

# Commented course list - winter semester 2024/25

- *American Literature and Culture (ALK)*
- *English Literatures and Cultures (EL)*
- *Linguistics/English (IfLA)*
- *Language practice*

**Start of our events: on Monday, 14.10.2024**

For first-year students, courses do not begin until Tuesday, October 15, 2024, after the introductory event. **The introductory event for first semester students (BA) will take place on Monday, October 14, 2024 at 15.45 to 17.15 in Tiefen-Hörsaal 17.02, Keplerstraße 17/K II.**

**The online introductory event for Master's students (MA-EASEL) will take place online on Wednesday, October 09, 2024 at 17.00. You will find the link online on our webpages in the news section.**

The general introduction event for first-year students only takes place in the winter semester.

**Registration for all courses will start online via C@MPUS on September 28, 2024.**

**Teaching takes place in person. Few courses might be offered hybrid or online.**

**Details can be found in C@mpus, in this KVV oder can be obtained directly from your lecturer.**

Courses with the same title are listed as parallel courses, only one of which must be attended. Courses in 'Linguistic Competence' and 'Literary Competence' require personal registration with the relevant examiners.

### **Important - please note:**

- Changes to room and time cannot be ruled out, even at short notice and for single dates.

Therefore, please note the corresponding changes (via C@mpus or Ilias or as an information from the course instructor).

- Students from a variety of degree programs can enroll in these courses: BA Englisch, BA Anglistik, M.Ed. Englisch, and MA EASEL. Which courses students have to take is determined by the respective examination regulations (not this course guide).

### **To participate in the courses and their exams:**

It is in your best interest to attend courses regularly. The course instructors reserve the right to check your attendance. Each instructor will specify the requirements for exam admission.

Please contact the academic staff or the study program manager with any questions concerning your studies. The consultation hours can be found on our websites.

You can find the secretary's offices and the study program manager as follows:

ALK (American Lit. and Cult.):	Keplerstrasse 17, floor 4a, room 4.022
ELK (English Lit. and Cult.):	Keplerstrasse 17, floor 4a, room 4.029
IfLA (Linguistics/English):	Keplerstrasse 17, floor 4b, room 4.057
Study program manager:	Dr.Thomas Wägenbaur, floor 4a, room 4.036

The lecture halls are located in the following buildings:

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

## Table of contents (*please click for quick navigation*)

<a href="#">Overview</a> .....	1
<a href="#">Table of contents</a> .....	2

### *American Literature and Culture (ALK) & English Literatures and Cultures (EL)*

1. <a href="#">Lectures</a> .....	3
2. <a href="#">Introduction to Literary Studies</a> .....	7
3. <a href="#">Textual Analysis (TA)</a> .....	8
4. <a href="#">Text and Context</a> .....	9
5. <a href="#">Main seminars</a> .....	11
6. <a href="#">MA-EASEL seminars</a> .....	26
7. <a href="#">Literary Competence and research colloquia</a> .....	28

### *Linguistics/English (IfLA)*

#### **B.A. Level**

8. <a href="#">Introduction to Linguistics</a> .....	34
9. <a href="#">Linguistic Levels</a> .....	36
10. <a href="#">Language &amp; Cognition</a> .....	38

#### **B.A./M.A. Level**

11. <a href="#">Advanced Linguistics</a> .....	41
12. <a href="#">Psycholinguistics</a> .....	47

#### **M.A. Level**

13. <a href="#">Linguistic Competence and research colloquia</a> .....	49
14. <a href="#">Ringvorlesung / Lecture Series</a> .....	51

### *Exercises: Scientific language practice*

15. <a href="#">Academic Writing</a> .....	52
16. <a href="#">Translation &amp; Verbal Communication</a> .....	54

### *Other*

17. <a href="#">Exercises / (SQs)</a> .....	57
18. <a href="#">Didactic seminars</a> .....	61

Notes: GymPO students can take BA, BA/MA and MA courses, depending on the module combination.  
BA Ed. students who have already acquired 40 or 100 ECTS credits in their main academic subject can bring forward Master's modules amounting to 12 or 24 ECTS credits (\*link only available in german language\* [https://www.uni-stuttgart.de/universitaet/aktuelles/bekanntmachungen/dokumente/bekanntm\\_50\\_2017.pdf](https://www.uni-stuttgart.de/universitaet/aktuelles/bekanntmachungen/dokumente/bekanntm_50_2017.pdf))

# American Literature and Culture (ALK) & English Literatures and Cultures (EL)

## 1. LECTURES

### VL English Literatures Before 1800

This lecture offers an overview of key developments in English literatures before 1800, covering a wide range of different authors and genres. We will cover some of the most influential and compelling literary works before 1800 as well as major trends, concepts, and influences that have shaped English literatures and cultures. Students will be introduced to the various ways in which literary texts build on, respond to, and reflect upon changing cultural, social, and historical contexts. Individual lectures will be organized around selected texts, which will be announced at the beginning of the semester. Please note that this lecture is accompanied by “Case Studies of Selected Texts” (see course catalogue for details), for which students have to enrol separately.

#### **Recommended Reading:**

Stephen Greenblatt et al., ed. *The Norton Anthology of English Literature* (10th edition) Paul Poplawski, *English Literature in Context* (Cambridge University Press 2017)

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

Modul 59430 ‘Text und Kontext I’ im B.A. Lehramt

Modul 31800 ‘Text und Kontext’ im BSc Technikpädagogik (Wahlfach Englisch)

Modul 42580 ‘Text and Context I’ im B.A. Anglistik (HF)

Modul 43340 ‘Text and Context’ im B.A. Anglistik (NF)

Modul 6671-340, Seminarmodul im BSc Wirtschaftspädagogik Hohenheim

BA Lehramt Englisch, PH Ludwigsburg

#### **Course Offered:**

**Lecturer: Sibylle Baumbach**

**Tuesday, 11.30 – 13.00, KII, room 17.02**

## VL Survey of American Literature I

This lecture course provides an overview of U.S.-American literature from its beginnings until the Civil War. We will explore various inventions and formations of “American” and “American literature” during this time of discovery, settlement, upheaval, and national rise to power, examining some of the fundamental ideas, myths, assumptions, intellectual concepts, and popular perceptions that have influenced the ways in which Americans think and write about themselves and their nation. This course is intended to provide an overview of diverse literary traditions across a span of more than four hundred years. Obviously, due to the diversity of American experiences and the amount of time covered in this course, the survey will be relatively cursory. Your *Norton Anthology of American Literature* (two volumes) provides a more expansive selection of literary and cultural expressions from North America and you are encouraged to pursue these sections on your own as a supplement to the texts covered in class.

**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 59430 ‘Text und Kontext I’ im B.A. Lehramt

Modul 31800 ‘Text und Kontext’ im BSc Technikpädagogik (Wahlfach Englisch)

Modul 42580 ‘Text and Context I’ im B.A. Anglistik (HF)

Modul 43340 ‘Text and Context’ im B.A. Anglistik (NF)

Modul 6671-340, Seminarmodul im BSc Wirtschaftspädagogik Hohenheim

BA Lehramt Englisch, PH Ludwigsburg

### Courses Offered:

**Lecturer: Marc Prieue**

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

# VL MA-EASEL Lecture Series

## Current Approaches in Literatures, Cultures and Linguistics

This lecture series offers an overview of current research approaches in English linguistics, American literatures and cultures and English literatures and cultures. In the course of the semester, students will be introduced to a wide range of different methodological and theoretical approaches used in current research in the respective areas, which will be presented and discussed in the individual lectures. This will enable them to get a deep insight into emerging research areas and identify as well as contextualise their own research interests in close cooperation with lecturers from both areas, linguistics as well as literary and cultural studies.

Selected approaches of the disciplines involved will be deepened in the accompanying seminars, which focus on Linguistics or Literary and Cultural Studies respectively and offer an arena to further explore latest research approaches in the respective fields.

Please note that this lecture is part of the Module “Current Approaches”, which consists of the lecture (2 SWS), and a seminar, which students need to enrol for separately. Thereby they can choose between a seminar (2 SWS) in *either* Current Methodologies in Literatures and Cultures *or* Current Methodologies in Linguistics (see seminar descriptions for details).

### Reading:

For each lecture, lecturers will upload a paper that accompanies their presentation onto ILIAS.

### Types of Degree / Modules:

t.b.a.

### Courses Offered:

**C@mpus-LV: 172240360**

Lecturers from the departments of English Linguistics, American Literatures and Cultures, and English Literatures and Cultures

**Sibylle Baumbach** / **Marc Priewe** / **Judith Tonhauser** / **Sabine Zerbian**

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

## **Einführung in die Wissenskulturen**

Wissenskulturen in transdisziplinärer Perspektive (Philosophie, Literaturwissenschaft, Geschichte, GNT), Recherchemöglichkeiten, Institutionen der Wissensvermittlung in Stuttgart, Struktur des Studiengangs. Zur Ergänzung erhalten die Studierenden eine Lektüreliste, die im Selbststudium zu bearbeiten ist.

Die Studierenden bekommen einen Überblick über die spezifischen Aufgabenbereiche und Kompetenzen der beteiligten Fächer und Disziplinen im Hinblick auf den Komplex der Wissenskulturen. Sie lernen die Recherche- und Informationsbeschaffungsmöglichkeiten in Stuttgart kennen und werden mit den relevanten Institutionen der Wissensspeicherung und Wissensdistribution vor Ort vertraut gemacht (z.B. Württembergische Landesbibliothek, Hauptstaatsarchiv, Südwestrundfunk, Haus der Geschichte Baden Württemberg, Deutsches Literaturarchiv Marbach). Es wird in die unterschiedlichen Tätigkeitsbereiche aus dem Bereich „Wissenskulturen“ eingeführt. Die Studierenden sammeln vertiefte Erfahrungen im Transfer von akademischem Wissen zu zielgruppenorientierter Vermittlung.

### **Recommended Texts:**

t.b.a.

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

MA-Wissenskulturen: 74840 Grundlagen und Praxis

### **Courses Offered:**

**Lecturer: Thomas Wägenbaur**

**Thursday, 17.30 – 19.00, KII, room 17.23**

## 2. INTRODUCTION TO LITERARY STUDIES

This course will offer basic information about the skills required for reading and researching literature, such as concepts of literature, study techniques, bibliography, reference books, literary history, literary criticism, rhetorical and linguistic analysis of texts, prosody, elements of narrative and drama theory, genres of poetry, fiction and drama, as well as selected critical approaches. Systematic description will be on a par with practical application. The introductory course will be accompanied by two tutorials.

### Prerequisites:

Concurrent attendance of the course “Academic Writing / Essay Writing.”

### Required Texts:

Nünning, Vera, and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Klett, 2014.

(Further texts will be announced in the first session.)

### Types of Degree / Modules:

Modul 75120, Introduction to Literary Studies, BA Anglistik HF+NF

Modul 59390, Grundlagenmodul BA-Lehramt

Grundlagenmodul Literatur, BSc Wirtschaftspädagogik (Uni Hohenheim)

Grundlagenmodul, BSc/MSc Technikpädagogik

### Courses Offered:

**Lecturer: Sabine Metzger**

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

**or**

**Lecturer: Saskia Schabio**

**Tuesday, 11.30 – 13.00, KII, room 17.52**

**or**

**Lecturer: Diana Wagner**

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

**or**

**Lecturer: Martin Windisch**

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

**or**

**Lecturer: Udith Dematagoda**

**Thursday, 15.45 – 17.15, room 17.21**

**Lecturer: Jessica Bundschuh**

**Tuesday, 09.45 – 11.15, room 17.74**

**or**

**Lecturer: Dietmar Geyer**

**Tuesday, 15.45 – 17.15, KII, room 17.21**

**or**

**Lecturer: Whitney Peterson**

**Wednesday, 11.30 – 13.00, KII, room 17.72**

**or**

**Lecturer: Jessica Bundschuh**

**Thursday, 09.45 – 11.15, room 17.74**

### **3. TEXTUAL ANALYSIS (TA)**

**Das Modul Textwissenschaft bzw. Textual Research (Vorlesung + Seminar) wird nur im Sommersemester angeboten.**

(only in the summer semester)



## 4. TEXT AND CONTEXT / TEXT UND KONTEXT

### Case Study of Key Texts I: English Literatures Before 1800

This seminar accompanies the weekly lecture course “Text and Context: English Literatures Before 1800,” which provides an overview of English literature from its medieval and Renaissance beginnings up until around 1800. 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:**  
ILIAS Course Reader

**Types of Degree/Modules:**  
Modul 31800 Text und Kontext (Technikpädagogik)  
Modul 42580, Text and Context I im BA Anglistik  
Modul 43340, Text and Context im BA Anglistik Nebenfach  
Modul 59430, Text und Kontext 1 im BA-Lehramt  
Modul 6671-340, Seminarmodul, BSc Wirtschaftspädagogik, Uni Hohenheim

### Courses Offered:

**Lecturer: J. Bundschuh**  
**Tuesday, 14.00 – 15.30, KII, room 17.25**

**or**

**Lecturer: Selina-Marie Scholz**  
**Wednesday, 09.45 – 11.15, KII, room 17.14**

**or**

**Lecturer: Karolin Huber**  
**Thursday, 11.30 – 13.00, KII, room 17.24**

## **Case Study of Key Texts I: Survey of American Literature I**

This course accompanies the lecture course “Survey of American Literature I.” In weekly 45-minute sessions, it will provide students with the opportunity to engage more thoroughly with topics and texts introduced in the main lecture course. The seminar will also serve as a forum for unanswered questions relating to the material covered in the lecture course. Seminar work will focus on the practice of text study and it will aim to help students refine their research and reading skills. Students will acquire additional knowledge on the scholarly debates surrounding some key texts of American literature and will have the chance to develop and discuss their own positions on the texts and the texts’ historical and cultural contexts.

### **Required Texts:**

Baym, Nina, et al., editors. *The Norton Anthology of American Literature*. Vol 1., shorter 8th ed., Norton, 2012.

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

Modul 31800 Text und Kontext (Technikpädagogik)

Modul 42580, Text and Context I im BA Anglistik

Modul 43340, Text and Context im BA Anglistik Nebenfach

Modul 59430, Text und Kontext 1 im BA-Lehramt

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

### **Courses Offered:**

**Lecturer: Diana Wagner**

**Tuesday, 11.30 – 13.00, KII, room 17.13**

**or**

**Lecturer: Melissa Schlecht**

**Thursday, 08.00 – 09.30, KII, room 17.72**

**or**

**Lecturer: Melissa Schlecht**

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

## 5. MAIN SEMINARS

### **Attention, Distraction, and Mind-Wandering in 19th-Century (Short) Fiction**

What insights can 19th-century literature offer about attention, distraction, and mind-wandering? Which literary works were particularly successful at capturing and sustaining readers' attention, and why? In this seminar, we will delve into these questions by examining early theories of attention, alongside the influence of 19th-century attention economies, educational reforms, and the rise of periodical publishing and by discussing their impact on the design and reception of literary texts.

Taking into account a wide variety of different texts, we will investigate how attention, distraction, and mind-wandering are portrayed in these narratives and explore specific strategies that are used to draw and retain readers' attention. Our discussions will include theoretical texts that examine the concepts of attention, distraction, and mind-wandering; (early) psychological approaches, and a range of literary narratives, such as Maria Edgeworth's *Moral Tales*, James Hogg's *Winter Evening Tales*, Charles Dickens' *Sketches by Boz*, as well as (Gothic) short stories ranging from Richard Cumberland to Arthur Conan Doyle. Participants are expected to deeply engage in the texts that will be assigned and to take on small research tasks to further examine connections between 19th-century fiction and early theories of attention and distraction.

#### **Required Texts:**

All texts will be provided at the beginning of the semester; further reading will be announced in the course of the seminar.

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

Offen für alle Module (außer Intermediality)

#### **Courses Offered:**

**Lecturer: Sibylle Baumbach**

**Thursday, 14.00 – 15.30, KII, room 17.91**

## The Poetics of Vision and Blindness

The ability to *see* requires interpretation; it is not a passive act, nor is it altogether physiologically automatic. Although sight is rooted in the body, it filters what is ‘seen’ through a variety of cultural, social, and linguistic prisms and codes through which the world becomes conceivable visually for that particular seer; in fact, we might ask how much of a seeing person’s identity is connected to the ability to be reassured by the *visibility* of the surrounding world. In darkness, sighted individuals often come face-to-face with their overdependence on the optic nerve. In this seminar, we will approach literature as a robust site for sensory re-education. Thus, to explore a ‘spectrum of sightedness,’ including blindness and impaired vision, we will read, discuss, and respond to works from blind authors, like Stephen Kuusisto’s *Have Dog, Will Travel*, Daniel Simpson’s *School for the Blind*, and Georgina Kleege’s *Blind Rage: Letters to Helen Keller*, with the intention of putting ourselves in the shoes of subjects who rely on senses *other than* sight. Additionally, in the tradition of Tiresias, Oedipus Rex, and Virgil, we will read authors in which blind characters figure and/or the act of seeing plays an important role, like William Shakespeare (*King Lear*), William Wordsworth (“The Blind Highland Boy”), D. H. Lawrence (“The Blind Man”), W. B. Yeats (“On Baile’s Strand”), Joseph Conrad (“The End of the Tether”), J. M. Coetzee (*Waiting for the Barbarians*), and Ali Smith (*How to Be Both*), to evaluate how the literary tropes of blindness function for sighted readers. This pairing of literary texts created by sighted writers with those written by visually impaired or Blind writers will assist us in recognizing how non-figurative and figurative representations of blindness might be productively (re)approached as another mode of seeing and comprehending the world around us. Ultimately, our overarching objective is to address ableism – a discrimination that favors able-bodied individuals – and ‘distantism,’ a term coined by the DeafBlind poet and educator John Lee Clark to refer to the privileging of ‘distance senses,’ like sight and hearing, at the expense of those who rely, out of necessity, on ‘senses of immediacy,’ like touch, taste, or smell. As a result, we will strive for a balanced exploration of ‘distance’ and ‘proximity’ senses in our reading in an effort to signal common cause with those who have marginalized access where ‘distantism’ prevails. As part of a three-year School for Talents Faculty Project at the English Literatures and Cultures department, ‘Sensing Sight in Literature,’ the participants of this seminar will mentor Regina Weigele’s year 12 class from Dillmann-Gymnasium and participate in a two-day workshop in January on making Braille poems together with two poets (Bebe Ashley and Stephen de Búrca) from Northern Ireland: [https://www.ilw.uni-stuttgart.de/abteilungen/englische\\_literaturen/veranstaltungen/sensing-literature-talents/](https://www.ilw.uni-stuttgart.de/abteilungen/englische_literaturen/veranstaltungen/sensing-literature-talents/).

### Required Texts:

Clark, John Lee. *How to Communicate: Poems*. W.W. Norton, 2023.

Coetzee, J. M.. *Waiting for the Barbarians*. Vintage, 2004.

Kuusisto, Stephen. *Have Dog, Will Travel: A Poet’s Journey*. Simon & Schuster, 2019.

Shakespeare, William. *King Lear*. Edited by R. A. Foakes. The Arden Shakespeare, 2009.

Smith, Ali. *How to Be Both*. Penguin, 2015.

And an ILIAS Course Reader of poems, short stories and a play.

**Types of Degree/Modules:**

Modules 59480, Textformen im BA-Lehramt 2015

Modules 106401, Textformen

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

Modules 101460, Lit. and Cult. before 1900 - 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**

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

## **Joseph Conrad: World and Text**

In this course we will consider the work of Polish-born English novelist Joseph Conrad within the context of a world in transition; from the 19th to the 20th century, from realism to modernism, from the age of sail to steam-power. We will consider how Conrad's writing reflects themes of youthful idealism, nationalism, revolution, capitalism, colonialism, and masculinity.

### **Required Texts:**

t.b.a.

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

Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015

Modules 106401, Textformen – 106410, Intermediality im BA-Lehramt 2022

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence – 75240

Intermediality im BA-Anglistik 2018

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

Module 101460, Lit. and Cult. before 1900 – Module 101470, Lit. and Cult. after 1900 –Module

101510, Transcult. Encounters – Module 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: Udith Dematagoda**

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

## **The American Short Story: Focus 19<sup>th</sup> Century**

In 1837 American philosopher and literary critic Ralph Waldo Emerson delivered an address at Harvard University called “The American Scholar.” It is regarded as America’s declaration of literary independence because it demands a separation from “the courtly muses of Europe.”

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

Our seminar will provide an interpretation and analysis of American short stories throughout the 19<sup>th</sup> century. We will discuss stories by Washington Irving, Nathaniel Hawthorne and Edgar Allan Poe whose literary sketches, ambiguous moral explorations and strict formal guidelines shaped the genre in the first half of the century. We will turn to Herman Melville, Mark Twain, and Henry James, among other authors, who added and refined symbolic, realistic and psychological dimensions to the American short story. We will study short stories by female writers such as Sarah Orne Jewett, Mary Wilkens Freeman, Kate Chopin, Charlotte Perkins Gilman and Willa Cather who added further literary elements and new perspectives to the American short story at the turn of the century.

### **Required Texts:**

Will be provided on ILIAS.

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

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

Modules 101460, Lit. and Cult. before 1900 - 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: Wolfgang Holtkamp**

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

## **In Conversation with Globalization: Trends, Transitions, Transformations. Germany, India, South Africa, and Italy (Online Course)**

This is a course about the effects of globalization in an increasingly interconnected world. It will address various aspects of globalization and explore some of the challenges for societies in a new phase of globalization. This phase is marked by multifaceted developments. In our interdisciplinary course we will address and try to distinguish between developments that are current trends, complex transitions, and deep reaching transformations.

The discussion will take place with regard to Asia (focus on India), Africa (focus on South Africa) and Europe (focus on Germany and Italy). Course topics will include current debates in politics, economy, society, arts and literature.

This online course is offered in cooperation between the University of Stuttgart (Stuttgart, Germany), St. Xavier's College (Mumbai, India), Stellenbosch University (South Africa) and the University of Bergamo (Italy). Participants will study and learn together in a virtual classroom. Throughout the course they will work individually and in international groups.

The course will end with an **international project week in presence in Mumbai, India, in February 2025** (right after the end of seminars at the University of Stuttgart).

This interdisciplinary and intercultural course offers an excellent opportunity for studying in an international atmosphere and gaining intercultural competencies.

An ILIAS platform will be used for this online course.

**In mid-October there will be an orientation session for this course. If you register for the course on ILIAS, you will receive an invitation in time.**

### **Required Texts:**

Will be provided on ILIAS.

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

Module 42620, Interculturality im BA-Anglistik 2012

Module 75210, Interculturality im BA-Anglistik 2018

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

Module 101510, Transcult. Encounters im MA-EASEL

Modules 50060, Interculturality 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**

**ONLINE**



## 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 Text:

*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

### Type of Degree/Modules:

Modul 59500, Intermediality im BA-Lehramt 2015

Modul 106410, Intermediality im BA-Lehramt 2022

Modul 75240, Intermedialtiy im BA-Anglistik 2018

Modul 101520, Lit., Cult. and the Media im MA-EASEL

Modul 50060, Interculturality im M.Sc. Technikpädagogik

### Courses Offered:

**Lecturer: Igor Krstic**

**Blockseminar:**

<b>Thursday,</b>	<b>07.11.2024</b>	<b>09.45 – 17.15</b>	<b>Room M12.11 (Azenbergstr. 12)</b>
<b>Friday,</b>	<b>08.11.2024</b>	<b>09.45 – 17.15</b>	<b>Room 17.52</b>
<b>Saturday,</b>	<b>09.11.2024</b>	<b>09.45 – 17.15</b>	<b>Room 17.52</b>
<b>Sunday,</b>	<b>10.11.2024</b>	<b>09.45 – 17.15</b>	<b>Room 17.52</b>

## American Documentary Film

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

### Literature:

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

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

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

### Essential Viewing:

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

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

*Primary* (Robert Drew, 1960)

*Grey Gardens* (Albert Maysels, 1975)

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

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

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

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

### Type of Degree/Modules:

Modul 59500, Intermediality im BA-Lehramt 2015

Modul 106410, Intermediality im BA-Lehramt 2022

Modul 75240, Intermedialtiy im BA-Anglistik 2018

Modul 101520, Lit., Cult. and the Media im MA-EASEL

Modul 50060, Interculturality im M.Sc. Technikpädagogik

### Courses Offered:

**Lecturer: Igor Krstic**

**Blockseminar (Online):**

**Thursday, 05.12.2024 09.45 – 17.15**

**Friday, 06.12.2024 09.45 – 17.15**

**Saturday, 07.12.2024 09.45 – 17.15**

**Sunday, 08.12.2024 09.45 – 17.15**

## Eary Tales: Gothic Literature and the Auditory (FÜSQ)

Having emerged in the late 18th century with the publication of Horace Walpole's *The Castle of Ortantro* (1765), Gothic literature has proved to be an adaptable and flexible genre that constantly reinvents itself. Its classical tropes, such as haunted places and haunted minds, representations of violence and the oscillation between the rational and the irrational, address social, political and economic issues as well as cultural anxieties.

This course will examine Gothic literature from the perspective of Sound Studies. Gothic literature has a sonic dimension and eerie tales are as well *eary* tales, dealing with auditory phenomena. We will inquire into Gothic soundscapes and into Gothic auditory phenomena, such as the acousmatic experiences of sounds unseen and disembodied voices.

This course will examine American Gothic fiction and its sounds from its beginnings at the end of the eighteenth century to the present. We will focus on novels by Charles Brockden Brown, Ira Levin, and Jennifer Egan, and on short fictions by Edgar Allan Poe.

### Required Texts:

- Charles Brockden Brown. *Wieland; or, the Transformation*.
- Ira Levin. *Rosemary's Baby*.
- Jennifer Egan. *The Keep*.

Additional texts will be made available on ILIAS.

### Modulzuordnung in den Studiengängen:

Module 59500, Intermediality im BA-Lehramt 2015

Module 106410, Intermediality im BA-Lehramt 2022

Modules 75210, Interculturality – 75240 Intermediality im BA-Anglistik 2018

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

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

Module 50060, Interculturality im M.Sc. Technikpädagogik

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

### Courses Offered:

**Lecturer: Sabine Metzger**

**Monday, 11.30 – 13.00, K II, room 17.25**

## American Nature Writing From Transcendentalism to the Present (FÜSQ)

American nature writing has emerged as a literary genre in the 19<sup>th</sup> century in the context of Transcendentalism. Texts addressing the natural environment are more than writers' responses to the natural world, to its flora and fauna and to different habitats, for nature writing always implies *writing* nature. Embedded into cultural discourses, nature writing evokes contemporary concepts of nature (such as the Sublime or the Picturesque), it reflects cultural transformations, such as wilderness appreciation, conservationism, ecology, and social engagement, and it articulates a shift from a human-centered to a geo-centric perspective.

This course will examine nature writing at the intersection of eco-criticism and geohumanities. We will focus on texts by Ralph Waldo Emerson, Henry David Thoreau, Lafcadio Hearn, John Muir, Aldo Leopold, Gary Snyder, and contemporary voices such as J. Drew Lanham, who addresses the affective dimension of place and ties biophilia to topophilia.

### Required Texts:

- Henry David Thoreau. *The Portable Thoreau*. (Penguin Classics)
  - Aldo Leopold. *A Sand County Almanac: And Sketches Here and There*.
  - J. Drew Lanham. *The Home Place. Memoirs of a Colored Man's Love Affair with Nature*.
- Further texts will be made available on ILIAS

### Modulzuordnung in den Studiengängen:

Modules 59480, Textformen

Modules 106401, Textformen

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

Modules 101460, Lit. and Cult. before 1900 - 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**

**Wednesday, 11.30 – 13.00, K II, room 17.74**

## Postmodern American Literature and Culture

This course explores the intricate and multifaceted terrains of postmodernism in American literature. From playful metafiction to fragmented narratives, postmodern literature defies conventional modes and rules of storytelling, and challenges readers' perceptions of reality. We will examine key themes, techniques, and debates that characterize postmodernism, focusing on works by influential authors such as John Barth, Thomas Pynchon, Don DeLillo, Toni Morrison, Paul Auster, and William Gibson. We will also study the implications of postmodern ideas on current debates about race and gender in the United States.

### Required Texts:

Barth, John. "Life Story"; Pynchon, Thomas. *The Crying of Lot 49*; DeLillo, Don. *White Noise*; Morrison, Toni. *Beloved*; Auster, Paul. *City of Glass*; Gibson, William. *Neuromancer*.

### Types of Degree/Modules:

Module 59480, Textformen im BA-LA 2015

Modules 106401, Textformen im BA-LA 2022

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

Modules 101470, Lit. and Cult. after 1900 – 101570, Literary & Cultural Criticism Plus 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, K II, room 17.52**

## **Trusting in AI Narratives: Robots and AI in the Contemporary Anglophone Novel**

From hitchBot's unceremonious decapitation to the unbridled advancement of OpenAI's ChatGPT to our perceptions of intelligent systems on film and TV, we are either continuously trusting, learning to trust, or completely distrusting robots and AI technology in the digital age (or something in between). On one hand, robotic and AI depictions in contemporary literature can enable us to grapple with our shortcomings of technology and our overall lack of trust towards intelligent systems. At the same time, they also help to explore our anxieties and uncertainties about emerging technology and our dependency on them. While intelligent systems are programmed to trust, literary narratives can also challenge these limitations, questioning whether or not they are being exploited or to what extent the narratives affect our perspective and perceptions when we read fiction. Ishiguro's "Artificial Friend" Klara, for instance, generates empathy and trust throughout the novel through her selfless acts for others and human-like qualities, but she is nevertheless left to rot in a landfill at the end. This seminar will explore various representations of literary human-robot interactions in the Anglophone novel, from Klara's experience as an "Artificial Friend" in *Klara and the Sun* to Adam the "black box" and the bizarre human-robot love triangle in *Machines Like Me* to exploring gender and sexuality and confronting homophobia, incel culture, and cultural misogyny in *Autonomous* and *Annie Bot*. While these envisioned robotic storyworlds can serve as fertile grounds to posit challenges concerning trust in current and future human-robot scenarios, they also call into question the reader's own biases and effect upon thinking about technology.

### **Required Texts:**

Kazuo Ishiguro, *Klara and the Sun*. New York: Knopf, 2021. 9780571364909.

Ian McEwan, *Machines Like Me*. London: Jonathan Cape, 2019. 9781787331662.

Sierra Greer, *Annie Bot: A Novel*. Boston: Mariner Books, 2024. 9780063312692.

Annalee Newitz, *Autonomous*. London: Orbit, 2018. 9780765392084.

Becky Chambers, *A Closed and Common Orbit*. London: Hodder & Stoughton, 2016. 9781473621442.

Further reading will be provided via ILIAS at the beginning of the semester.

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

Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015

Modules 106400, Textformen – 106410, Intermediality im BA-Lehramt 2022

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

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

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: Curtis Runstedler**

**Tuesday, 15.45 – 17.15, K II, room 17.23**

## Literature and 5-E-Cognition

Today the sciences have come around (again) to understand that cognition is an embodied, embedded, enacted, extended, and also emotional activity (which cannot be reduced to the brain or some sort of wetware). As literary critics we can look a) at cognitive processes within literary texts or b) at the cognitive process of reading a literary text or c) at the cognitive process of reading within the literary text, i.e. self-reflexive fiction.

Metafiction is fiction about fiction; fiction that refers to its own fictionality, and as such it is often seen as a mode of writing designed to break the illusion of reality created by storytelling – and yet it cognitively involves the reader to an extent that the illusion becomes a reality (or “fun” for that matter!). Therefore, John Barth told us in *Lost in the Funhouse* (1968/1972):

“You tell me it’s self-defeating to talk about it instead of just up and doing it; but to acknowledge that I’m doing while I’m doing it is exactly the point”.

We will follow an abbreviated history of self-reflection in literature, while concentrating on the cognitive processes that it (always already) triggered in the readers (outside and) inside the text.

Lawrence Sterne, *The Life and Opinions of Tristram Shandy, Gentleman* (1759-1767)

John Barth, *Lost in the Funhouse* (1968/1972)

Paul Auster, *City of Glass* (1982)

A.S. Byatt, *Still Life* (1985)

Dave Eggers, *A Heartbreaking Work of Staggering Genius* (2000)

### Particular Reference:

Amy Cook, “4E Cognition and the Humanities”, chapter 47 in Alber Newen et. Al. (see below)

Merja Polvinen, *Self-Reflective Fiction and 4E Cognition An Enactive Approach to Literary Artifice*, NY, Routledge, 2023

### General Reference:

Albert Newen, Leon De Bruin, Shaun Gallagher (eds.) *The Oxford Handbook of 4E Cognition*, Oxford UP, 2018

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

Modules 59480, Textformen im BA-Lehramt 2015

Modules 106400, Textformen im BA-Lehramt 2022

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

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

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: Thomas Wägenbaur**

**Thursday, 14.00 – 15.30, K II, room 17.25**

## **Komplexität der Wissenskulturen: Big Data**

Die Veranstaltung gibt die Gelegenheit Projekte zu kritischen Fragen von Big Data und Wissenskulturen zu entwickeln. In der Vergangenheit befaßten sich die Projekte mit digitalen Museen, Übersetzungssystemen, Umweltschutz, Citizen Science, Datenchips, „The Quantified Self“, Smart Home, Meinungsfreiheit und Dark Net, Verbrechensvorhersage und vielen weiteren möglichen Themen.

### **Required Texts:**

Tba

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

MA-Wissenskulturen, MA-Digital Humanities,  
101520, Lit., Cult. and the Media im MA-EASEL

### **Courses Offered:**

**Lecturer: Thomas Wägenbaur**

**Thursday, 15.45 – 17.15, K II, room 17.23**



## Trauma Narratives

The term “trauma” comes from the Greek word meaning “*wound*” and is defined in the DSM (Diagnostic and Statistical Manual of Mental Disorders) as something “outside the range of ordinary human experience.” Scholar Cathy Caruth characterizes the traumatic wound as “the breach in the mind’s experience of time, self, and the world,” an event “experienced too soon, too unexpectedly to be fully known.” Trauma and pain are topics that usually resist language and narrative representation; yet, to understand and make sense of traumatic experiences, it is important to excavate and interrogate the unspeakable, so the process of healing can truly begin.

Authors who explore traumas in their writing are sometimes referred to as “wounded healers.” This perspective suggests that, by expressing and communicating their experiences of pain and suffering, writers not only facilitate their personal healing process but also extend a profound form of reciprocity and understanding to readers grappling with similar challenges. In the act of articulating their traumas in writing, these authors create narratives that transcend individual suffering and thereby create intersubjective spaces for healing, comfort, and resilience.

In this seminar, we will focus on various representations of trauma in U.S.-American literature and culture by engaging with narratives of diverse genres, forms, and traditions, both fictional and non-fictional. We will examine how trauma disrupts memory and subjectivity, having a profound influence on one’s identity, perception, and behavior. In the initial sessions, we will lay a theoretical foundation for engaging with trauma narratives and then analyze poems and shorter texts that deal with pain and trauma. We will discuss the (im)possibility of translating trauma into narrative and how authors grapple with the inadequacy of words and other means of representation to communicate their painful experiences—experiences that perhaps cannot be “fully known” even to themselves, returning to Caruth’s definition of trauma.

The heart of the course lies in the in-depth exploration of three longer trauma narratives: Art Spiegelman’s 1992 graphic memoir about the Holocaust, *Maus*, Toni Morrison’s fictional exploration of the trauma of slavery in 2008 novel *A Mercy*, set in the late seventeenth-century, and the recent memoir by *iCarly* and *Sam & Cat* star Jennette McCurdy *I’m Glad My Mom Died* (2022) about her struggles as a former child actor, including eating disorders, addiction, and a traumatizing relationship with her mother.

### Required Texts:

-McCurdy, Jennette. *I’m Glad My Mom Died*. 2022

-Morrison, Toni. *A Mercy*. 2008

-Spiegelman, Art. *The Complete MAUS: A Survivor’s Tale* (English edition). 1992

Additional texts and other material will be made available on ILIAS.

### Modulzuordnung in den Studiengängen:

Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015

Modules 106400, Textformen – 106410, Intermediality im BA-Lehramt 2022

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence – 75240

Intermediality im BA-Anglistik 2018

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

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, 14.00 – 15.30, K II, room 17.21**

## **King Lear: Shakespeare's play and its stage, film, television, and print adaptations**

The rewriting and adapting of Shakespeare's plays has always fascinated writers and theatre and film directors as one of the most demanding challenges in terms of artistically and politically responding to the works of the greatest playwright. The focus of this seminar is on the Lear rewrites and adaptations of the past 50 years. Edward Bond's *Lear* opened at the Royal Court Theatre in 1971. Twenty years later, Jane Smiley adapted the Lear story to the social milieu of twentieth-century Iowa in her best-selling novel *A Thousand Acres* (1991), which was awarded the Pulitzer Prize for Fiction in 1992. Tom Lanoye's *Koningin Lear: Naar Shakespeare* opened in 2015 in Amsterdam transferring the generational power conflicts into the world of the business magnate Elizabeth Lear. From the Hogarth Shakespeare project launched on occasion of celebrating 400 years of Shakespeare's legacy, we will study Edward St Aubyn's media tycoon novel *Dunbar* (2017). With Preti Taneja's debut novel *We That Are Young* (2017), we see a modern-day King Lear in the midst of the religious nationalism and the generational conflicts of modern India. Generational issues will also be central to Falk Richter's *Lear* adaptation at Schauspiel Stuttgart opening on 8 February 2025. TV and film adaptations, and the play's performance history, will be amply included.

Please read Shakespeare's *King Lear* and Bond's *Lear* before term starts.

### **Required Texts:**

Bond, Edward. *Lear*. Edited by Patricia Hern. Bloomsbury Methuen Drama, 2013.

Lanoye, Tom. *Königin Lear. Gas. 2 Stücke, aus dem Niederländischen von Rainer Kersten*. Verlag der Autoren, 2016.

Smiley, Jane. *A Thousand Acres*. Harper, 2004.

Shakespeare, William. *King Lear*. Edited by R. A. Foakes. Bloomsbury Arden Shakespeare, 1997. The Arden Shakespeare Third Series.

St Aubyn, Edward. *Dunbar*. Vintage, 2018.

Taneja, Preti. *We That Are Young*. Galley Beggar Press, 2017.

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

Modules 59480, Textformen – 59500, Intermediality im BA-Lehramt 2015

Modules 106401, Textformen – 106410, Intermediality im BA-Lehramt 2022

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

Module 70830, Interculturality im MA-Ed 2017

Module 106310, Interculturality im MA-Ed 2022

Module 101460, Lit. and Cult. before 1900 – Module 101470, Lit. and Cult. after 1900 – Module

101510, Transcult. Encounters – Module 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**

**Thursday, 17.30 – 19.00, K II, room 17.25**

## 6. MA-EASEL SEMINARS

### **Current Methodologies in Literature and Culture: (Re-)Reading *Frankenstein; or, The Modern Prometheus***

The aim of this seminar is to familiarise MA-EASEL students (specialising in English and American Studies) with applying the methodological paradigms of critical theory to one of the most iconic and influential novels ever written, Mary Shelley's *Frankenstein; or, The Modern Prometheus*. Please read *Frankenstein; or, The Modern Prometheus* before term starts.

#### **Required Texts:**

Shelley, Mary. *Frankenstein: The 1818 Text, Contexts, Criticism*. Third Norton Critical Edition. Edited by J. Paul Hunter. Norton, 2021. Norton Critical Editions.  
*The Cambridge Companion to Mary Shelley* and *The Cambridge Companion to Frankenstein* are accessible as Stuttgart University Library ebooks.  
Other texts will be provided on ILIAS.

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

Module 101480, Current Approaches: Seminar 1014802 Current Methodologies in the MA-EASEL

#### **Courses Offered:**

**Lecturer: Martin Windisch**  
**Wednesday, 17.30 – 19.00, K II, room 17.23**

## Academic Writing (MA-EASEL/English and American Studies)

This seminar will make MA-EASEL students specialising in English and American Studies, and MA 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*. Fifth Norton Critical Edition. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.

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

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

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

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

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

Other texts will be provided on ILIAS.

### Types of Degree/Modules:

MA-EASEL: Advanced Communication/Academic Writing

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

### Courses Offered:

**Lecturer: Martin Windisch**

**Wednesday, 08.00 – 09.30, K II, room 17.23**

## 7. LITERARY COMPETENCE AND RESEARCH COLLOQUIA

### Colloquium for Exam Candidates

#### “The best book club ever”: Exploring the Shortlist for the Booker Prize 2024

In this exam colloquium, we will explore the novels shortlisted for the Booker Prize 2024, i.e. novels that are deemed the best novels written in English and published in the UK this year. In addition to examining the history of the Booker and the politics behind this prestigious prize, we will discuss to what extent the shortlisted novels succeed in opening up “worlds and lives and voices that we may not have been aware of, taking us from what we know into what we can only imagine“ (Edmund de Waal, Chair of the Booker Prize 2024). We will also assess how these novels relate to literary traditions and explore to what extent their form and style contribute to their success.

We will spend around two sessions on each novel (paying special attention to the winner who will be announced on November 12th), before focusing on the reading list in preparation for the oral exam (for MEd. Candidates who are taking this colloquium as part of the module 70850 Linguistic and Literary Competence) at the end of the semester.

Students are expected to read the novels shortlisted for the Booker Prize 2024

(<https://thebookerprizes.com/the-booker-library/prize-years/2024>) as we will dive right into discussing these works. The shortlist consists of six novels which will be announced on the website of the Booker Prize on September 16<sup>th</sup>. We will begin with Anne Michaels’ “The Held”.

As enrolment is limited and exam candidates will be prioritized, please get in touch with the instructor before registering for this course via C@mpus.

#### Reading:

Anne Michaels, *Held* (Bloomsbury Publishing)

Rachel Kushner, *Creation Lake* (Jonathan Cape)

Samantha Harvey, *Orbital* (Jonathan Cape)

Percival Everett, *James* (Mantle)

Yael van der Wouden, *The Safekeep* (Viking)

Charlotte Wood, *Stoneyard Devotional* (Sceptre)

#### Types of Degree/Modules:

Module 27390, Kolloquium KLA Bf:

Module 70850, Literary & Linguistic Competence im MA-Ed 2017

Module 103370, Lit. & Ling. Competence im MA-Ed 2022

Module 41030 Kolloquium Lit. and Ling. (Technikpädagogik)

#### Courses Offered:

**Lecturer: Sibylle Baumbach**

**Wednesday, 09.45 – 11.15, K II, room 17.92**

## Re-Visiting American Literary History

**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 exam candidates will be prioritized.**

This course will re-examine American literary history through a curated selection of texts spanning from the Colonial Period to contemporary times. The exam colloquium aims to highlight the evolution of American literature, exploring themes, styles, and historical contexts. We will read and analyze works from different literary periods, taken from the reading list for the oral examination in the module "Linguistic & Literary Competences" to understand their impact on American cultural and literary landscapes.

### **Required Texts:**

Will be made available through ILIAS.

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

Module 27390, Kolloquium KLA Bf:

Module 70850, Literary & Linguistic Competence im MA-Ed 2017

Module 103370, Lit. & Ling. Competence im MA-Ed 2022

Module 41030 Kolloquium Lit. and Ling. (Technikpädagogik)

*Students need to contact the instructor personally before enrollment*

### **Courses Offered:**

**Lecturer: Marc Priewe**

**Tuesday, 09.45 – 11.15, K II, room 17.25**

## American Dreams – Early Modern to 21st Century

**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* and (colonial) dreams for 'brave new worlds' to Fitzgerald's modernist New York and 21st century versions of 'American' dreams. Through this lens, we trace seminal developments in American literary and cultural history. We investigate rewritings of the Puritan dream of a shining "City upon a Hill" (e.g. Hawthorne & Melville) as well as examining endeavours of 'reclaiming' the American dream. Our discussion will include powerful contributions from the Harlem Renaissance (Hughes, "What happens to a dream deferred"), and the Civil Rights Movement (King, "I have a dream"). Turning to 21st century examples, we engage with the fascinating short stories selected for the future A-level syllabus "On the Move: Migration and Cross-Cultural Encounters", all featuring hopes for American dreams to come true while questioning the meaning of Americanness through a migrant perspective.

Optional: Participants are cordially invited to contribute to the Erasmus+research project offered by the lecturer (<https://www.realitea.info/>).

### **Required Texts:**

William Shakespeare, *The Tempest* (1603). Any edition. - F. Scott Fitzgerald, *The Great Gatsby* (1925). Any edition.

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

Module 27390, Kolloquium KLA Bf:

Module 70850, Literary & Linguistic Competence im MA-Ed 2017

Module 103370, Lit. & Ling. Competence im MA-Ed 2022

Module 41030 Kolloquium Lit. and Ling. (Technikpädagogik)

*Students need to contact the instructor personally before enrollment*

### **Courses Offered:**

**Lecturer: Saskia Schabio**

**Tuesday, 14.00 – 15.30, K II, room 17.23**

## Intertextuality

This colloquium is designed for advanced students who plan on becoming teachers (MEd). Advanced MEd students will be prioritized. The colloquium intends to merge one of the most pertinent critical idioms in literary theory with the reading of prominent examples of intertextuality from Shakespeare to postmodern literature. We will probe the structural feature for which the term ‘intertextuality’ was coined in the 1960s – a term describing something which has been the backbone of literature from its very beginnings. In more recent theoretical discussions you will sometimes find terms such as ‘the figure of echo: a mode of allusion’, ‘the anxiety of influence’, ‘memory and literature’, and ‘the poetics of memory’ instead.

Please read *Jane Eyre* and *Wide Sargasso Sea* before term starts.

### Required Texts:

Allen, Graham. *Intertextuality*. 3<sup>rd</sup> ed. Routledge, 2022. The New Critical Idiom.

Brontë, Charlotte. *Jane Eyre*. Fourth Norton Critical Edition. Edited by Deborah Lutz. Norton, 2016. Norton Critical Editions

Conrad, Joseph. *Heart of Darkness*. Fifth Norton Critical Edition. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.

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

Defoe, Daniel. *Robinson Crusoe*. Second Norton Critical Edition. Edited by Michael Shinagel. Norton, 1994. Norton Critical Editions.

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

Shakespeare, William. *King Lear*. Edited by R. A. Foakes. Bloomsbury Arden Shakespeare, 1997. The Arden Shakespeare Third Series.

Shelley, Mary. *Frankenstein: The 1818 Text, Contexts, Criticism*. Third Norton Critical Edition. Edited by J. Paul Hunter. Norton, 2021. Norton Critical Editions.

Winterson, Jeanette. *Frankissstein: A Love Story*. Jonathan Cape, 2019.

Other texts will be provided on ILIAS.

### Types of Degree/Modules:

Module 27390, Kolloquium KLA Bf:

Module 70850, Literary & Linguistic Competence im MA-Ed 2017

Module 103370, Lit. & Ling. Competence im MA-Ed 2022

Module 41030 Kolloquium Lit. and Ling. (Technikpädagogik)

### Courses Offered:

**Lecturer: Martin Windisch**

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



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

### **Research Colloquium (biweekly)**

This bi-weekly colloquium offers a forum for discussing current approaches in English Literary and Cultural Studies, (envisaged or ongoing) research projects, and further work-in-progress. We will begin with some writing exercises (how to write an abstract; how to write a literature review) before moving on to presentations of current research projects.

The colloquium is open to Master students who are preparing, writing, or completing their MA-theses, PhD-students, postdocs, and academic staff. All MA- and PhD-students are expected to present (parts of) their theses in the course of the semester. If they are at a very early stage of their research and have not decided on a topic yet, students will be asked to act as respondent to a project that will be presented in the course of this semester. Please note that this is a bi-weekly course: the colloquium will start in week two (23 October).

*Students should contact the instructor personally before enrollment.*

#### **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:**

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

#### **Courses Offered:**

**Lecturer: Sibylle Baumbach**

**Wednesday, 11.30 – 13.00, K II, room 17.91**

## **Forschungs- und Doktorandenkolloquium (14-tägig) Research Colloquium (biweekly)**

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

This 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: 10/22/24, 5:30 pm, room 17.22

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

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

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

#### **Courses Offered:**

**Lecturer: Marc Priewe**

**Tuesday, 17.30 – 19.10, K II, room 17.51**

### 8. Introduction to Linguistics

#### Introduction to Linguistics (FÜSQ)

This course provides an introduction to the specifics of language structure and sets linguistics in its context within cognitive science. After a general introduction to the nature and structure of language, we study the various components of language such as speech sounds (phonetics and phonology), words and their internal structure (morphology), phrases and sentence structure (syntax), and the meaning of words and sentences (semantics).

**There will be additional tutorials for groups of around 25 participants. Regular attendance is compulsory. Please register for one of the accompanying tutorials on C@mpus.**

**Prerequisites:** All participants need to register for one (!) of the respective tutorials. The registration for the Introduction-Course is not necessarily needed before semester begins.

**Requirements:** Written exam, tutorial, assignments

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

LA (Bachelor), PO 2022: Pflichtmodul "Grundlagen der Lit. und Ling." (59390): Introduction to Linguistics (593902)

BA (Angl.), PO 2018: Basismodul "Introduction to Linguistics" (75130): Introduction to Linguistics (751301)

Technikpäd.: Grundlagen Englisch (TP): Grundlagen der Lit. und Ling. (27120)

Wi.päd.: Grundlagenmodul Linguistik (6671-280): Introduction to Linguistics

BA Lehramt Englisch, PH Ludwigsburg

#### **Courses Offered:**

**C@mpus-LV: (A) 172245000**

**Lecturer: Silke Fischer**

**Friday, 09.45 – 11.15, Breitscheid, room 2.00**

**or**

**C@mpus-LV: (B) 172245010**

**Lecturer: Heidi Altmann**

**Monday, 09.45 – 11.15, Breitscheid, room 2.01**

**(starting on 21<sup>st</sup> October)**

## **Additional weekly tutorials:**

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

LA (Bachelor), PO 2022: Pflichtmodul "Grundlagen der Lit. und Ling." (59390): Tutorial Linguistics (593904)

BA (Angl.), PO 2018: Basismodul "Introduction to Linguistics" (75130): Tutorial Linguistics (751302)

Technikpäd.: obligatorisches Tutorium zum Grundkurs "Introduction to Linguistics"

Wi.päd.: Grundlagenmodul Linguistik (6671-280): obligatorisches Tutorium zum Grundkurs "Introduction to Linguistics"

BA Lehramt Englisch, PH Ludwigsburg

**Please register for one of the following twelve tutorials.**

### **Courses Offered:**

**C@mpus-LV: (Tutorium 1 (A)) 172245020**

**Lecturer: Max Schmid**

**Wednesday, 09.45 – 11.15, KII, room 17.72**

**(starting on 23<sup>rd</sup> October)**

**or**

**C@mpus-LV: (Tutorium 2 (A)) 172245030**

**Lecturer: Max Schmid**

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

**(starting on 23<sup>rd</sup> October)**

**or**

**C@mpus-LV: (Tutorium 3 (A)) 172245040**

**Lecturer: Sebastian Schmidt**

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

**(starting on 21<sup>st</sup> October)**

**or**

**C@mpus-LV: (Tutorium 4 (A)) 172245050**

**Lecturer: Sebastian Schmidt**

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

**(starting on 22<sup>nd</sup> October)**

**or**

**C@mpus-LV: (Tutorium 5 (A)) 172245060**

**Lecturer: Darlyne Strobel**

**Tuesday, 14.00 – 15.30, KI, room 11.91**

**(starting on 22<sup>nd</sup> October)**

**or**

**C@mpus-LV: (Tutorium 6 (A)) 172245070**

**Lecturer: Darlyne Strobel**

**Tuesday, 15.45 – 17.15, KI, room 11.91**

**(starting on 22<sup>nd</sup> October)**

**C@mpus-LV: (Tutorium 1 (B)) 172245080**

**Lecturer: Shakira Frank**

**Monday, 14.00 – 15.30, KI, room 11.62**

**(starting on 21<sup>st</sup> October)**

**or**

**C@mpus-LV: (Tutorium 2 (B)) 172245090**

**Lecturer: Shakira Frank**

**Thursday, 14.00 – 15.30, KII, room 17.13**

**(starting on 24<sup>th</sup> October)**

**or**

**C@mpus-LV: (Tutorium 3 (B)) 172245100**

**Lecturer: Anna Kammerer**

**Wednesday, 08.00 – 09.30, KII, room 17.71**

**(starting on 23<sup>rd</sup> October)**

**or**

**C@mpus-LV: (Tutorium 4 (B)) 172245110**

**Lecturer: Anna Kammerer**

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

**(starting on 24<sup>th</sup> October)**

**or**

**C@mpus-LV: (Tutorium 5 (B)) 172245120**

**Lecturer: Sarah Kiefer**

**Monday, 15.45 – 17.15, KII, room 17.81**

**(starting on 21<sup>st</sup> October)**

**or**

**C@mpus-LV: (Tutorium 6 (B)) 172245130**

**Lecturer: Sarah Kiefer**

**Thursday, 15.45 – 17.15, KII, room 17.98**

**(starting on 24<sup>th</sup> October)**

## 9. Linguistic Levels

### Syntactic Theory

for (A): In this course we will see how syntactic theory can account for the ungrammaticality of sentences like the following:

- (1) \*It seems syntax to be fascinating
- (2) \*It is reluctant that Martin will do syntax.
- (3) \*How do you wonder what we will discuss?

In short, we will discuss all kinds of movement phenomena and empty categories. Moreover, we will be concerned with binding, control, theta and Case theory. Good basic knowledge of syntax is obligatory (based on *Introduction to Linguistics*).

for (B): **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.**

The aim of this seminar is to learn how to think syntactically. After reviewing your syntactic knowledge from previous courses, we will see how we can argue for or against a given syntactic model. We will be looking at how Government and Binding (GB) has dealt with certain syntactic phenomena, and we will then see how these phenomena can be accounted for in a minimalist framework. In detail, we will be dealing with binding, case, the internal structure of the NP, control vs. raising, and with a special emphasis, we will look into the internal make-up of the VP arguing for a more elaborated structure (VP, vP, VoiceP) than so far assumed.

#### For all courses:

**Prerequisites:** Introduction to Linguistics

**Requirements:** Written/final exam, assignments

#### Types of Degree / Modules:

LA (Bachelor), PO 2022: Pflichtmodul "Linguistic Levels 2" (106380): Phonology or Syntax (1063801)

LA (Bachelor), PO 2015: Pflichtmodul "Linguistic Levels 2" (59440): Syntax or Morphology (594401)

BA (Angl.), PO 2018: Kernmodul "Linguistic Levels" (220): Modul: Syntax (751801)

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

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

OR Kernmodul 2 "Linguistik" (6671-410): Syntactic Theory

#### Courses Offered:

**C@mpus-LV: (A) 172245300**

**Lecturer: Silke Fischer**

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

**or**

**C@mpus-LV: (B) 172245310**

**Lecturer: Patrick Lindert**

**Thursday, 15.45 – 17.15, KII, room 17.12 - HYBRID**

## 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.

### Literature:

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.

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

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

### Types of Degree/Modules:

LA (Bachelor), PO 2022: Pflichtmodul „Linguistic Levels 2“ (106380): Phonology or Syntax (1063801)

LA (Bachelor), PO 2015: Pflichtmodul „Linguistic Levels 1“ (59420): Phonology or Semantics (594201)

BA (Angl.), PO 2018: Kernmodul “Linguistic Levels” (220), Modul: Phonetics/Phonology (751601)

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: 172245320**

**Lecturer: Sabine Zerbian**

**Monday, 09.45 – 11.15, KII, room 17.02**

## 10. Language & Cognition

### for (A): Introduction to psycholinguistics

This course is an introduction to psycholinguistics, the empirical study of the cognitive factors involved in how we acquire, perceive and produce language. These questions can be raised for different aspects of language and range from the way that children acquire sounds, words and syntactic structures to how adults resolve pronominal reference or compute the various inferences that sentences trigger. During the semester, we will survey some of the major findings and open questions in psycholinguistic research, as well as the experimental methods used to conduct it. Depending on the number of enrolled students, assessment will take the form of a project conducted as a class, or in small groups.

### for (B): Second Language Acquisition

The aim of this seminar is to provide in-depth knowledge concerning second language acquisition (L2A): How does it differ from L1A, which factors may be responsible for more or less successful L2 learning, what do we know about the L2 development of different grammatical aspects (Phonology, Morphology, Syntax)? Closely related areas such as first language acquisition, language teaching, and bilingualism will also be touched upon.

This is a discussion based seminar, which means you are expected to have done the readings before coming to class each week.

required course reading:

Hummel, Kirsten M. (2014 or 2021). *Introducing Second Language Acquisition: Perspectives and Practices*. Chichester: Wiley Blackwell.

additional texts will be made available in the seminar

### for (C): Vocabulary Acquisition in L1 and L2

The importance of vocabulary in both first and second/foreign language learning cannot be overstated. Vocabulary size in one's L1 is a significant predictor of literacy and overall academic success, which also makes it a critical factor in L2 development. Within L2 learning, vocabulary size is also a significant predictor of various aspects of language proficiency, including proficiency in reading, listening, speaking, and writing skills.

In this course, we will be looking at how vocabulary is acquired, including all the different aspects of word knowledge, from pronunciation to grammatical properties. We will investigate the impact of various factors which distinguish L1 vocabulary acquisition from L2 vocabulary acquisition, such as learners' age and age of onset, cognitive development, typological differences between L1 and L2, and learning context.

The course will also give considerable attention to practical teaching and learning implications.

### for (D): Introduction to Psycholinguistics

This course is an introduction to psycholinguistics, specifically the topics of language acquisition, language comprehension, and language production. Students also acquire an understanding of research methodologies used in psycholinguistics as well as the ability to read original research articles in psycholinguistics. Readings include chapters from Julie Sedivy's "Language in Mind" (2019/2020, Oxford University Press) as well as several original research articles.

Students are expected to have read the assigned reading before class so that class time can be used for activities, to clarify difficult concepts introduced in the reading, to discuss the reading, and apply the material to new case studies and topics.

**For all courses:****Prerequisites:** Introduction to Linguistics, Linguistic Levels**Requirements:** t.b.a., e.g. final exam**Types of Degree / Modules:**LA (Bachelor), PO 2015/2022: Pflichtmodul "Language and Cognition" (59490): Language and Cognition (594901)BA (Angl.), PO 2018: Modul "Language and Cognition" (59490): Language and Cognition (594901)Technikpäd.: Erweiterte Themenbereiche Englisch (TP): Language and Cognition (27200)**Courses Offered:****C@mpus-LV: (A) 172245360****Lecturer: Deniz Özyildiz****Tuesday, 14.00 – 15.30, KI, room 11.62****or****C@mpus-LV: (B) 172245370****Lecturer: Heidi Altmann****Thursday, 11.30 – 13.00, KII, room 17.12****or****C@mpus-LV: (C) 172245380****Lecturer: Kateryna Derkach****Tuesday, 14.00 – 15.30, KI, room 11.42****or****C@mpus-LV: (D) 172245390****Lecturer: Lisa Hofmann****Thursday, 09.45 – 11.15, KI, room 11.91****or****Please also regard below course from Chantalle van Dijk covering the same Language & Cognition-modules!**



**Please also note the following course offered by Linguistics/Romance. The number of participants in the following course may be limited for English students.**

### **Child bilingualism: acquisition, processing and cognition**

In this course we will explore the topic of child bilingualism with a special focus on bilingual first language acquisition, lexical and sentence processing and cognitive aspects of child bilingualism. Some of the questions that we will discuss during this course are: Which factors influence bilingual language acquisition? Are bilingual children two monolingual children in one? And do bilingual children have a cognitive advantage? We will investigate these and other questions by focussing on the outcomes of recent (experimental) studies in the field. In doing so, students will get familiar with different experimental techniques that are typically employed in child bilingualism research, such as elicited production, eye-tracking (visual-world paradigm) and structural priming.

Content of the seminars will be a mix between (short) lectures, discussion of literature and presentations by students.

At the end of this course students have knowledge about key topics in the field of child bilingualism, understand how these topics can be investigated and how to set up their own study to do so, and to critically assess literature investigating child bilingualism.

**Prerequisites:** Students should have already taken Introduction to Linguistics and two other linguistics courses (i.e. phonetics/phonology, morphology, syntax, or semantics/pragmatics)

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

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

LA (Bachelor), PO 2015/2022: Pflichtmodul "Language and Cognition" (59490): Language and Cognition (594901)

BA (Angl.), PO 2018: Modul "Language and Cognition" (59490): Language and Cognition (594901)

Technikpäd.: Erweiterte Themenbereiche Englisch (TP): Language and Cognition (27200)

#### **Courses Offered:**

**C@mpus-LV: 192420180**

**Lecturer: Chantalle van Dijk**

**Monday, 09.45 – 11.15, KII, room 17.11**

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

### Advanced Semantics: Event semantics

Natural language sentences describe eventualities, a cover term for states and events. We can model this by assuming that certain predicates come with an eventuality argument, which can be modified, located in actual or non-actual space and time, and related to individuals.

- (1) a. Jones buttered the toast slowly.  
b.  $\exists e[\text{butter}(e) \ \& \ \text{slow}(e) \ \& \ \text{agent}(e) = \text{jones} \ \& \ \text{theme}(e) = \text{theToast} \ \& \ \text{past}(e) \ \& \ \text{in}(e, w_0)]$

The goal of this course is to show how eventualities can be incorporated into our semantics, the advantages of doing so, and the issues that arise in the process.

Students will learn to categorize and empirically assess sentences for the kinds of eventualities that they describe, across different languages. They will gain greater proficiency with the formal methods used to model natural language phenomena.

Assessment is based on a manageable number of (pass/fail) assignments that are intended to check whether students are comfortable with the technical material, and a final research paper.

**Prerequisites:** Introduction to Linguistics, Semantic Theory

#### 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: Erganzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA-EASEL: Pflichtmodul Theoretical Linguistics (101440), Theoretical Semantics (1014404)

OR Pflichtmodul Empirical Approaches to Linguistics (101450), Empirical Approaches to Semantics (1014504)

OR Pflichtmodul Current Approaches in Linguistics and Literary and Cultural Studies (101480), Current Methodologies (1014802)

OR Pflichtmodul Contemporary Linguistic Theory (101490): Contemporary Semantic Theory (1014904)

OR Pflichtmodul Empirical Foundations of Linguistic Theory (101500): Empirical Foundations of Semantic Theory (1015004)

OR Spezialisierungsmodul Current Issues in Empirical and Theoretical Linguistics (101560), Specialization in Semantics (1015604)

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

Technikpad.: Modul „Advanced Linguistics“ (59510): Advanced Semantics (595105)

Wi.pad.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

#### Courses Offered:

**C@mpus-LV: 172245410**

**Lecturer: Deniz Ozyildiz**

**Monday, 14.00 – 15.30, KII, room 17.81**

## Advanced Semantics: Attitude reports

We often talk about what people say, think, want, wonder, etc., also known as their (mental) attitudes.

- (1) Alice thinks that it's raining in Konstanz.
- (2) Alice wondered if it was raining in Konstanz.

Attitudes and the way that we talk about them have been studied for a long time, and they are still under active investigation today. This in the different subfields that make up the cognitive sciences, and from cross-linguistic, empirical and formal perspectives.

The course will introduce intensional (or possible world) semantics in order to start modeling the properties of attitude reports. We will then review some classical topics in attitude reports, such as why Ralph's belief is not contradictory in (3), or why (4) doesn't commit anybody but Ralph to the existence of unicorns.

- (3) Ralph believes that the tallest building is not the tallest building.
- (4) Ralph wants to find a unicorn.

We will then move towards more contemporary topics such as modeling people's attitudes towards questions, as in (2), stability and variation across languages, and what attitude reports might teach us about the syntax-semantics interface in general.

Assessment is based on a manageable number of (pass/fail) assignments that are intended to check whether students are comfortable with the technical material, and a final research paper.

**Prerequisites:** Introduction to Linguistics, Semantic Theory

### 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: Pflichtmodul Theoretical Linguistics (101440), Theoretical Semantics (1014404)  
OR Pflichtmodul Empirical Approaches to Linguistics (101450), Empirical Approaches to Semantics (1014504)  
OR Pflichtmodul Current Approaches in Linguistics and Literary and Cultural Studies (101480), Current Methodologies (1014802)  
OR Pflichtmodul Contemporary Linguistic Theory (101490): Contemporary Semantic Theory (1014904)  
OR Pflichtmodul Empirical Foundations of Linguistic Theory (101500): Empirical Foundations of Semantic Theory (1015004)  
OR Spezialisierungsmodul Current Issues in Empirical and Theoretical Linguistics (101560), Specialization in Semantics (1015604)  
OR Wahlpflichtmodul Interdisciplinary Studies (101610): English Linguistics (1016101)  
Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Semantics (595105)  
Wi.päd.: Kernmodul 4 „Linguistik“ (6671-710): Advanced Linguistics

### Courses Offered:

**C@mpus-LV: 172245420**

**Lecturer: Deniz Özyildiz**

**Tuesday, 11.30 – 13.00, KI, room 11.71**

## Advanced semantics/pragmatics: Negation and polarity in discourse

Sentences with and without negation behave differently in discourse. Although the sentences in (1) and (2) have the same entailments, they allow for different continuations.

1. Mary passed the exam.
  - a. # Neither did Sue.
  - b. # Why not?
  - c. # Not even after partying all night.
2. Mary didn't fail the exam.
  - a. Neither did Sue.
  - b. Why not?
  - c. Not even after partying all night.

One question we will think about its this: If the meaning of (1) and (2) is the same, why do they allow for different continuations? What makes the continuations possible or not?

Another way in which positive and negative sentences are different is that they allow for different ways of agreeing with polar response particles (like English *yes* and *no*). For a positive utterance, *yes* is used to agree, and *no* is used to disagree (3). For a negative utterance, either particle can be used to agree or disagree (4), often leading to misunderstandings.

3. Mary passed the exam.
  - a. Yes, she did. (agree)
  - b. No, she didn't. (disagree)
  - c. # Yes, she didn't.
  - d. # No, she did.
4. Mary didn't fail the exam.
  - a. Yes, she did. (disagree)
  - b. No, she didn't. (agree)
  - c. Yes, she didn't. (agree)
  - d. No, she did. (disagree)

Again, the entailments of the first sentences in (3) and (4) cannot explain this difference.

In this class, we explore an explanation of these differences on the interfaces between syntax, semantics, and pragmatics.

Students will learn about formal semantic, syntactic approaches to negation and its effects in discourse. You will also develop your skills in reading and comprehending research papers in semantics and pragmatics, as well as developing and presenting a research question in your own research paper.

Assessment is based on short assignments, in-class activities, and a final squib (a short linguistics paper that clearly outlines a research question or empirical problem).

**Prerequisites:** Semantics: An introduction to formal semantics (basic knowledge of set theory, predicate logic, lambda calculus)

Syntax: Basic phrase-structure rules, being able to draw basic tree structures for English sentences

**Requirements:** see description

### 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: Erganzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280),

Stand: 24. Oktober 2024

[back to the Table of contents](#)

44

Advanced Semantics (752801)

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

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

OR Pflichtmodul Theoretical Linguistics (101440), Theoretical Semantics (1014404)

OR Pflichtmodul Empirical Approaches to Linguistics (101450), Empirical Approaches to Semantics (1014504)

OR Pflichtmodul Current Approaches in Linguistics and Literary and Cultural Studies (101480), Current Methodologies (1014802)

OR Pflichtmodul Contemporary Linguistic Theory (101490): Contemporary Semantic Theory (1014904)

OR Pflichtmodul Empirical Foundations of Linguistic Theory (101500): Empirical Foundations of Semantic Theory (1015004)

OR Spezialisierungsmodul Current Issues in Empirical and Theoretical Linguistics (101560), Specialization in Semantics (1015604)

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

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

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

## **Courses Offered:**

**C@mpus-LV: 172245430**

**Lecturer: Lisa Hofmann**

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

## Advanced Phonology: Variation and Change

In this advanced seminar, we will look in detail at certain linguistic variables (e.g., specific mergers, splits, deletions, assimilations) that contribute to regional or social variation, especially (but not exclusively) within English. In-depth discussion of exemplary empirical investigations and other scientific texts will prepare students for the ultimate goal of (a) designing their own original (socio)linguistic study or (b) providing a critical overview of existing case studies on a specific linguistic variable in a language of their choice.

**Prerequisite:** Basic Phonetics and Phonology, Language Variation

**Requirements:** tba

### 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: Pflichtmodul Current Approaches in Linguistics and Literary and Cultural Studies (101480): Current Methodologies (1014802)

OR Pflichtmodul (101450): Empirical approaches to Phonology (1014501)

OR Pflichtmodul Empirical Foundations of Linguistic Theory (101500): Empirical Foundations of Phonological Theory (1015001)

OR Spezialisierungsmodul Current Issues in Empirical and Theoretical 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: 172245440**

**Lecturer: Heidi Altmann**

**Monday, 14.00 – 15.30, KII, room 17.11**

**Please also note the following course offered by Linguistics/German. The number of participants in the following course may be limited for English students.**

## **Historical Morphosyntax of the Germanic Languages**

see C@mpus for details

### **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 Semantics (725703)

### **Courses Offered:**

**C@mpus-LV: 182241600**

**Lecturer: Ellen Brandner**

**Wednesday, 11.30 – 13.00, KI, room 11.82**

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

### **Human Sentence Processing**

see C@mpus for details

**Types of Degree / Modules:**

#### **Courses Offered:**

**C@mpus-LV: 172245460**

**Lecturer: Titus von der Malsburg**

**Monday, 14.00 – 15.30, KII, room 17.25**



# The psycholinguistics of neural language models

see [C@mpus](#) for details

## Types of Degree / Modules:

BA (Angl.) HF, PO 2018: Ergänzungsmodulecontainer “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)

## Courses Offered:

[C@mpus-LV: 172245470](#)

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

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

## 13. Linguistic Competence and research colloquia (*M.A. Level*)

### Types of Degree / Modules:

LA (Master), PO 2017/2022: 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

### For all courses:

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

**Requirements:** Presentation, final exam (Technikpädagogik) or oral exam (M.Ed.).

### Linguistic Competence (A): Semantics

This course is open to M. Ed. students who have taken Semantic Theory and who want to take the M. Ed. oral exam in the “Linguistic and Literary Competence” module with me as the linguistics examiner. The course addresses advanced topics in semantics and pragmatics. Students also learn about the history of English.

Prerequisite: Semantic Theory; ideally also an Advanced Semantics course.

Registration: Sign up to the waitlist on C@mpus and send an email to [judith.tonhauser@ling.uni-stuttgart.de](mailto:judith.tonhauser@ling.uni-stuttgart.de) with 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: 172245500**

**Lecturer: Judith Tonhauser**

**Thursday, 14.00 – 15.30, KII, room 11.01 (on top floor in K2)**

### Linguistic Competence (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](mailto:sabine.zerbian@ifla.uni-stuttgart.de)).

**C@mpus-LV: 172245510**

**Lecturer: Sabine Zerbian**

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

### Linguistic Competence (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 spring 2025.

Topic areas: Syntax plus the topics fixed by the exam regulations; your major topic 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](mailto:silke.fischer@ifla.uni-stuttgart.de)) with your background in syntax.

**C@mpus-LV: 172245520**

**Lecturer: Silke Fischer**

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

## **Research colloquium:**

### **“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: 172245530**

**Lecturer: Judith Tonhauser / Daniel Hole**

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

## 14. Ringvorlesung / Lecture Series

### Current Approaches in Literatures, Cultures and Linguistics

This lecture series offers an overview of current research approaches in English linguistics, American literatures and cultures and English literatures and cultures. In the course of the semester, students will be introduced to a wide range of different methodological and theoretical approaches used in current research in the respective areas, which will be presented and discussed in the individual lectures. This will enable them to get a deep insight into emerging research areas and identify as well as contextualise their own research interests in close cooperation with lecturers from both areas, linguistics as well as literary and cultural studies.

Selected approaches of the disciplines involved will be deepened in the accompanying seminars, which focus on Linguistics or Literary and Cultural Studies respectively and offer an arena to further explore latest research approaches in the respective fields.

Please note that this lecture is part of the Module “Current Approaches”, which consists of the lecture (2 SWS), and a seminar, which students need to enrol for separately. Thereby they can choose between a seminar (2 SWS) in *either* Current Methodologies in Literatures and Cultures *or* Current Methodologies in Linguistics (see seminar descriptions for details).

#### Reading:

For each lecture, lecturers will upload a paper that accompanies their presentation onto ILIAS.

#### Types of Degree / Modules:

t.b.a.

#### Courses Offered:

**C@mpus-LV: 172240360**

**Lecturers** from the departments of English Linguistics, American Literatures and Cultures, and English Literatures and Cultures

**Sibylle Baumbach / Marc Priewe / Judith Tonhauser / Sabine Zerbian**

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

# EXERCISES: SCIENTIFIC LANGUAGE PRACTICE

## 15. Academic Writing

### Academic Writing (1st semesters)

This seminar is aimed at teaching students to become good writers of academic essays or scholarly papers in English. The focus will be on how to structure, lay out, format and write a scholarly or academic essay in English and American literary studies or in the field of English linguistics. Students will also learn how to reference literary studies and linguistics papers properly, how to research, and how to find and use appropriate scholarly sources in university libraries and electronic databanks.

Required Texts will be provided in class or uploaded to ILIAS.

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

### Types of Degree / Modules:

LA (Bachelor), PO 2022: Pflichtmodul "Sprachpraxis 1 (Lehramt)" (106360): Academic Writing (106361)

### Courses Offered:

**C@mpus-LV: 172242630**

**Lecturer: Whitney Peterson**

**Monday, 11.30 – 13.00, KII, room 11.01 (top floor in building K2)**

**or**

**C@mpus-LV: 172242650**

**Lecturer: David Cross**

**Monday, 14.00 – 15.30, KII, room 11.01 (top floor in building K2)**

**or**

**C@mpus-LV: (A) 172246400**

**Lecturer: Amanda Kahrsch**

**Wednesday, 08.00 – 09.30, KII, room 17.51**

**or**

**C@mpus-LV: (C) 172246430**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: 172242660**

**Lecturer: David Cross**

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

**or**

**C@mpus-LV: 172242640**

**Lecturer: Dietmar Geyer**

**Wednesday, 17.30 – 19.00, KII, Online**

**or**

**C@mpus-LV: (B) 172246410**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: 172242670**

**Lecturer: David Cross**

**Friday, 09.45 – 11.15, KII, room 17.51**

## Academic Writing (MA-EASEL/English and American Studies)

This seminar will make MA-EASEL students specialising in English and American Studies, and MA 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*. Fifth Norton Critical Edition. Edited by Paul B. Armstrong. Norton, 2016. Norton Critical Editions.

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

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

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

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

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

Other texts will be provided on ILIAS.

### Types of Degree/Modules:

MA-EASEL: Advanced Communication/Academic Writing

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

### Courses Offered:

**C@mpus-LV: 172240160**

**Lecturer: Martin Windisch**

**Wednesday, 08.00 – 09.30, K II, room 17.23**

## 16. Translation & Verbal Communication

### Advanced Academic Discourse

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

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

#### Types of Degree/Modules:

LA (Master), PO 2017: Pflichtmodul "Sprachpraxis 3" (70840): Verbal Communication (708402)

LA (Master), PO 2022: Pflichtmodul "Sprachpraxis 3 (Lehramt)" (106320): Advanced Academic Discourse (1063201)

BA (Angl.), PO 2018: Basismodul "Language Practice 2" (75300): Advanced English Usage (753002)

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

Technikpäd. (alt): Modul "Sprachpraxis 3" (27210): Advanced Verbal Communication (272102)

Technikpäd., PO 2021: Modul "Sprachpraxis 3 TP" (103380): Verbal Communication (1033802)

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

#### Courses Offered:

**C@mpus-LV: (A) 172246200**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: (B) 172246210**

**Lecturer: Amanda Kahrsch**

**Thursday, 09.45 – 11.15, KII, 17.51**

**or**

**C@mpus-LV: (C) 172246220**

**Lecturer: Amanda Kahrsch**

**Wednesday, 14.00 – 15.30, KII, 17.71**

**or**

**C@mpus-LV: 172242610**

**Lecturer: David Cross**

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

**or**

**C@mpus-LV: 172242620**

**Lecturer: Jessica Bundschuh**

**Thursday, 11.30 – 13.00, K II, room 17.11**

**or**

**C@mpus-LV: 172242690**

**Lecturer: Geoff Rodoreda**

**Blockseminar: Monday, 14.00 – 19.00**

**October 14<sup>th</sup> & 28<sup>th</sup>, room 11.11**

**January 13<sup>th</sup>, 20<sup>th</sup> & 27<sup>th</sup>, room 2.11 (Breitscheidstr. 2b)**

## **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: 172246300**

**Lecturer: Amanda Kahrsch**

**Thursday, 08.00 – 09.30, KII, room 17.81**



## **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: 172245800**

**Lecturer: Amanda Kahrsch**

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

## Other

### 18. EXERCISES / (SQs)

#### Play-Reading WS 2024/25

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. Each of the plays we are going to read had only recently their premiere or revival.

The focus of the majority of plays we are going to read this coming winter semester will be on family relationships. The readings will start off with Sarah Gordon's quick-witted drama *Underdog* (2023) about the literary canon's most famous sisters: The Brontë sisters. The play exposes the envy and competition beneath the Brontës' sisterliness and the romantic image we might have had of Charlotte, the eldest and most famous one, might receive a heavy blow.

American dramatist Jez Butterworth's play *The Hills of California* (2024) features a dying mother whose four grown-up daughters gather at her Blackpool home and guesthouse in Northern England in 1976 to say their last goodbyes. In flashbacks the past unfolds where we see how their ambitious mother wanted to turn her siblings into a musical act in the mould of the Andrews sisters and how she tried to 'sell' them to a big-time American agent which came at a high price for the family.

Around Christmas time we will first witness a four-generation celebration of a golden wedding anniversary in a grand country home in England on the eve of World War II. In the centre of Dodie Smith's classic play *Dear Octopus* (1938) we observe great-grandmother Dora and how she takes delight in her often chaotic family. And to keep with the tradition of the festive season Danny Robins' comic thriller and supernatural drama *2:22* (2021) will take us to a haunted house where a mother hears spooky noises each night at 2:22.

*Till the Stars Come Down* (2023) portrays a wedding day of a working-class family in the Midlands in the England of today. Alongside the clichés of such dramas including awkward aunts and uncles, face-offs between estranged siblings, drunken flirting and everyone having a dress crisis, Beth Steel incorporates in her new drama the recent migration debate and tells the histories of men who were once miners, and being now unemployed try to make ends meet with odd jobs. Finally Branden Jacobs-Jenkins' thoughtful post-pandemic play *The Comeuppance* (2024) features in a tragicomic way a group of former high-schoolers who meet after 20 years. What was meant to be a reunion to reminisce and reconnect turns with a rising level of alcohol consumption into personality contests involving discussions about America's part in recent wars, 9/11, the storming of the Capitol, gun crime and the losses of Covid.

Students of all semesters are welcome to our 'online' reading 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 of our meetings and how to get a certificate. It will be available at the **introductory meeting on Thursday October 24<sup>th</sup>, also again at 7 p.m.!!!**

**Required Texts:** Playscripts will be supplied

**Types of Degree/Modules:** SQ

**Courses Offered:**

**Lecturers:** Dietmar Geyer  
**Thursday, 19.00 – 21.00, KII, room 17.15**

## **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.

### **Lektürevorschläge:**

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.

### **Filme:**

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).

### **Voraussetzung:**

Introduction to Literary Studies

### **Studiengang:**

All degrees requiring SQs

### **Courses Offered:**

**Lecturer: Nicole Golombek, Theater- und Literaturkritikerin**

**der *Stuttgarter Nachrichten***

**Thursday, 09.45 – 11.15, K II, room 17.98**

## **Public History and Museum Education**

In collaboration with Haus der Geschichte in Stuttgart, students of this course will be introduced to the field of public history. They will assist the curators in creating a digital tour of the exhibition "American Dreams – A New Life in the USA," aimed at providing schools and educators with a detailed understanding of the exhibition's content. The primary focus will be on the didactic adaptation of the exhibition materials and the development of interactive and multimedia educational formats. Students will also design concepts for audience-specific educational programs and tackle the challenges of presenting historical content digitally. Thus, this seminar will allow students to apply their theoretical knowledge of public history in practical settings, gaining valuable experience in museum education.

Prerequisites:

successful participation in Introduction to Literary Studies

### **Recommended Texts:**

*t.b.a.*

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

*t.b.a.*

### **Courses Offered:**

**Lecturer: Melissa Schlecht**

**Blockseminar: Friday, 09.00 – 15.00, room t.b.a.**

**November 08<sup>th</sup> & 15<sup>th</sup> and December 13<sup>th</sup>**

## Visual Culture and Marketing

Visual aspects of popular culture (Film, TV, advertising, fashion, social networks etc.) can be both subjected to a cultural critique and they can become the objective of experiential marketing. This is also what can be termed “Convergence Culture,” which is “where old and new media intersect, where grassroots and corporate media collide, where the power of the media producer and the power of the consumer interact in unpredictable ways” (Henry Jenkins). This seminar will offer an introduction to Visual Communication, the field of Popular Visual Culture Studies—and to Visual Marketing.

### Recommended Texts:

#### *Popular Culture:*

Du Gay, Paul, and Stuart Hall et al. *Doing Cultural Studies: The Story of the Sony Walkman*. Sage, 1997. (on ILIAS).

Guins, Raiford, and Omayra Zaragoza Cruz. *Popular Culture. A Reader*. Sage, 2005.

Jenkins Henry. *Convergence Culture: Where Old and New Media Collide*. NY UP, 2006.

#### *Visual Culture:*

Rose, Gillian. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*. 2nd ed., Sage, 2007.

Sturken, Marita, and Lisa Cartwright. *Practices of Looking: An Introduction to Visual Culture*. Oxford UP, 2001.

Mirzoff Nicholas. *The Visual Culture Reader*. 2<sup>nd</sup> ed., Routledge, 1998.

#### *Marketing:*

Kotler, Philip, and Gary Armstrong. *Principles of Marketing*. Prentice Hall, 2010.

Howe, Jeff. *Crowdsourcing: How the Power of the Crowd is Driving the Future of Business*. Random, 2008.

### Prerequisites:

successful participation in Introduction to Literary Studies

### Types of Degree / Modules:

BA-Anglistik

### Courses Offered:

**Lecturer: Thomas Wägenbauer**

**Wednesday, 11.30 – 13.00, K II, room 17.51**

## 18. DIDACTIC SEMINARS

### Fachdidaktik Englisch I (Erster Teil)

This first module of ‘Fachdidaktik Englisch’ 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 (‘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 in and for the digital age 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 aims 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’.

Bitte beachten Sie folgende Modalitäten: Schreiben Sie sich nur in einen der Parallelkurse ein. Im Falle der Doppelbelegung erfolgt Zuteilung in einen der Kurse ohne weitere Rücksprache. Nach der ersten Seminarwoche ist kein Kurswechsel mehr möglich. Kurse kommen erst ab einer Zahl von neun TeilnehmerInnen zustande.

### Courses Offered:

**Lecturer: Sebastian Schult**

**Tuesday, 09.45 – 11.15, KII, room 17.11**

**or**

**Lecturer: Sebastian Schult**

**Tuesday, 11.30 – 13.00, KII, room 17.11**

**or**

**Lecturer: Jan Kulok**

**Thursday, 14.00 – 15.30, KI, room 17.11**

**or**

**Lecturer: Susanne Götz**

**Thursday, 15.45 – 17.15, KII, room 17.71**

## **Fachdidaktik Englisch II (Teil 1)**

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.

Types of Degree/Modules: MA-Education: Semester 1/3/GymPO / Technikpädagogik: Semester: 9.

Weekly Hours 2 Examination written Type: Pflichtmodul Prerequisites: Für GymPO / Technikpäd. Modul:

Fachdidaktik Englisch I (Erster und Zweiter Teil) und Schulpraxissemester

Bitte beachten Sie:

Für MA. Ed. findet Fachdidaktik Englisch II als zweisemestriges Modul statt (Winter und Sommer). Das Modul dient der Integration unterrichtspraktischer, fachwissenschaftlicher und fachdidaktischer Inhalte Ihrer Lehramtsausbildung.

Fachdidaktik II, Teil 1 findet im kommenden WS im Januar-Februar als Blockseminar im Anschluss an das Schulpraxissemester statt. Dieser Teil Ihrer Fachdidaktik-Ausbildung im Master dient der Reflexion Ihrer Erfahrungen aus dem Schulpraxissemester. FD II, Teil 2 bietet eine vertiefte Auseinandersetzung mit linguistischen, literatur- und kulturdidaktischen Inhalten im Sommersemester (FD II, Teil 2). Dieser Teil des Moduls kann auch vor FD II, Teil 1 (Winter) belegt werden. Das Modul greift auf fachwissenschaftliche Inhalte zurück. Bitte belegen Sie FD II, Teil 1 nur nach Eintritt in das Master-Studium und absolviertem Schulpraxissemester.

### **Courses Offered:**

**Lecturer: Andreas Sedlatschek**

**Blockseminar Online**

**Tuesday, 15.45 - 17.15**

**07. & 14.01.2025 Online**

**21. & 28.01.2025 and 04.02.2025, room 17.98 (K II)**

**or**

**Lecturer: Andreas Sedlatschek**

**Tuesday, 17.30 - 19.00,**

**07. & 14.01.2025 Online**

**21. & 28.01.2025 and 04.02.2025, room 17.92 (K II)**

**or**

**Lecturer: Andreas Sedlatschek**

**Thursday, 17.30 – 19.00**

**09. & 16.01.2025 Online**

**30.01. & 06.02.2025, room 17.12**

## **Veranstaltungen der PH Ludwigsburg im Bereich Fachdidaktik I (Teil 2)**

### **Bilingualism**

The title says it all: Bilingualism! You will explore what it means to be a bilingual person by taking an in-depth look at various aspects of bilingualism including simultaneous vs. consecutive acquisition of languages, the bilingual lexicon, code-mixing/switching, non-linguistic aspects of bilingualism (e.g., cultural, national, ethnic, political), and attrition of languages. Along the way, we will debunk a multitude of existing myths about bilingualism.

### **Literature & Requirements**

Our course book by François Grosjean is the basis for our conversations about bilingualism, thus, you are required to get and read the book as well as complete the assignments on time. I expect you to actively participate in class and attend the course regularly. You will conduct your own little project on bilingualism and prepare a creative presentation about it.

### **Studiengänge:**

Keine Anerkennung!

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244630**

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

**Friday, 08:15 – 09:45**

**Anmeldung per E-Mail unter:**

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



## **Sociolinguistics**

This seminar takes a deeper look at sociolinguistics: how various aspects of society affect language and how it was/is used. Current research in the field as well as some of the classic and groundbreaking studies of the past century will be examined, providing students with a broad understanding of sociolinguistics.

### **Literature & Requirements**

For all students, you must actively participate in class, attend the course regularly and complete all assignments on time. For 2 CPs, you will need to set up a sociolinguistics case study in small groups and present it to the class at the end of the semester. For 3 CPs: in addition to the sociolinguistics case study presentation (see above), you will also present a chapter on research methods in pairs during the semester.

### **Studiengänge:**

Keine Anerkennung!

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244650**

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

**Friday, 10:15 – 11:45**

### **Anmeldung per E-Mail unter:**

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

## **Pragmatics**

Pragmatics is the study of language in social interaction. This seminar discusses basic categories of observation within the discipline. A particular point of focus will be forms of dialogue analysis.

### **Requirements**

Qualification and grade are given on the basis of a semester test (Klausur) and several assignments (written during the semester recess following the seminar).

### **Studiengänge:**

Keine Anerkennung!

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244660**

**Lecturer: Götz Schwab (PH Ludwigsburg)**

**Monday, 14:15 – 15:45**

**Anmeldung per E-Mail unter:**

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

## **(Digital) Literacy Safari: Fostering Reading in EFL learning settings**

This seminar explores current trends, theoretical foundations, and hands-on activities, leveraging diverse (digital) tools to enhance reading skills. Moreover, we will integrate the perspectives of phonemic awareness and phonics as important precursors of reading competencies. Students will craft interactive reading adventures, personalize reading processes, and address vocabulary and comprehension using digital media. The seminar also delves into media critique and digital literacy, empowering students to critically navigate the digital landscape.

### **Requirements**

In order to obtain credit points (Baustein), students are expected to attend this course, participate actively, do the assignments, and give a short presentation. For a Modulprüfung, students will need to fulfill the requirements for the Baustein and hand in a digital dossier evolving around a reading task. Further information will be given in class.

### **Studiengänge:**

Keine Anerkennung!

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244670**

**Lecturer: Bianca Roters (PH Ludwigsburg)**

**Wednesday, 8:00 – 09:30**

### **Anmeldung per E-Mail unter:**

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

## **Kompaktveranstaltung: Navigating the Essentials for EFL Speaking Competence in a Digital Age**

This course explores enhancing speaking skills in the digital EFL classroom through technology. It covers the theoretical foundations of second language acquisition, the role of technology in language learning, and digital tools for developing speaking skills. Participants will design interactive tasks, incorporate digital tools for engaging speaking opportunities, and learn classroom management and assessment strategies. Professional development activities, self-reflection, and staying current with technological advancements are integral to the course, ensuring a comprehensive understanding of the significance of speaking skills development in EFL contexts with digital tool support.

### **Requirements**

In order to obtain credit points (Baustein), students are expected to attend this course, participate actively, do the assignments, give a short presentation and a corresponding written reflection. For a Modulprüfung, students will need to fulfill the requirements for the Baustein and hand in a digital dossier. Further information will be given in class.

### **Studiengänge:**

Keine Anerkennung!

### **Courses Offered:**

**Veranstaltungs-Nr.: 17224468**

**Lecturer: Bianca Roters (PH Ludwigsburg)**

**Monday, 24.02. to Wednesday 26.02.25 from 8 a.m. to 5 p.m. (daily = 3 days)**

**Anmeldung per E-Mail unter:**

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

## **Exploring Key Issues in Second Language Acquisition**

This seminar is designed to equip future EFL educators with the knowledge and insights needed to understand SLA processes. We will focus on specific, pivotal issues that shape the learning experience for language students. Foundational knowledge of SLA processes and key competencies will serve as a springboard for further exploration of basic aspects and new developments, such as implicit and explicit language teaching, the role of digital media, and individual learner variables in language learning processes.

### **Requirements**

In order to obtain credit points (Baustein), students are expected to attend this course, participate actively, do the assignments, and create a TEFL talk.

### **Studiengänge:**

geöffnet für Lehramtsstudierende der Universität Stuttgart,  
zur Anerkennung als Fachdidaktischer Kurs (FD I, Teil 2, USL)

### **Courses Offered:**

**Veranstaltungs-Nr.: 17224469**

**Lecturer: Helga Haudeck and Bianca Roters (PH Ludwigsburg)**

**Monday, 14:15 – 15:45**

### **Anmeldung per E-Mail unter:**

[haudeck@ph-ludwigsburg.de](mailto:haudeck@ph-ludwigsburg.de) and [bianca.roters@ph-ludwigsburg.de](mailto:bianca.roters@ph-ludwigsburg.de)

## **Exploring Second Language Acquisition - Established Concepts and New Developments**

This seminar aims to prepare upcoming EFL teachers with the necessary knowledge and perspectives to utilise basics of SLA in their teaching. We will concentrate on critical topics that significantly influence language learners' educational journey. A fundamental understanding of SLA processes and essential skills will serve as a starting point for discussing established aspects and emerging trends, including implicit and explicit language instruction, emotional and motivational aspects of language learning, as well as individual learner characteristics in language acquisition.

### **Requirements**

In order to obtain credit points (Baustein), students are expected to attend this course, participate actively and do the assignments, and create a TEFL talk. For the Modulprüfung there will be a final exam.

### **Studiengänge:**

geöffnet für Lehramtsstudierende der Universität Stuttgart,  
zur Anerkennung als Fachdidaktischer Kurs (FD I, Teil 2, USL)

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244700**

**Lecturer: Can Küplüce (PH Ludwigsburg)**

**Wednesday, 10:15 – 11:45**

### **Anmeldung per E-Mail unter:**

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

## **Research in Classroom Interaction**

This course addresses questions of the relationship between language and interaction in the foreign language classroom and its relevance for the process of language learning. It will cover issues like prominent theories of SLA/FL language learning, the role of interaction in these theories, appropriate research methods for studying interaction, relevant findings from different studies or their consequences for teachers and learners in the FL classroom. A considerable part of the seminar will be devoted to dealing with authentic material from the language classroom and different ways of analysing such data, mostly based on the use of VEO (Video Enhanced Observation).

### **Requirements**

In order to get credits (Baustein) regular attendance and a number of assignments during the course are expected.

### **Studiengänge:**

geöffnet für Lehramtsstudierende der Universität Stuttgart,  
zur Anerkennung als Fachdidaktischer Kurs (FD I, Teil 2, USL)

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244610**

**Lecturer: Götz Schwab (PH Ludwigsburg)**

**Monday, 16:15 – 17:45**

**Anmeldung per E-Mail unter:**

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

## **Strategic Synergy: Crafting Teaching Units in L2 with Essentials of SLA**

This seminar aims to build pre-service L2 teachers' expertise by strengthening their understanding of the many facets of L2 learning and their skills for designing transformative learning environments in their future teaching contexts. As one outcome of this class, we will reflect upon theoretical approaches in SLA and potential consequences for EFL teaching units.

### **Requirements**

In order to obtain credit points (Baustein), students are expected to attend this course, participate actively, and do the assignments. For a Modulprüfung, you will have to pass an end-of-term test (Klausur).

### **Studiengänge:**

geöffnet für Lehramtsstudierende der Universität Stuttgart,  
zur Anerkennung als Fachdidaktischer Kurs (FD I, Teil 2, USL)

### **Courses Offered:**

**Veranstaltungs-Nr.: 172244680**

**Lecturer: Bianca Roters (PH Ludwigsburg)**

**Tuesday, 16:15 – 17:45**

### **Anmeldung per E-Mail unter:**

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