is also open to further students as a regular seminar. As enrolment is limited and exam candidates will be prioritized, please contact the instructor before registering for this course via C@mpus.

Required Texts:
W. Shakespeare, *The Tempest*, ed. Virginia Mason Vaughan and Alden T. Vaughen, Arden Shakespeare (Third Series), 2014.
Margaret Atwood, *Hag-Seed*, Vintage, 2017.
W. Shakespeare, *Romeo and Juliet*, ed. René Weis, Arden Shakespeare (Third Series), 2015.
Further reading will be announced at the beginning of the semester. Please read 'The Tempest' during the break.

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

KQ/HS: American Modernism

This seminar is primarily designed for candidates who take their final teachers' examination (MEd/GymPO) with the instructor. Other advanced students can register, but enrollment is limited and <u>exam candidates will be prioritized</u>.

The 1920s and 30s witnessed significant changes in U.S.-American culture. The slogan "make it new" reflected the spirit of the times, signaling vast shifts in society and the arts. Modernism in America developed in dialogue with several phenomena of modernity: new models of perspective and experience emerging from psychology, philosophy, and the visual arts; changes in urban cultural institutions; a fruitful ambivalence towards a technologically and economically innovative mass culture; and a new socio-political discourse that was rapidly altering the understanding of sex and gender. It is against this background that we will investigate salient writings of the modernist era, beginning with the poetry of Ezra Pound and T.S. Eliot, then moving to new inventions in drama and prose, especially in the works by Eugene O'Neill, Ernest Hemingway, and William Faulkner. In the final leg of the semester we will investigate how African-American writers, among them W.E.B. Dubois, Langston Hughes, and Nella Larsen, employed modernist techniques to create racially and socially conscious works of literature.

Required Texts:
Ernest Hemingway, *The Sun Also Rises* (1926)
F. Scott Fitzgerald, *The Great Gatsby* (1925)
Nella Larsen, *Passing* (1929)
Additional required readings will be made available through ILIAS.

Types of Degree/Modules:
HS im BA Anglistik (2002) HF
Vertiefungsmodul "Transcultural Encounters", „Literature & Culture after 1900" und „Literary & Cultural Criticism Plus" im MA EASEL
Ergänzungsmodule "Textual Forms", "Textual Competence" und "Interculturality" im BA Anglistik (2012)
Vertiefungsmodul 2 „Textual Competence", Vertiefungsmodul 4 „Interculturality"
Vertiefungsmodul 1b "Textformen" im M.Sc. Technikpädagogik

Students need to contact the instructor personally before enrollment.

Courses Offered:
Lecturer: Marc Priewe
Tuesday, 09.45 – 11.15, K II, room 17.23

KQ/HS: "Diversity on Stage" –
W. Shakespeare's *The Tempest* (RSC) to C. 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 the present. Along these lines, 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 're/claiming the American dream' through the lens of diverse communities, literatures, theatrical traditions and practices.

Meanwhile, we also take a deep dive and put our topic into the perspective of recent debate on diversity, cosmopolitanism, migration, and belonging. From *The Tempest* to Christina Garcia's recent experimental adaptation of her novel *Dreaming in Cuban*, theatrical performance provides open spaces for experimenting with new forms of expression and belonging. As such our topic offers a great chance for exploring the future A-level topic 'On the Move', and initiating a dialogue with EFL experts.

Required Texts:
William Shakespeare, *The Tempest* (1603). Any edition.
Christina Garcia, *Dreaming in Cuban*. (1992). Any edition.

Modulzuordnung in den Studiengängen:
Type of Degree/Modules: Modul 27221, Examenskolloquium GymPO Modul 70830, Interculturality und Modul 70850, Linguistic and Literary Competence im MAEd Pflichtmodul 27190

Students need to contact the instructor personally before enrollment.

Course Offered:
Lecturer: Saskia Schabio
Tuesday, 14.00 – 15.30, K II, room 17.23

KQ/HS: Modernist

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 purpose of this colloquium will be to draw a complete picture of the movement and epoch of modernism. Our starting point will be the second edition of Michael Levenson's *Cambridge Companion to Modernism*. Our literary focus will be on the texts included in the Literary Competence reading list, and on James Joyce's *A Portrait of the Artist as a Young Man*, his *Dubliners*, Virginia Woolf's *To the Lighthouse*, and Jean Rhys' *Quartet*.

Besides Levenson's Companion, we will also make ample use of other Cambridge Companions concerned with modernist culture, modernist female writers, Irish modernism, modernist poetry, the poetry of the first world war, the modernist novel, the Bloomsbury group, as well as individual authors and works, such as *The Waste Land*, all of which are accessible as Stuttgart University Library ebooks.

Please read *Heart of Darkness* and *A Portrait of the Artist as a Young Man* before term starts.

Required Texts:
Conrad, Joseph. *Heart of Darkness*. 5th ed. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.
Joyce, James. *Dubliners*. Edited by Margot Norris. Norton, 2006. Norton Critical Editions.
---. *A Portrait of the Artist as a Young Man*. Edited by John Paul Riquelme. 2nd ed. Norton, 2021. Norton Critical Editions.
Levenson, Michael, ed. *The Cambridge Companion to Modernism*. 2nd ed. Cambridge UP, 2011. [Stuttgart University Library ebook]
Rhys, Jean. *Quartet*. With an Afterword by Katie Owen. Penguin, 2019. Penguin Modern Classics.
Woolf, Virginia. *Mrs. Dalloway*. Edited by David Bradshaw. Oxford UP, 2008. Oxford World's Classics.
---. *To the Lighthouse*. Edited by David Bradshaw. Oxford UP, 2008. Oxford World's Classics.

Types of Degree/Modules:
Module 27221, Examenskolloquium GymPO
Module 70850, Master of Education, 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: 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. 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 19th.

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 17.51

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: 04/25/23, 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 Priewe
Tuesday, 17.30 – 19.00, KII, room 17.22

7. EPG II

Keine

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), PO 2022: Pflichtmodul „Linguistic Levels 2" (106380): Phonology or Syntax (106381)
LA (Bachelor), PO 2015: Pflichtmodul „Linguistic Levels 1" (59420): Phonology or Semantics (594201)
BA (Angl.), PO 2018: Kernmodul "Linguistic Levels" (220), Modul: Phonetics/Phonology (75160)
Technikpäd.: Grundlagen Englisch (TP): Linguistic Levels (TP) (31810)
Wi.päd.: Seminarmodul Linguistik (6671-340): Phonetics/Phonology
OR Kernmodul 2 "Linguistik" (6671-410): Phonetics/Phonology

Courses Offered:
C@mpus-LV: 171235210
Lecturer: Nadja Schauffler
Thursday, 09.45 – 11.15, Breitscheid, room 2.11

Semantic Theory

for (A) and (B): Tue. 09.45-11.15 and Tue. 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", 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 (C): Wed. 14.00-15.30 / 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), PO 2022: Pflichtmodul „Linguistic Levels 1" (106370): Semantics or Morphology (106371)
LA (Bachelor), PO 2015: Pflichtmodul „Linguistic Levels 1" (59420): Phonology or Semantics (594201)
BA (Angl.), PO 2018: Kernmodul "Linguistic Levels" (220), Modul: Semantics/Pragmatics (75190)
Technikpäd.: Grundlagen Englisch (TP): Linguistic Levels (TP) (31810)
Wi.päd.: Seminarmodul Linguistik (6671-340): Semantic Theory
OR Kernmodul 2 „Linguistik" (6671-410): Semantic Theory

Courses Offered:
C@mpus-LV: (A) 171235220
Lecturer: Swantje Tönnis
Tuesday, 09.45 – 11.15, KII, room 17.17
or
C@mpus-LV: (B) 171235230
Lecturer: Swantje Tönnis
Tuesday, 11.30 – 13.00, Breitscheid, room 2.11
or
C@mpus-LV: (C) 171235240
Lecturer: Lisa Hofmann
Wednesday, 14.00 – 15.30, KII, room 17.17

Morphological Theory

At the core of morphology are words and word-based phenomena like compounding, derivation, and inflection. In this course, we will first consider principles which regulate morphological representations and processes and then discuss different theoretical approaches and their consequences for analysis. Extending our view beyond core morphology, we will also take a closer look at interface phenomena like morpho-phonological effects.

Prerequisites: good knowledge of morphological basics is required, based on *Introduction to Linguistics*
Requirements: t.b.a.

Types of Degree / Modules:
<u>LA (Bachelor), PO 2022:</u> Pflichtmodul "Linguistic Levels 1" (106370): Semantics or Morphology (106371)
<u>LA (Bachelor), PO 2015:</u> Pflichtmodul "Linguistic Levels 2" (59440): Syntax or Morphology (594401)
<u>BA (Angl.), PO 2018:</u> Kernmodul "Linguistic Levels" (220): Modul "Morphology" (75170)
<u>Technikpäd.:</u> Grundlagen Englisch (TP): Linguistic Levels (TP) (31810)
<u>Wi.päd.:</u> Seminarmodul Linguistik (6671-340): Morphological Theory
OR Kernmodul 2 "Linguistik" (6671-410): Morphological Theory

Courses Offered:
C@mpus-LV: 171235250
Lecturer: Karin Leonte
Thursday, 14.00 – 15.30, KII, room 17.17

9. Language Variation

for (A): **Syntax:** Fri. 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:** Tue. 11.30-13.00 / Judith Tonhauser
This course is an introduction to sociolinguistics. In the first part of the course, students learn how social factors, such as gender, age, region, ethnicity, political position, social networks, and communities of practice, shape people's utterances and modulate listeners' linguistic perception and interpretation. We will consider examples of variation in several areas of grammar (phonology, syntax, lexicon) and also look at how language allows speakers to express their identity. In the second part of the course, we jointly conduct a research project, including the development of a research question, data collection, data analysis, and the write-up of the research report.
Prerequisites: Introduction to Linguistics, Linguistic Levels I, Linguistic Levels II

for (C): **Morphology/Syntax:** Thu. 11.30-13.00 / 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): **Sociolinguistics:** Thu. 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), PO 2022: Pflichtmodul „Language Variation" (59460): Language Variation (594601)
LA (Bachelor), PO 2015: Pflichtmodul „Language Variation" (59460): Language Variation (594601)
BA (Angl.) HF, PO 2018: Kernmodul "Language Variation" (75200), Seminar "Language Variation" (752001)
BA (Angl.) NF, PO 2018: 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) 171235300
Lecturer: Silke Fischer
Friday, 09.45 – 11.15, KII, room 17.12
or
C@mpus-LV: (B) 171235310
Lecturer: Judith Tonhauser
Tuesday, 11.30 – 13.00, KI, room 11.32
or
C@mpus-LV: (C) 171235320
Lecturer: Karin Leonte
Thursday, 11.30 – 13.00, KII, room 17.74
or
C@mpus-LV: (D) 171235330
Lecturer: Lisa Hofmann
Thursday, 14.00 – 15.30, KI, 11.32

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 empirischen Untersuchungen zu phonetischen/phonologischen Phänomenen beim Fremdspracherwerb.

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 vorwiegend 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: 171235380
Lecturer: Heidi Altmann
Wednesday, 11.30 – 13.00, KII, room 17.74

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

Advanced Semantics: The acquisition of factivity

A much-cited distinction in linguistics is that between factive predicates like English "know" and non-factive predicates like English "think": 1) Whereas a declarative sentence like "Kim knows that it's raining" is taken to entail that it's raining, the same is not true for the version with "think". 2) Whereas the speaker of an interrogative utterance like "Does Kim know that it's raining?" presupposes that it's raining, the same is not true for the version with "think". In this seminar, we will review the English acquisition literature on factivity, addressing questions such as: By when do English-learning children show adult-like behavior in the production and comprehension of factivity? Which clues about the factive/non-factive distinction are available to children in child-directed speech? What exactly is adult-like behavior when it comes to factivity?

To participate in the course, students have taken a course in formal semantics (such as "Semantic Theory") and be familiar with the distinction between entailments, presuppositions, and conversational implicatures.

Students will learn about research questions and methods in child language acquisition, how to evaluate published research, how to empirically investigate research questions in linguistics, and how to present the methods and results of an investigation. To receive credit for the course, students will investigate a research question on the acquisition of factivity and write up their investigation in a research paper.

Prerequisites: Semantic Theory
Requirements: t.b.a.

Types of Degree / Modules:
LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1" (106420): Advanced Semantics (1064201)
LA (Bachelor), PO 2015: Wahlmodul „Advanced Linguistics 1" (59510): Advanced Semantics (595105)
LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Semantics (1063304)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Semantics (725704)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Semantics" (75280), Advanced Semantics (752801)
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: 171235400
Lecturer: Judith Tonhauser
Tuesday, 14.00 – 15.30, KII, room 17.52

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. In the first part of the course, we cover prominent analyses of irony. Against this background, we investigate the social meaning of irony in the second part of the course.

To participate in the course, students have taken a course in formal semantics (such as "Semantic Theory") and be familiar with the distinction between entailments, presuppositions, and conversational implicatures.

Students will learn about research questions and methods in the study of meaning, how to evaluate published research, how to empirically investigate research questions in linguistics, and how to present the methods and results of an investigation. To receive credit for the course, students will investigate a research question on irony and its social meaning, and write up their investigation in a research paper.

Prerequisites: Semantic Theory
Requirements: t.b.a.

Types of Degree / Modules:
LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1" (106420): Advanced Semantics (1064201)
LA (Bachelor), PO 2015: Wahlmodul „Advanced Linguistics 1" (59510): Advanced Semantics (595105)
LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Semantics (1063304)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Semantics (725704)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Semantics" (75280), Advanced Semantics (752801)
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: 171235410
Lecturer: Judith Tonhauser
Monday, 14.00 – 15.30, KII, room 17.74

Advanced Syntax: Agree Relations

The aim of this seminar is to make students familiar with current syntactic developments. After introducing the core ideas of Minimalism, we will read and discuss recent syntactic literature focusing on Agree relations. We will be concerned with questions such as: how has Agree been defined in the literature? Which data support which definition of Agree? Which syntactic relations are currently analyzed in terms of Agree? Good knowledge of syntax is obligatory!

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_i tried [PRO_i to open the door].
    b. $Peter_i$ told Tom_j [PRO_j 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_i told $Peter_j$ that) he_i wants [$PRO_{i+j/j+k}$ to meet next Tuesday].
(4) It was IMP_i decided [PRO_i 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.'

→ This is going to be a hybrid course, i.e. in some weeks there will be in-class sessions and in other weeks, I will upload a video for you to watch at home. The ratio between in-class sessions and videos is about 50/50.

Prerequisites: Good knowledge of syntax
Requirements: Final exam

Types of Degree / Modules:
LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1" (106420): Advanced Syntax (1064203)
LA (Bachelor), PO 2015: Wahlmodul „Advanced Linguistics 1" (59510): Advanced Syntax (595103)

LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Syntax (1063303)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Syntax (725703)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Syntax" (75270), Advanced Syntax (752701)
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: Agree Relations
C@mpus-LV: 171235420
Lecturer: Silke Fischer
Friday, 11.30 – 13.00, KII, room 17.23
and
Advanced Syntax: Control Theory
C@mpus-LV: 171235430
Lecturer: Patrick Lindert
Thursday, 15.45 – 17.15, KII, room 17.51 - HYBRID

Advanced Phonology: Intonation

It is not only what is said that matters but also how it is said. The term intonation refers to the speech melody with which an utterance is produced. This advanced course introduces students to intonation and its linguistic use in phrasing, information structure and marking of sentence types. It outlines the phonological model used in prosody research, provides initial training on the annotation system used for intonation in current linguistic research and demonstrates digital tools useful for visualization and investigation of prosody. Case studies of linguistic studies comparing English and German intonation will be reviewed and critically discussed. Students are required to apply their newly acquired knowledge either to a research context or a teaching context.

Literature: will be announced in class

Prerequisites: Basic Phonetics and Phonology or Phonologie I
Requirements: t.b.a.

Types of Degree / Modules:
LA (Bachelor), PO 2022: Wahlmodul "Advanced Linguistics 1" (106420): Advanced Phonology (1064205)
LA (Bachelor), PO 2015: Wahlmodul "Advanced Linguistics 1" (59510): Advanced Phonology (595101)
LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Phonology (1063301)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Phonology (725701)
Master Sprachtheorie und Sprachvergleich: Wahlbereich Spezialisierung: Ton und Intonation (69630)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Phonology" (75250), Advanced Phonology (752501)
MA-EASEL: Advanced module Current Approaches (101480): Current Methodologies (1014802)
OR Advanced module English Linguistics 2 (101450): Empirical approaches to Phonology (1014501)
OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Phonological Theory (1015001)
OR Specialization module English Linguistics (101560): Specialization in Phonology (1015601)
OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)
Technikpäd.: Modul "Advanced Linguistics" (59510): Advanced Phonology (595101)
Wi.päd.: Kernmodul 4 "Linguistik" (6671-710): Advanced Linguistics

Courses Offered:

C@mpus-LV: 171235440
Lecturer: Sabine Zerbian
Wednesday, 09.45 – 11.15, KII, room 17.16

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

Deutsch und Englisch im Vergleich

Das Seminar soll dazu dienen, die heutigen Unterschiede zwischen Deutsch und Englisch - vor allem im Bereich der Morphologie und Syntax unter linguistischer Perspektive besser zu verstehen.
Basierend auf dem Buch von König/Gast (2018) sollen die Kontraste zunächst systematisch erfasst werden und dann in einem zweiten Schritt unter syntaxtheoretischer und auch unter einer sprachhistorischen Perspektive diskutiert werden.
Je nach Interesse können auch weitere germanische Sprachen einbezogen werden.

Studierende mit dem Ziel Lehramt (Deutsch/Englisch) sollen in die Lage versetzt werden, die beiden Sprachen systematisch kontrastiv zu betrachten und sich eine breite empirische Basis erarbeiten.
Studierende der Linguistik können den Fokus auf die Mechanismen der kontrastiven Analyse legen.

Course reading:
König, E & V. Gast. 2018. Understanding English-German contrasts. Erich Schmidt Verlag (zur Anschaffung empfohlen)

Prerequisites: Kenntnisse in Syntax und Morphologie
Requirements: t.b.a.

Types of Degree / Modules:
LA (Bachelor), PO 2015/2022: Pflichtmodul „Language Variation" (59460): Language Variation (594601)
BA (Angl.) HF, PO 2018: Kernmodul "Language Variation" (75200), Seminar "Language Variation" (752001)
BA (Angl.) NF, PO 2018: 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: 181231700
Lecturer: Ellen Brandner
Wednesday, 08.00 – 09.30, KII, room 17.12

The Syntax-Morphology Interface

One way or another, the lexicon is a central component of basically all linguistic theories, as the storage facility of unpredictable information, including the basic units of language (words, morphemes …) themselves. In the wake of Chomsky (1970), however, a conception developed that envisioned the lexicon as an active generative module – known as Lexicalism. According to lexicalism, morphology "takes place" in the lexicon, the output of which (= words) is, in turn, the input to syntax proper. On this view, morphology and syntax are two distinct and separate modules, which entails that there are effectively two syntactic (combinatorial) components of grammar.
However, since the 1990s, strong alternatives to lexicalism have been developed. In this course, we will have a look at two such alternative views. After a general exposition of lexicalism, we will scrutinize some tenets of Distributed Morphology (DM; Halle & Marantz 1993), which proclaims that it is "Syntax all the way down!", i.e. there is no morphology distinct from syntax. Next we will have a look at one of DM's chief competitors: Nanosyntax (Starke 2009, 2011; Caha 2009), which challenges DM over some crucial issues, even though both agree that there is no generative lexicon, and that the input to syntax is below the word level.

NB: this course is taught in English.

For preparation, please read Scalise & Guevara (2005) (if possible also Bruening (2018); both can be found on ilias)

Course reading:
Bruening, B. (2018). The lexicalist hypothesis: Both wrong and superfluous. *Language*, *94*(1), 1-42.
Scalise, S., & Guevara, E. (2005). The lexicalist approach to word-formation and the notion of the lexicon. *Handbook of word-formation*, 147-187.

Prerequisites: t.b.a.
Requirements: t.b.a.

Types of Degree / Modules:
LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1" (106420): Advanced Morphology (1064202)
LA (Bachelor), PO 2015: Wahlmodul „Advanced Linguistics 1" (59510): Advanced Morphology (595102)
LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Morphology (1063302)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Morphology (725702)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Morphology" (75260), Advanced Morphology (752601)
MA-EASEL: Advanced module English Linguistics 3 (101490): Contemporary Morphological Theory (1014902)
OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)
OR Advanced module English Linguistics 1 (101440): Theoretical Linguistics (1014402)
OR Specialization Module EL: Current issues in empirical and theoretical linguistics (101560): Specialization in Morphology (1015602)
Technikpäd.: Modul „Advanced Linguistics" (59510): Advanced Morphology (595102)
Wi.päd.: Kernmodul 4 „Linguistik" (6671-710): Advanced Linguistics

Courses Offered:
C@mpus-LV: 181232000
Lecturer: Ellen Brandner/Alexander Pfaff
Tuesday, 09.45 – 11.15, KII, room 17.51

Stepping into minimalist Syntax: from basics to interfaces

In this class, we will start by reviewing some components of the model of grammar called the Minimalist Program, e.g. grammatical categorizations of words (features) and syntactic structures. A range of phenomena in English syntax, including split projections, wh-movement, locality constraints, etc., are discussed while making use of Minimalist concepts and assumptions.

Course reading:
We will be using chapters from following books:
1) Radford, Andrew (2004). *Minimalist syntax: exploring the structure of English.* Cambridge: Cambridge University Press.
2) Andrew. Carnie. 2021. Syntax: A Generative Introduction. Fourth Edition. Blackwell Publishing.

Prerequisites: Syntax I or equivalent classes for Syntax
Requirements: t.b.a.

Types of Degree / Modules:
LA (Bachelor), PO 2022: Pflichtmodul "Linguistic Levels 2" (106380): Syntax or Phonology (1063801)
LA (Bachelor), PO 2015: Pflichtmodul "Linguistic Levels 2" (59440): Syntax or Morphology (594401)
BA (Angl.), PO 2018: Kernmodul "Linguistic Levels" (220): Modul "Syntax" (75180), Syntactic Theory (751801)
Technikpäd.: Grundlagen Englisch (TP): Linguistic Levels (TP) (31810)
Wi.päd.: Seminarmodul Linguistik (6671-340): Syntactic Theory
ODER
Kernmodul 2 "Linguistik" (6671-410): Syntactic Theory

Courses Offered:
C@mpus-LV: 181239100
Lecturer: Jun Chen
Wednesday, 15.45 – 17.15, KII, room 17.16

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

Acquisition and analysis of eye-tracking data

The goal of this course is to enable participants to design and conduct their own eye tracking experiments. Our goal will be to understand each step in the acquisition, pre-processing, analysis pipeline up to the statistical analysis. Time permitting, we will also look at some prominent computational models of eye movement behavior.

Specific topics: Eye physiology, visual perception, oculo-motor control and types of eye movements, eye tracking technologies, design and implementation of eye tracking experiments, acquisition of eye movement data, quality control, eye movement and gaze fixation detection algorithms, conventional eye tracking measures, scanpath analysis, computer models of eye movement behavior.

Objective: Ability to conduct your own eye-tracking experiments and to analyze the data. Ability to critically read and understand eye-tracking literature.

Recommended Reading:
Holmqvist, K., Nyström, M., Andersson, R., Dewhurst, R., Jarodzka, H., & Weijer, a. J. v. d. (2011). *Eye Tracking.* Oxford, OX2 6DP, United Kingdom: *Oxford University Press.*

Prerequisite: Basic background in programming in a language such as Python, R, Julia, Matlab, or similar (or willingness to acquire it on your own initiative). High school math (or willingness to refresh it on your own initiative). Problem solving skills and ability to work independently.
Requirements: Lectures (asynchronous), discussion (synchronous), lab exercises, project work, final presentations.

Types of Degree / Modules:
LA (Bachelor), PO 2022: Wahlmodul "Advanced Linguistics 1" (106420): Advanced Semantics (1064201)
LA (Bachelor), PO 2015: Wahlmodul "Advanced Linguistics 1" (59510): Advanced Semantics (595105)
LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Semantics (1063304)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Semantics (725704)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Semantics" (75280), Advanced Semantics (752801)
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)
Technikpäd.: Modul "Advanced Linguistics" (59510): Advanced Semantics (595105)
Wi.päd.: Kernmodul 4 "Linguistik" (6671-710): Advanced Linguistics

Courses Offered:
C@mpus-LV: 171235450
Lecturer: Benedikt Ehinger / Judith Schepers / Titus von der Malsburg
Thursday, 09.45 – 11.15, KI, room 11.91

The 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:
LA (Bachelor), PO 2022: Wahlmodul "Advanced Linguistics 1" (106420): Advanced Semantics (1064201)
LA (Bachelor), PO 2015: Wahlmodul "Advanced Linguistics 1" (59510): Advanced Semantics (595105)
LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Semantics (1063304)
LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Semantics (725704)
BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Semantics" (75280), Advanced Semantics (752801)
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)
Technikpäd.: Modul "Advanced Linguistics" (59510): Advanced Semantics (595105)
Wi.päd.: Kernmodul 4 "Linguistik" (6671-710): Advanced Linguistics

Courses Offered:

C@mpus-LV: 403519001
Lecturer: Titus von der Malsburg/Sebastian Padó (IMS)
Wednesday, 09.45 – 11.15, Pfaffenwaldring 05B, Vaihingen, room V5.02

13. Kolloquien *(M.A. Level)*

Types of Degree / Modules:
LA (Master), PO 2022: Linguistic and Literary Competence (70850): Linguistic Competence (708502)
LA (Master), PO 2017: Linguistic and Literary Competence (70850): Linguistic Competence (708502)
Technikpäd., PO 2021: Linguistic and Literary Competence (TP) (103370): Linguistic Competence (1033702)
Technikpäd. (alt): Modul „Kolloquium Literaturwissenschaft und Linguistik (TP)" (41030): Kolloquium Linguistik

Prerequisites: GymPO: registration for final exams in the fall of 2023. M.A. (Ed.): completion of all other modules.
Requirements: Presentation, final exam (GymPO, Technikpädagogik) or oral exam (M.Ed.).

Kolloquium (A): Semantics
This course is open to M. Ed. student who have taken Semantic Theory and who want to do their M. Ed. oral exam in the "Linguistic and Literary Competence" module with me. Students will prepare presentations on their oral exam topics, at least one of which must be in semantics. Students will also learn about the history of English and review topics in general linguistics.
Prerequisite: Semantic Theory; ideally you will also have taken one Advanced Semantics course.
Registration: Sign up to the waitlist on C@mpus and send an email to judith.tonhauser@ling.uni-stuttgart.de with the following information: During which semester did you take Semantic Theory and with whom? Which additional courses in semantics or pragmatics have you taken?
C@mpus-LV: 171235500
Lecturer: Judith Tonhauser
Monday, 15.45 – 17.15, KII, room 17.91

Kolloquium (B): 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 (sabine.zerbian@ifla.uni-stuttgart.de).
C@mpus-LV: 171235510
Lecturer: Sabine Zerbian
Wednesday, 11.30 – 13.00, KII, room 17.23

Kolloquium (C): 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 2023.
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 waiting list on C@mpus and send me an email (silke.fischer@ifla.uni-stuttgart.de) with your background in syntax.
C@mpus-LV: 171235520
Lecturer: Silke Fischer
Tuesday, 11.30 – 13.00, KII, room 17.14

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:
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: 171235530
Lecturer: Judith Tonhauser / Daniel Hole
Tuesday, 17.30 – 19.00, KII, room 17.12
changed: On 23rd May at 15.45 – 17.15 in room 17.14 (only on 23rd May!)

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:
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: 171235540
Lecturer: Sabine Zerbian
Friday, 09.45 – 11.15, KII, room 17.51

14. Academic Writing

Academic Writing (for M.A. EASEL students) & Close Reading

This seminar will make M.A. EASEL students specialising in English and American Studies, and M.A. students doing Anglistik as their minor, 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.

Our thematic focus will be on Joseph Conrad's *Heart of Darkness* at the interface of literary, cultural, postcolonial, media, and history of science studies. Please read *Heart of Darkness* before term starts.

Required Texts:

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

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

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

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

MLA Handbook. 9th 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

Academic Writing (for International MA students)

This English-language course is aimed at teaching MA students skills in academic writing and scholarly research. It is designed for any Master of Arts student who is registered in MA programs in the Faculty of Humanities (i.e., students doing an MA in English/American, French, Italian, German Studies, History, Art History, Philosophy or the Digital Humanities). The focus will be on how to structure, research and write a scholarly or academic essay, sometimes called a 'term paper,' in English. We will work on a single theme, Environmental Crises, and thereby read and examine a selection of philosophical, sociological, scientific, historical and fictional texts, as well as a range of political, filmic, artistic, media and web-based documentation. Writing assignment work and assessment will be tailored to each student's area of speciality.

Required Texts:
(to be announced)

Types of Degree/Modules:
MA-EASEL: Advanced Communication/Academic Writing
MA Anglistik: Vertiefungsmodul 2, 23381 "Textual Competence"
Also open to International students doing an MA in the Humanities (Faculty 9) at the University of Stuttgart

Courses Offered:
Lecturer: Geoff Rodoreda
Wednesday, 11.30 – 13.00, KII, room 17.13

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* (5th edition, 2018).

Requirements: t.b.a.

Types of Degree/Modules:
MA-EASEL: Pflichtmodul Advanced Communication (101550): Academic writing (1015501)

Courses Offered:

C@mpus-LV: 171236400
Lecturer: Amanda Kahrsch
Thursday, 09.45 – 11.15, KII, room 17.17

15. Translation & Verbal Communication

Advanced Academic Discourse / Advanced Verbal Communication

This course is devoted to a hands-on approach to polishing your language skills and literature instruction in a foreign-language classroom. Relying on the pragmatic, rhetorical strategies of effective public communication, the main focus of the course will be to refine your persuasive presentation skills, in oral and written form. You will learn how to web your speaking acumen to your ability to engage analytically and pedagogically with a classic of English fiction, Barry Hines' *A Kestrel for a Knave* (1968), which was also adapted into a film, *Kes* (1969), directed by Ken Loach. As *Kestrel* or *Kes* has been long taught in high schools across the English-speaking world, we will examine existing teaching resources for this novel and reassess key themes. Then, we will produce scholarly work on the text by undertaking a collective project to produce new, updated, and practical English teaching resources for the novel, resources which could potentially be used for teaching this book in the German EFL classroom.

Requirements:
Please purchase and begin reading: Hines, Barry. *A Kestrel for a Knave*. Penguin Essentials, 2016. [ISBN: 978-0241978962]

Types of Degree/Modules:
LA (Master), PO 2022: Pflichtmodul "Sprachpraxis 3 (Lehramt)" (106320): Advanced Academic Discourse (1063201)
LA (Master), PO 2017: Pflichtmodul "Sprachpraxis 3" (70840): Verbal Communication (708402)
BA (Angl.), PO 2018: Basismodul "Language Practice 2" (75300): Advanced English Usage (753002)
MA-EASEL: Pflichtmodul Advanced Communication (101550): Verbal Communication (1015502)
Technikpäd., PO 2021: Modul "Sprachpraxis 3 TP" (103380): Verbal Communication (1033802)
Technikpäd. (alt): Modul "Sprachpraxis 3" (27210): Advanced Verbal Communication (272102)
Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Advanced Verbal Communication
(wählbar für: "Translation 4" in der alten Hohenheimer Vorlage)

Courses Offered:
C@mpus-LV: (A) 171236200
Lecturer: Jessica Bundschuh
Thursday, 11.30 – 13.00, KII, room 17.73
or
C@mpus-LV: (B) 171236210
Lecturer: Amanda Kahrsch
Tuesday, 14.00 – 15.30, KII, room 17.98
or
C@mpus-LV: (C) 171236220
Lecturer: Geoffrey Rodoreda
Monday, 11.30 – 13.00, KII, room 17.71
or
C@mpus-LV: (D) 171236230
Lecturer: Geoffrey Rodoreda
Tuesday, 15.45 – 17.15, KII, room 17.23

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.), PO 2018: Pflichtmodul "Language Practice 2" (75300): Business English (753001)
Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Business English

Courses Offered:
C@mpus-LV: 171236300
Lecturer: Nelson Penaherrera
Thursday, 17.30 – 19.00, KII, room 17.51

Lexicon & Grammar/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), PO 2022: Pflichtmodul "Sprachpraxis 2 (Lehramt)" (106390): Lexicon & Grammar (1063901)
LA (Bachelor), PO 2015: Pflichtmodul "Sprachpraxis 2" (59470): Lexicon & Phraseology (594701)
BA (Angl.), PO 2018: Basismodul "Language Practice 1" (75140): English Grammar (751401)
Technikpäd., PO 2021: Modul „Sprachpraxis 2" (103360): Lexicon & Phraseology (1033601)
Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Lexicon & Phraseology

Courses Offered:
C@mpus-LV: (A) 171236100
Lecturer: Amanda Kahrsch
Tuesday, 09.45 – 11.15, KII, room 17.71
or
C@mpus-LV: (B) 171236110
Lecturer: Amanda Kahrsch
Tuesday, 11.30 – 13.00, KII, room 17.81
or
C@mpus-LV: (C) 171236120
Lecturer: David Cross
Monday, 14.00 – 15.30, KII, room 17.92
or
C@mpus-LV: (D) 171236130
Lecturer: David Cross
Tuesday, 11.30 – 13.00, KII, room 17.72
or
C@mpus-LV: (E) 171236140
Lecturer: David Cross
Wednesday, 09.45 – 11.15, Breitscheid, room 2.03
or
C@mpus-LV: (E) 171236150
Lecturer: David Cross
Thursday, 15.45 – 17.15, KII, room 17.92

Oral Competence/Phonetic Practice

In this course for prospective teachers, we will systematically practice aspects of (mainly American and British) English pronunciation that are typically problematic for German native speakers. The intended goals of this course are: (1) raising awareness for students' own pronunciation and for that of others, (2) honing students' diagnostic skills for spoken language, and, hopefully, (3) contributing to further improvement of students' speech production and perception abilities.

Requirements: t.b.a.

Types of Degree/Modules:
LA (Bachelor), PO 2022: Pflichtmodul „Sprachpraxis 2 (Lehramt)" (106390): Oral Competence (1063902)
LA (Bachelor), PO 2015: Pflichtmodul „Sprachpraxis 2" (59470): Phonetic Practice (594702)
Technikpäd., PO 2021: Modul "Sprachpraxis 2" (103360): Phonetic Practice (1033602)
Wi.päd.: Grundlagenmodul Linguistik (6671-280): Phonetic Practice

Courses Offered:
C@mpus-LV: (A) 171235600
Lecturer: Heidi Altmann
Tuesday, 09.45 – 11.15, KII, room 17.16
or
C@mpus-LV: (B) 171235610
Lecturer: Heidi Altmann
Tuesday, 11.30 – 13.00, KII, room 17.17
or
C@mpus-LV: (C) 171235620
Lecturer: Kelly Neudorfer
Friday, 08.00 – 09.30, KII, room 17.52
or
C@mpus-LV: (D) 171235630
Lecturer: Kelly Neudorfer
Friday, 09.45 – 11.15, KII, room 17.52
or
C@mpus-LV: (E) 171235640
Lecturer: Amanda Kahrsch
Wednesday, 09.45 – 11.15, KI, room 11.82
or
C@mpus-LV: (F) 171235650
Lecturer: Amanda Kahrsch
Wednesday, 11.30 – 13.00, KII, room 17.73

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), PO 2017: Pflichtmodul "Sprachpraxis 3" (70840): Translation 2 (708401)
MA-EASEL: Pflichtmodul "Advanced Communication" (101550), SQ/Language Practice (1015503)
Technikpäd., PO 2021: Modul "Sprachpraxis 3" (103380): Translation 2 (1033801)
Technikpäd. (alt): Modul "Sprachpraxis 3" (27210): Translation Hauptstudium (Translation 2) (27211)
Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Translation im Hauptstudium

Courses Offered:
C@mpus-LV: (A) 171235800
Lecturer: Amanda Kahrsch
Thursday, 11.30 – 13.00, KII, room 17.71
or
C@mpus-LV: (B) 171235810
Lecturer: Amanda Kahrsch
Thursday, 14.00 – 15.30, KII, room 17.12

16. ÜBUNGEN / (SQs)

Play-Reading SoSe 2023

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 1930s on both sides of the Atlantic and can be regarded as a hopefully inspiring extension to my seminar on the 'The Age of Anxiety'.

The readings start off with two plays depicting domestic life. In Noël Coward's play ***This Happy Breed*** (1939) he portrays the life of the Gibbons family between the end of World War I and the outbreak of World War II and thus might have been influenced by J.B. Priestley doing the same in his play ***Time and The Conways*** (1937). It is the only time that Coward looks at domestic events outside an upper class or upper middle class setting. Moreover American playwright Clifford Odets shows in his drama ***Paradise Lost*** (1935), which he always regarded as his favourite play, how the Gordons have to come to terms with losing their family business in the time of the Great Depression.

The next two plays are more of a political and psychological nature. In ***Idiot's Delight*** (1936), a Pulitzer-Prize-Winning play by Robert E. Sherwood, we observe the behaviour of guests from Germany, France, the United States and Britain, trapped in a hotel in the Italian Alps for 24 hours at the beginning of a world war. It is getting even more political when George Bernard Shaw describes in his play ***Geneva*** (1938) a summit meeting where we witness three dictators which are parodies of Hitler, Mussolini and Franco. In order to take account of the rapidly changing events in the run up to World War II, the play had to be constantly rewritten by Shaw.

Our readings will conclude with ***Johnson Over Jordan*** (1939) by J.B. Priestley, which he considered as his 'adventure in theatre' by turning away from naturalistic drama. In this play we follow Robert Johnson, an unpretentious salesman who has recently died, looking back on his life, trying to reach the Inn at the End of World.

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 20th , also again at 7 p.m.** !!!

In case the summer will be warm and dry, it would be fantastic to meet up in the university park again in June and July.

Required Texts:
Playscripts will be supplied

Types of Degree/Modules: SQ

Courses Offered:
Lecturer: Dietmar Geyer
Introductory meeting: Thursday, April. 20th, at 7 p.m., KII, room 17.16

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

HS/SQ: Technology and the Literary Imagination

(See above under "Hauptseminar")

Courses Offered:
Lecturer: Sabine Metzger
Monday, 11.30 – 13.00, KI, room 17.25

Instructional Design and Teaching Online

This course introduces students to four areas of online teaching: pedagogical/andragogical, administrative/managerial, social/community building and technological. The course covers how to teach online in terms of online course design and online course delivery. We'll cover concepts of MOOCs, flipped classrooms, blended learning modes of delivery and fully online courses. Each week, students will read about and discuss theoretical and best practice concepts of teaching online and then during the semester, build an online course using multimedia and Web 2.0 tools of their choice in ILIAS, Google Classrooms or Moodle. The course offers practical experience using a wide range of educational technology apps.

The course will use Universal Design for Learning (UDL) Principles of course and unit/module learning objectives aligned with Open Educational Resource (OER) course materials, course learning activities and course assessments for accessibility and use of diverse learners. Students will use quality assurance rubrics and checklists to evaluate the course as they develop it over the semester.

Students should have good digital literacy skills and want to create dynamic learning experiences for learners. Students will be expected to enroll in Learn Moodle's free certification training and attend two course-related webinars over the semester.

The course uses a blended learning format, with synchronous Webex sessions, and asynchronous ILIAS readings and assignments

Required Texts: Open Educational Resources and open sources available online.

Format: Blended Learning (Webex and ILIAS)

Types of Degree/Modules:
M.Ed.: Modul Erziehung und Bildung – Veranstaltung Sozialformen und Methoden
GymPO: Modul Lehren und Lernen – Veranstaltung Sozialformen und Methoden
BA: SQ

Courses Offered:
C@mpus-LV: 131821031
Lecturer: Richard Powers, richard.powers@ilw.uni-stuttgart.de
Wednesdays, 11.30-13.00
Webex and ILIAS

SQ: 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 goal is to create the second edition of *Cogito*, a Stuttgart University and Art Academy joint digital literary magazine.

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.

Types of Degree/Modules:
SQ

Courses Offered:
C@mpus-LV: 171231600
Lecturer: Richard Powers, richard.powers@ilw.uni-stuttgart.de
Blended Learning: ILIAS and Webex
Every other Wednesdays, 09.45-11.15 (no physical presence required)
Dates: 12.4, 26.4, 10.5, 24.5, 14.6, 28.6, 5.7

17. 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, 11.30 – 13.00, Herdweg 51, room 51.01
or
Lecturer: Frau Weigele
Tuesday, 11.30 – 13.00, Herdweg 51, room 51.02
or
Lecturer: Jan Kulok
Thursday, 14.00 – 15.30, KII, room 17.52
or
Lecturer: Sonja Herz
Thursday, 14.00 – 15.30, KII, room 12.02 (Azenbergstr. 12)
or
Lecturer: Sonja Herz
Thursday, 15.45 – 17.15, KII, room 12.02 (Azenbergstr. 12)
or
Lecturer: Susanne Götz
Thursday, 15.45 – 17.15, KII, room 17.14

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 17.71
or
Lecturer: Andreas Sedlatschek
Tuesday, 17.30 – 19.00, KII, room 17.71
or
Lecturer: Astrin Diener
Thursday, 09.45 – 11.15, Online

Veranstaltung von der PH Ludwigsburg im Bereich Fachdidaktik

Second Language Acquisition

Geöffnet für Lehramtsstudierende der Universität Stuttgart im Rahmen der PSE.

Courses Offered:
Veranstaltungs-Nr.: ENG 56
Lecturer: Bianca Roters (PH Ludwigsburg)
Friday, 16:00 – 17:30

Anmeldung per E-Mail unter:
XX@ph-ludwigsburg.de

Developing speaking skills in a digital world

Geöffnet für Lehramtsstudierende der Universität Stuttgart im Rahmen der PSE.

Courses Offered:

Veranstaltungs-Nr.: ENG 57
Lecturer: Bianca Roters (PH Ludwigsburg)
Blockseminar, 04. – 06.09.2023, 09.00 – 17.00

Anmeldung per E-Mail unter:
XX@ph-ludwigsburg.de

Teaching Diversity and Multilingualism across the Globe –
A Virtual Exchange project

Diversity, Interculturality and multilingualism have become a major topic in our schools and beyond. We will try to approach these topics from various angles in order to find answers to the most pressing questions on these issues. The course is part of the VELLA research project (Virtual Exchange between Ludwigsburg, Leipzig and Auckland), i.e. is an international and interdisciplinary online collaboration between universities in Germany and New Zealand.We will work with TESOL as well as DAF (Deutsch als Fremdsprache) students from different parts of the globe. You are going to work in monolingual (English) as well as in bilingual (German/English) teams in order to develop interactional and innovative digital activities (OERs) for the classroom and beyond. Unless mentioned (see above) all sessions in April and May will be asynchronous. Our final meetings in June and July are online and/or on campus (see also Moodle).In order to take part in the project you have to be a) open-minded and flexible b) willing to collaborate with students from various cultural and linguistic backgrounds c) reliable and d) ready to take part in ALL synchronous meetings, including the first one on April 5, i.e. BEFORE the semester officially begins.

Geöffnet für Lehramtsstudierende der Universität Stuttgart (im Rahmen der PSE).

Required Texts:
Waldman, T. / Harel, E. / Schwab, G. (2019): Extended Telecollaboration Practice in Teacher Education: Towards Pluricultural and Plurilingual Proficiency. In: European Journal of Language Policy. 11:2, 167-185.
O'Dowd, R. (2015). Supporting in-service language educators in learning to telecollaborate. Language Learning & Technology, 19(1), 64–83. Retrieved:
http://llt.msu.edu/issues/february2015/odowd.pdf
Schwab, Götz / Drixler, Nils (2021): Telekollaboration und Digitalisierung in der Hochschullehre: Interkulturelles Lernen durch virtuellen Austausch im Studium zukünftiger Lehrerinnen und Lehrer. In: Daniela Elsner/Heike Niesen/Britta Viebrock (eds.). Hochschullehre digital gestalten in der (fremd-)sprachlichen LehrerInnenbildung. Inhalte, Methoden und Aufgaben. Tübingen: Narr Francke Attempto Verlag, 235-254.

Courses Offered:
Veranstaltungs-Nr.: ENG 25
Lecturer: Götz Schwab (PH Ludwigsburg)
Tuesday, 12:15 – 13:45 only June/July
a) Synchronous online meetings (on Zoom):
    1) WED 5 April 2023, 8 am (BEFORE semester beginning) (Getting to know session)
    2) WED 26 April 2023, 8 am (Q & A session)
    3) TUES 23 May 2023, 8 am (Final presentations) 4) Tuesday 12.15 – 13.45 (only June/July)
b) Asynchronous sessions (individual scheduling)

Anmeldung per E-Mail unter:
goetz.schwab@ph-ludwigsburg.de

’Scuse me while I kiss the sky - The Language of Music

Music not only is a fascinating phenomenon, if seen from a cultural or aesthetic perspective, it also provides a lot of interesting if not challenging features for both linguists and language teachers. Thus, we will take a closer look at different genres of music and their lyrics (from the 16th century until today), analyse lexical and syntactic features or think of how to make use of it an English teaching context. Students will be expected to contribute to the seminar in various ways, including individual presentations, team analyses or joint activities.

Geöffnet für Lehramtsstudierende der Universität Stuttgart (im Rahmen der PSE).

Required Texts:
Thaler, E. (Ed.). (2018). Singer-songwriters: Music and poetry in language teaching (Vol. 4). Narr Francke Attempto Verlag.

Courses Offered:
Veranstaltungs-Nr.: ENG 26
Lecturer: Götz Schwab (PH Ludwigsburg)
Monday, 16.15 – 17.45, Room 11.119

Anmeldung per E-Mail unter:
goetz.schwab@ph-ludwigsburg.de