

Kommentiertes Vorlesungsverzeichnis (KVV) - Sommersemester 2020

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

Beginn unserer Veranstaltungen: am Montag, 20.04.2020

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

Die Anmeldung für alle Kurse erfolgt online über C@MPUS ab dem 29. Februar 2020.

Veranstaltungen mit dem gleichen Titel werden als Parallelveranstaltungen geführt, nur eine davon ist zu besuchen. Examenskolloquien nur mit persönlicher Anmeldung bei den Prüfer*innen.

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

Zur Teilnahme an den Veranstaltungen:

Es liegt in Ihrem eigenen Interesse, regelmäßig anwesend zu sein. Die Veranstaltungsleiter*innen behalten sich vor, die Teilnahme durch Eintragung in Anwesenheitslisten zu überprüfen. Studierende, die mehr als dreimal unentschuldig in einer Veranstaltung fehlen, können nicht ohne weiteres mit einem Schein rechnen.

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

Die Sekretariate und den Studiengangsmanager finden Sie hier:

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

Die Unterrichtsräume befinden sich in folgenden Gebäuden:

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

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

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

1. VORLESUNGEN

Text and History II: English Literatures from 1800 to the Present

This lecture provides an overview of the key developments in English literature from Romanticism until the present. Covering a wide range of different genres, authors, and epochs, we will discuss the various ways in which literary texts have reflected upon and responded to cultural, social, and historical changes. Students will not only gain insight into some of the most influential and also most compelling literary works after 1800, but they will also be introduced to key theories, methods, and the latest approaches in literary criticism relevant to the study of literary works in the different periods covered. As the history of English literatures after 1800 is far too versatile to be covered in one semester, individual lectures will be organized around selected texts, which will be announced at the beginning of the semester.

Required Texts:

t.b.a.

Types of Degree/Modules:

Modul 59450 'Text und Kontext II' im B.A. Lehramt

Modul 27170 'Text und Kontext' im Lehramt GymPO (HF + BF) und im BSc
Technikpädagogik (Wahlfach Englisch)

Modul 27370 'Text und Kontext' im Künstlerischen Lehramt (Beifach)

Modul 42590 'Text and Context 2' im B.A. Anglistik (HF)

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

Modul 6671-340, Seminar modul im BSc Wirtschaftspädagogik Hohenheim

BA Lehramt „Englisch“ PH Ludwigsburg Modul „Text and Context II“ im BA (2012) und BA Ed.

Course Offered:

Lecturer: Sibylle Baumbach

Tuesday, 09.45 – 11.15, KII, room 17.02

Text and History II: Survey of American Literature II

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

Required Texts:

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

Types of Degree/Modules:

Modul 59450 ‘Text und Kontext II’ im B.A. Lehramt

Modul 27170 ‘Text und Kontext’ im Lehramt GymPO (HF + BF) und im BSc
Technikpädagogik (Wahlfach Englisch)

Modul 27370 ‘Text und Kontext’ im Künstlerischen Lehramt (Beifach)

Modul 42590 ‘Text and Context 2’ 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 Modul „Text and Context II“ im BA (2012) und BA Ed.

Course Offered:

Lecturer: Marc Prieue

Monday, 15.45 – 17.15, KII, room 17.02

Cultural and Literary Theories

Designed to introduce students to key literary and cultural theories, this lecture class will cover a wide range of different concepts that have shaped literary and cultural studies, such as identity, gender, class, ethnicity, and sexual preference, as well as critical theories, including new historicism, semiotics, (post-)structuralism, deconstruction, discourse analysis, (post)modernism, postcolonial criticism, ecocriticism, and digital humanities. Special attention will be paid to the role of literary texts in processes of cultural representation and appropriation and to the cultural turns that have shaped research in the humanities. Individual lectures will be clustered around key debates in literary and cultural studies. These will be discussed based on excerpts from both theoretical and literary texts, which students are asked to read in advance.

Required Texts:

All readings will be made available through ILIAS.

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

Technikpädagogik

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

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

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

Course Offered:

Lecturer: Marc Priewe

Tuesday, 11.30 – 13.00, KII, room 2.00 (Breitscheidstr. 2a)

2. INTRODUCTION TO LITERARY STUDIES

Keine

3. TEXTUAL ANALYSIS (TA)

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

Poetic Form: The Making of a Lyric

In this course, we will examine a wide range of traditional poetic forms: the sestina, the villanelle, the sonnet, the pantoum, the ballad, the elegy, the ghazal, and the ode, in addition to the use of blank verse and heroic couplets.

Instead of approaching poetic form as a passive frame in which to pour content, we will reverse poetic form for its ability to act as a dynamic “skeleton” that holds the lyric poem together from within. In addition to our close reading of poetic texts, students will try their hand at writing a variety of the forms themselves, following a draft-based revision process to generate and rework formal poems in English.

Required Text:

Strand, Mark and Eavan Boland, editors. The Making of a Poem: A Norton Anthology of Poetic Forms. W.W. Norton, 2000

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Jessica Bundschuh

Tuesday, 11.30 – 13.00, KII, room 17.24

Late Victorian Literature

In this course we will examine literature from the end of the period of Queen Victoria's reign (1837-1901), which coincides with the end of the nineteenth century, also called the *fin de siècle*. The last decades of the century were characterised by deep cultural and social anxiety: the end of the century was felt to also be the end of an era, with the British Empire hovering on the edge of collapse, traditional moral rules being questioned, changing gender relations, and new scientific and technological developments that challenged former certainties. Some voices declared the end of the century a time of degeneration and decline, while others saw it as a time of experimentation, rebellion, and new beginnings.

Examining texts from various genres – including poetry, drama, and the novel – we will discuss how literary texts represent and contribute to fears of degeneration and decline, changing notions of art, and concerns with class, gender, science, and sexuality.

Required Text:

Examined texts will include:

Oscar Wilde, *The Picture of Dorian Gray* (1890) – Penguin Classics edition

Oscar Wilde, *The Importance of Being Earnest* (1895) – Oxford World's Classics edition

H.G. Wells, *The Island of Doctor Moreau* (1896) – Penguin Classics edition

Henry James, *The Turn of the Screw* (1898) – Oxford World's Classics edition

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Nina Engelhardt

Thursday, 11.30 – 13.00, KII, room 17.73

The Great American Family Drama

The Tyrones, the Hubbards, the Lomans, the Youngers, the Westons and quite recently the Lafayettes – American family drama really comes into its own in the early 20th century, and all with a naturalistic bent inspired by European theatre and playwrights such as Henrik Ibsen and Anton Chekov. A lineage of its own, however, emerged from Clifford Odets' *Awake and Sing* (1935), Lillian Hellman's *Little Foxes* (1939) to Eugene O'Neill's semi-autobiographical, but also genre-defining *Long Day's Journey into Night* (1941) and all the way on through Tennessee Williams' *Cat on a Hot Tin Roof* (1955), Arthur Miller's *Death of a Salesman* (1949) and *The Price* (1968), Lorraine Hansberry's *A Raisin in the Sun* (1959), Edward Albee's *Who is afraid of Virginia Woolf* (1962), Sam Shepherd's *Buried Child* (1978), Tracy Letts' *August: Osage County* (2007) and finally Branden Jacobs-Jenkins' *Appropriate* (2014).

From the Ancient Greeks to Shakespeare, i.e. the Oresteia to Hamlet, the family unit has always reflected the major ideas lying behind a society. That the family drama has remained popular until today tells us a great deal about American society. Ironically, the American family itself became fragmented in the 1950s, despite its success on the stage. But accordingly, the family drama altered its shape from the 1960s onwards. While playwrights like Lorraine Hansberry replicated the traditional form for African-American households, it was Sam Shepherd and Edward Albee who expressed a certain cynicism, even scorn for family life and experimented with its form. The traditional American family drama has recently seen a revival by dramatists such as Tracy Letts and Branden Jacobs-Jenkins, albeit with a new and different wave of skeptical subversions.

Our seminar, however, will start with the renowned British dramatist, William Shakespeare (1564-1616), who has given the western world a blueprint for the family tragedy with *Hamlet*, which was first performed in 1601. This classic Shakespearian play must be read before the start of the seminar.

Students will also be asked to attend the Play-Reading Group, at least twice (see KVV), where some of our plays will be read. Short extracts of movie adaptations will be shown when they contribute to the general interpretation of the plays.

Required Texts:

Hansberry, Lorraine. *A Raisin in the Sun*. Vintage, reprinted edition, 2004. Print.
Hellman, Lillian. *Six Plays by Lillian Hellman*. Vintage, 1979. Print.
Miller, Arthur. *Death of a Salesman*. Bloomsbury Methuen Drama, 2010. Print.
Miller, Arthur. *The Price*. Bloomsbury Methuen Drama, 2011. Print.
O'Neill, Eugene. *Long Day's Journey into Night*. Reclam Fremdsprachentexte, 1989. Print.
Shakespeare, William. *Hamlet*. The Arden Shakespeare Third Series, 2016. Print.
Williams, Tennessee. *Cat on a Hot Tin Roof*. Reclam Fremdsprachentexte, 1997. Print.

Types of Degree/Modules:

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

Course Offered:

Lecturer: Dietmar Geyer

Dienstag, 15.45 – 17.15, KII, room 17.17

Stand: 15. April 2020

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American Short Stories - Survey Course

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

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

Required Text:

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

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Wolfgang Holtkamp

Mittwoch, 09.45 – 11.15, KII, room 17.51

Traveling Twain

This seminar looks at one best-selling nineteenth-century American author whose works made the subject of slavery popular among mainstream readers. Mark Twain wrote one of the great, if not the greatest, American novels, *The Adventures of Huckleberry Finn* (1884), which combines controversial material with sentimental and comic literary techniques. The novel has subsequently become canonized and reviled, embraced and banned by individuals and groups at both ends of the political and cultural spectrum and everywhere in between. However, in his day, he was better known for the travel books he wrote and became a global celebrity in part because of the tours he went on to lecture about his travels. To understand the monumental impact his writings have had on U.S. culture, we need to put them into their historical contexts. In this seminar, we will not only explore the topic of travel in *Huckleberry Finn* and *Pudd'nhead Wilson* (1894), a novella, which reflects the racial tensions of the late nineteenth century rather than the more nostalgic view of Huck Finn, but we will specifically dive into Twain's travel accounts. Moreover, we will look at the ways in which the author was covered by the press and simultaneously how his profession as a journalist influenced his writing and publishing.

Required Reading:

Twain, Mark, *The Adventures of Huckleberry Finn* (1884)

Twain, Mark, *Pudd'nhead Wilson* (1894)

Additional texts will be made available on ILIAS.

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

Technikpädagogik

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

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

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

Course Offered:

Lecturer: Jana Keck

Friday, 09.45 – 11.15, KII, room 17.72

The Historical Novel – From Waverley to Wolf Hall

“Why are we living in a golden age of historical fiction?”, asks Megan O’Grady in a recent article in the *New York Times*. Indeed, the past few decades have seen a renewed interest in historical fiction, in part sparked by prize-winning historical novels such as Hilary Mantel’s Cromwell trilogy. In this seminar, we will explore key features of this genre and its development from the early 19th century to the present. We will start with Sir Walter Scott’s *Waverley*, long considered the first historical novel, and then discuss two more recent examples, Graham Swift’s *Waterland* and Hilary Mantel’s *Wolf Hall*. Special emphasis will be put on the narrative strategies these novels employ in writing about the past as well as the specific historical contexts that inform them. We will also look at the relationship between history, narrative and fiction and consider influential theoretical approaches to the genre, such as Georg Lukács’s *The Historical Novel* and Linda Hutcheon’s concept of “historiographic metafiction”, as well as more recent scholarship that explores how the novels’ engagement with historical otherness relates to and engages with contemporary cultural concerns and modes of experience.

Required Texts:

Scott, Sir Walter. *Waverley*. Edited by Claire Lamont, Oxford UP, 2015. [ISBN: 97 0198716594]
Swift, Graham. *Waterland*. [any edition]
Mantel, Hilary. *Wolf Hall*. [any edition]
further texts will be uploaded to ILIAS

Modulzuordnung in den Studiengängen:

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

Course Offered:

Lecturer: Dorothee Klein
Monday, 14.00 – 15.30, KII, room 17.72

TA Textual Analysis PLUS! Nineteenth Century American Short Fiction (Blended Learning Course)

This course will explore the short fictions of the major American writers of the nineteenth century, such as Nathaniel Hawthorne, Edgar Allan Poe, Henry James, Edith Wharton, Sui Sin Far, Abraham Cahan, George Cable Washington, Kate Chopin, and Sarah Orne Jewett. The selection of texts will range from Romanticism and the Gothic to Realism, from regionalism to immigrant and African American experience, from Naturalism to the “International Theme.”

The goal of this course is to introduce students to the variety of 19th century American short fiction and to enable students to analyze texts from a variety of theoretical perspectives.

PLUS! means that this course will offer students additional room for questions, discussions and explorations. The course is designed as a blended learning course which means that it combines the conventional ‘f2f’ (or face-to-face) course format with an online format. We will meet every two weeks for three units (that is two SWS PLUS! one more optional SWS), and between the face-to-face sessions the course’s online format will guide you through the syllabus with reading and study assignments and with discussion forums – anytime, anywhere, at your own individual pace.

Required Texts:

Texts will be made available on ILIAS

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Sabine Metzger

Monday, 11.30 – 13.00, room 17.81

African American Literature

In this course we will be looking at the history and the development of African American literature and African American literary theory. The course will give an overview of the development of black literature in the United States, beginning with the earliest writings of African Americans and continuing up through contemporary manifestations of African American literature in hip hop and the Afrofuturist and Black Speculative Fiction literary movements. In-between we will cover all the major movements and writers in African American literary history. The course will develop chronologically, and we will cover all the major literary developments and theories that are part of this rich heritage. We will also develop critical skills for reading the literature, using the theoretical prescriptions suggested by the writers and theorists themselves.

Required Texts:

Their Eyes Were Watching God, Zora Neale Hurston – Any edition

Invisible Man, Ralph Ellison – Any edition

The Annotated African American Folktales, edited by Henry Louis Gates – (Recommended)

Additional texts will be announced in the first session and available through ILIAS.

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Whitney Peterson

Thursdy, 09.45 – 11.15, KII, room 17.92

Contemporary Britain in Fiction

This course will examine contemporary UK politics and culture, as well as ideas of geography, history, community, identity and the nation, as reflected, refracted and articulated through the lens of contemporary British fiction. Race relations and immigration, insularity and empire, cultural and social trends, and political imaginings of Europe and of Brexit, are among the topics likely to dominate our discussion in class. However, this being a Textual Analysis course, we will not only examine thematic content but also form, wherein we will discover a variety of narrative voices and genres—among the five novels and novellas we will read—from social realism to postmodernism, from political farce to fantastical fiction, from first-person narrative to multiperspectival narrative forms.

Required Texts:

The Buddha of Suburbia (1990) by Hanif Kureishi

England, England (1998) by Julian Barnes

The White Family (2002) by Maggie Gee

The Cut (2017) by Anthony Cartwright

The Cockroach (2019) by Ian McEwan

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Geoff Rodoreda

Monday, 15.45 – 17.15, KII, room 17.74

Beyond Seneca Falls

“My old folks who raised me saw themselves as citizens of the world,” Leslie Marmon Silko said in an interview, “we see no borders. When I write I am writing to the world, not to the United States alone.” In her historical novel *Gardens in the Dunes* (1999) Silko takes us back to the late 19th century and traces the growth of her heroine’s cosmopolitan mind as she travels Europe and across the Americas. Silko’s fiction offers a glimpse of the vital role women historically played in imagining peace, freedom and equality ‘beyond the nation’. In this seminar we encounter some of them. Just as their protagonists leave behind their homes, and accustomed ways of understanding and living in the world, they were voyaging out to unknown outer and inner landscapes, their stories telling of the freedom new angles of vision can afford. Along the way we revisit the history of the US suffrage movement, which tends to be told as a *national* success story, taking its origin from the 1848 women’s convention at *Seneca Falls* and culminating in August 1920 with the 19th amendment. In our course, we seek to tell this story more fully. Our aim is to trace the diverse and cosmopolitan footholds of women’s activism and literature, as ‘America’ is calling to celebrate 100 years of suffrage.

Assignments will include options such as (digital) poster presentations alongside conventional tasks.

Required Texts:

Leslie Marmon Silko, *Gardens in the Dunes*. 1999. Any edition.

Zora Neal Hurston, *Their Eyes Were Watching God*. 1937. Any edition.

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

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Saskia Schabio

Tuesday, 14.00 – 15.30, KII, room 17.92

Native American Literature and Culture

This introductory survey of indigenous American culture explores diverse forms of native self-representation in fiction, art, and film. We will approach questions of identity, community and collective memory from a socio-cultural perspective, focusing on the connections between traditional and contemporary contexts. This course will also include excursions to the Linden Museum to discuss original Native American objects on site. As Leslie Marmon Silko wrote in her 1977 novel *Ceremony*: “But as long as you remember what you have seen, then nothing is gone. As long as you remember, it is part of this story we have together.”

Required Texts:

N. Scott Momaday, *House Made of Dawn* (1968)

Leslie Marmon Silko, *Ceremony* (1977)

Sherman Alexie, *Reservation Blues* (1996)

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

Technikpädagogik

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

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

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

Course Offered:

Lecturer: Melissa Schlecht

Tuesday, 09.45 – 11.15, KII, room 17.81

Drama: Early Modern to Postmodern

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

Required Texts:

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

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

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

Types of Degree/Modules:

Modul 59410, Textwissenschaft im BA-Lehramt

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

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

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

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

Course Offered:

Lecturer: Martin Windisch

Wednesday, 08.00 – 09.30, KII, room 17.21

4. TEXT AND CONTEXT, Text und Kontext

Case Study of Key Texts II: Survey of American Literature

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

Required Texts:

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

Types of Degree/Modules:

Modul 59450, Text und Kontext im BA-Lehramt
Modul 27170, Text und Kontext im Lehramt (GymPO)
Modul 27370, Text und Kontext im Beifach mit KLA
Modul 42590, Text and Context II im BA Anglistik
Modul 43340, Text and Context im BA Anglistik Nebenfach
Modul 6671-340, Seminar modul, BSc Wirtschaftspädagogik, Uni Hohenheim

Courses Offered:

Lecturer: Melissa Schlecht
Tuesday, 08.00 – 09.30, KII, room 17.81

or

Lecturer: Whitney Peterson
Wednesday, 11.30 – 13.00, KII, room 17.73

or

Lecturer: Jana Keck
Friday, 11.30 – 13.00, KII, room 17.72

Case Study of Key Texts II: English Literatures from 1800 to the Present

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

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

Required Texts:

Tba

Types of Degree/Modules:

Modul 59450, Text und Kontext im BA-Lehramt

Modul 27170, Text und Kontext im Lehramt (GymPO)

Modul 27370, Text und Kontext im Beifach mit KLA

Modul 42590, Text and Context II im BA Anglistik

Modul 43340, Text and Context im BA Anglistik Nebenfach

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

Courses Offered:

Lecturer: Dorothee Klein

Mittwoch, 09.45 – 11.15, KII, room 11.01

or

Lecturer: Natalie Veith

Mittwoch, 14.00 – 15.30, KII, room 17.73

or

Lecturer: Andrea Talmann

Donnerstag, 09.45 – 11.15, KII, room 11.01

5. HAUPTSEMINARE

The E-Novel: from Richardson's *Pamela* to Adiga's *The White Tiger*

This seminar is designed for candidates who take their final teachers' examination (WPO/GymPO) with instructor and advanced students who plan on becoming teachers. Enrollment is limited and exam candidates will be prioritized.

The digital age has changed both our means and our habits of communication: instead of writing letters, we tend to correspond via email. The radical change of communication techniques also gave rise to a new kind of novel – the email novel, i.e. a novel written as a series of emails. The manner of 'writing to the moment' imitated in these novels, however, is not entirely new. Instead, the email-novel draws on a greater literary tradition – on the epistolary novel, a novel entirely presented in the form of letters, which was extremely popular in the 18th century.

In this seminar, we will read and discuss two popular email-novels, Aravind Adiga's prize-winning *The White Tiger* (2008) and David Llewellyn's *Eleven* (2006), and explore their generic features and socio-cultural contexts. We will also take a closer look at the development of the email novel and its predecessor, the epistolary novel, by discussing Samuel Richardson's *Pamela* (1740), a bestseller in the 18th century, as well as excerpts from further epistolary novels, such as Mary Shelley's *Frankenstein* (1818/1831).

Required Texts:

Samuel Richardson, *Pamela; or, Virtue Rewarded* (1740), Vol. 1 (Oxford Edition)

Henry Fielding, *An Apology for the Life of Mrs Shamela Andrews* (1741) (Penguin Classics)

Aravind Adiga, *The White Tiger* (2008)

David Llewellyn, *Eleven* (2006)

Additional texts will be provided in the course of the semester.

Type of Degree/Modules:

Modul 27221, **Examenskolloquium GymPO**

Modul 70830, Interculturality und Modul 70850, **Linguistic and Literary Competence im MA-Ed**

Pflichtmodul 27190, Textformen – Wahlmodul 27230, Interculturality – Wahlmodul 27250,

Textual Competence – Wahlmodul 27270, Intermediality im Lehramt (GymPO)

Modul 59480, Textformen und Wahlmodul 59500, Intermediality im BA-Lehramt

Modul 23381, Textual Competence – Modul 23401, Interculturality – Spezialisierungsmodul 1,

23431, Text and Theory – Modul 23451, Current Methodologies im MA Anglistik

Course Offered:

Lecturer: Sibylle Baumbach

Monday, 15.45 – 17.15, K II, room 17.14

‘Though this be madness, yet there’s method in it’: Twisted Minds and the Power of Performance in Shakespeare’s Plays

In the course of this seminar, we will read and discuss three of Shakespeare’s greatest plays, *Hamlet*, *King Lear* und *Twelfth Night*. While covering a range of different structural, cultural, and textual issues, we will focus on representations of madness and the figure of the fool or jester. Based on close readings, studies on Early Modern culture and theatre conventions, and selected (movie) adaptations, we will explore the different forms and functions of real vs feigned madness in these plays, compare and contrast different types of (court) jesters in Shakespeare’s theatre, and discuss to what extent these plays challenge and transgress social and cultural norms by emphasizing aspects of performance. Students will be introduced to recent critical discussions of these plays, learn to read Shakespeare’s drama historically, and reflect upon its enduring and/or present significance.

Reading

Please purchase your own copy of the following critical editions:

Hamlet, Arden Shakespeare, ed. Ann Thompson and Neil Taylor

King Lear, Oxford Shakespeare, ed. Stanley Wells

Twelfth Night, Arden Shakespeare, ed. Keir Elam

If you already own other critical editions of these plays (such as the Oxford or Cambridge Shakespeare), you are welcome to use them instead of the Arden edition!

Type of Degree/Modules:

Modul 23451, Current Methodologies und Modul 23471, Forschungskolloquium

Literaturwissenschaft im M.A. Anglistik

Modul 27250, Textual Competence und Modul 27230, Interculturality im Lehramt (GymPO)

Modul 70830, Interculturality im MA-Ed

Course Offered:

Lecturer: Sibylle Baumbach

Monday, 14.00 – 15.30, K II, room 17.23

“Why We Read Virginia Woolf”: Theory of Mind, Consciousness, and the Novel

When Virginia Woolf announced to focus on “thoughts and feelings” instead of “cups and tables”, she had indeed, as she claimed in her diary, “finally arrived at some idea of a new form for a new novel”. Drawing on the stream-of-consciousness technique, her novels focus on the human mind: they explore how the mind works, how it processes information, and how we make sense of the world. In this manner, Woolf’s novels connect to theories of mind and consciousness, which adds to the appeal of her fiction. In this seminar, we will read and analyse several narratives by Woolf to explore different representations of mind in Woolf’s writing and discuss the links between modern fiction and cognition.

Reading

Please purchase your own copy of the following texts (Oxford World’s Classics):

Woolf, Virginia. *Jacob’s Room*. Ed. Kate Flint. Oxford: Oxford University Press, 2000.

Mrs Dalloway. Ed. David Bradshaw. Oxford: Oxford University Press, 2008.

The Waves. Ed. David Bradshaw. Oxford: Oxford University Press, 2015.

To the Lighthouse. Ed. David Bradshaw. Oxford: Oxford University Press, 2006.

Additional texts and course material will be made available to all participants via StudIP.

Type of Degree/Modules:

Modul 23451, Current Methodologies und Modul 23471, Forschungskolloquium

Literaturwissenschaft im M.A. Anglistik

Modul 27250, Textual Competence und Modul 27230, Interculturality im Lehramt (GymPO)

Modul 70830, Interculturality im MA-Ed

Course Offered:

Lecturer: Sibylle Baumbach

Wednesday, 09.45 – 11.15, K II, room 17.74

Spoken Word: Poetry & Performance

In this seminar, we will step away from the poem as a two-dimensional script, to approach it as a versatile and variously layered repertoire of verbal cues, making its sound central to its meaning. In our varied examinations of poetic texts – beginning with legacy figures, then shifting to contemporary spoken word poets – we will expand the genre of poetry to include theater, performance, and music.

Our discussions will link performance and poetry, to rediscover features of the public reading that have been lost over time, thereby enriching the signifying field of the poem to emerge as a virtual public space. Ultimately, to put the topics of staging, authorship, and audience into practice, we will host a poetry slam at the end of the semester.

Required Text:

A reader (with an audio complement) will be available on ILIAS.

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Jessica Bundschuh

Thursday, 9.45 - 11.15, KII, room 17.74

Ambiguity in Literature

Literary ambiguity has been a subject of commentary and concern since Aristotle, be it directly or indirectly. In this seminar, we will examine literary texts and theories that foreground literature as a medium that disorients and encompasses multiple, contradictory interpretations. We will discuss questions such as: with what means and to what effects do literary texts allow for different meanings, interpretations, and responses? How and to what effects do texts build and shatter expectations, apparently certain knowledge, and fictional worlds?

This course focuses on prose fictions from the nineteenth to the twenty-first century that explore issues of determinism and the certainty of knowledge, questions of narrative and textual unreliability, and creative play with genre conventions to challenge habits of believing, knowing, seeing, being, and, of course, reading.

Required Text:

James Hogg, *Confessions of a Justified Sinner* (1824) – Penguin Classics edition

Henry James, *The Turn of the Screw* (1898) – Oxford World's Classics edition

Alasdair Gray, *Poor Things* (1992) – edition: Bloomsbury, 2002

China Miéville, *The City and the City* (2009) – edition: Pan books, 2009

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Nina Engelhardt

Tuesday, 9.45 - 11.15, KII, room 17.23

American Naissance

The seminar offers an overview of classic and alternative constructions of the literary period that precedes the Civil War (i.e. roughly 1820-1860). We will look at representative examples of at least four cultural/generic formations: Transcendentalism (including essays by Emerson, Thoreau's *Walden* [1854], and Whitman's poetry); Dark Romanticism (including Hawthorne's *The House of the Seven Gables* [1851] and a novella by Melville, but excluding Poe); domestic fiction (including Fern's *Ruth Hall* [1854]) and African American writing (including Brown's *Clotel* [1853]). Throughout, we will pay attention to relevant contexts (among them Unitarianism, the Gothic, Feminism, and Abolitionism).

Required Texts:

Thoreau, Henry David. *The Portable Thoreau*. Penguin Classics 2012. Ca. 15€.

Hawthorne, Nathaniel. *The House of the Seven Gables*. Norton Critical Edition 2005. Ca. 17.50€

Fern, Fanny. *Ruth Hall: A Domestic Tale of the Present Time*. Penguin Classics 1997. Ca. 15€

Brown, William Wells. *Clotel: or, The President's Daughter*. Penguin Classics 2003. Ca. 15€.

All other texts will be provided via ILIAS.

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Guido Isekenmeier

Wednesday, 09.45 – 11.15, KII, room 17.91

Jewish American Comics

This seminar will trace the development of Jewish American comics from their Yiddish yellow press beginnings to the rich contemporary production of comics exploring Jewish experiences in all their depth and variety. It will introduce students to basic tools of comics analysis, partly drawing on the teachings of Will Eisner. Together with the work of Art Spiegelman, Eisner's graphic novels also represent the belated breakthrough of Jewish sensibilities in the 1980s, in an industry which has relied on Jewish personnel from the beginning, but shied away from Jewish themes for a long time. Eisner and Spiegelman's depiction of Jewish tenement life in New York City and of the Holocaust, respectively, paved the way for further explorations of Jewish life both in the Old and the New World, for instance by Ben Katchor, James Sturm, and Miriam Katin.

As the required texts for this course aren't exactly inexpensive (close to 100€ in sum), feel free to share copies as you think fit or to get your hands on other editions (for example, Spiegelman's *Maus* is also available in two volumes, *Maus I* and *Maus II*; Sturm's *Golem* is also included in *James Sturm's America*).

Required Texts:

Eisner, Will. *The 'Contract with God' Trilogy* (1978-1995). Ca. 25€.

Spiegelman, Art. *The Complete Maus* (1980-1991). Ca. 15€.

Katchor, Ben. *The Jew of New York* (1998). Ca. 15€.

Sturm, James. *The Golem's Mighty Swing* (2001). Ca. 15€.

Katin, Miriam. *We are on Our Own* (2006). Ca. 12.50€

Sturm, James. *Market Day* (2010). Ca. 12.50€.

Further material will be made available on ILIAS

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Guido Isekenmeier

Wednesday, 11.30 – 13.00, KII, room 17.98

The Modernist Long Poem

Though modernist poetry can be said to start out from short, condensed poems in both its imagist and objectivist strains, many of its practitioners soon turned to longer forms, some of which turned into life-long projects of poetic cycles. In this course, we will look at a selection of Anglo-American modernist long poems of the 1920s and 1930s, among them self-contained long(ish) poems like T.S. Eliot's *The Waste Land* (1922), Hart Crane's *The Bridge* (1930), and David Jones' *In Parenthesis* (1937), as well as the early germs of monumental poetic projects like William Carlos Williams' *Paterson* (published from 1946, but originating in a 1926 poem of the same title), Charles Reznikoff's *Testimony* (whose first version was published in 1934), and Ezra Pound's *Cantos* (whose first 16 Cantos were first published in 1924-5)

Required Texts:

ILIAS reader

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Guido Isekenmeier

Wednesday, 15.45 – 17.15, KII, room 17.92

The City in American Cinema

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

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

Required Texts:

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

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

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

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

Type of Degree/Modules:

Module 59500, Intermediality im BA-Lehramt

Modulles 42620, Interculturality – 42650, Intermediality im BA Anglistik

Modules 27230, Interculturality – 27270, Intermediality im Lehramt (GymPO)

Modul 70830, Interculturality im MA-Ed

Modules 23400, Interculturality - 23450, Current Methodologies I im MA Anglistik

Module 50060, Interculturality im M.Sc. Technikpädagogik

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

Course Offered:

Lecturer: Igor Krstic

Friday,	08.05-2020	09.45 – 17.15,	Room 11.71 (KI)
Saturday,	09.05.2020	09.45 – 17.15,	Room 11.71 (KI)
Sunday,	10.05.2020	09.45 – 17.15,	Room 11.71 (KI)
Monday,	11.05.2020	09.45 – 17.15,	Room 11.71 (KI)

HS / SQ Transhumanism

Committed to the improvement of the human condition, transhumanism is rooted in the humanism of Enlightenment with its focus on progress. At the same time, it exceeds classical humanist objectives of educational and cultural refinement by inquiring into the possibilities offered by technology to overcome human nature's biological limitations. From a transhumanist point of view, "enhancement" means a technologically mediated "radical enhancement" by means of genetics, robotics, and nanotechnology. While inseparably linked to emergent technologies' impact on human nature, transhumanist thinking is multi- and interdisciplinary; it involves not only the natural sciences, but also the human sciences by addressing the social and ethical implications of post-biological bodies.

In this course we will examine transhumanist key issues from the perspective cultural studies and explore the boundary between man and machine, the status of cyborgs and inorganic others, and their literary representations. Next to texts by seminal transhumanist theorists, we will focus on Ian McEwan's *Machines Like Me*, Jeanette Winterson's *Frankenstein: A Love Story*, and stories from Rivqa Rafael's and Tansy Rayner Robert's anthology *Mother of Invention*.

Required Texts:

Ian McEwan. *Machines Like Me and People Like You*. London: Jonathan Cape, 2019

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

additional texts will be made available on ILIAS

Types of Degree/Modules:

Module 42620, Interculturality im BA Anglistik

Modules 27230, Interculturality im Lehramt (GymPO)

Module 70830, Interculturality im MA-Ed

Module 23400, Interculturality im MA Anglistik

Modules 50060, Interculturality im M.Sc. Technikpädagogik

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

Course Offered:

Lecturer: Sabine Metzger

Monday, 11.30 – 13.00, K II, room 17.25

HS/KQ 400 Years of Puritanism in America

This seminar is designed for candidates who take their final teachers' examination (GymPO/M.A. Ed) with instructor as well as for advanced B.A./M.A. students. Enrollment is limited and exam candidates will be prioritized.

When thinking about New England Puritans two images often come to mind: 1) that of social and religious reformers who sailed to the New World and laid the foundations of the United States; 2) that of a group of hypocrites who denied everyone around them anything considered fun and who meddled in other people's affairs. In this class we look at and beyond these images by investigating the main religious and political ideas as well as economic and cultural practices that formed the pillars of Puritan society in North America after the infamous arrival of the Mayflower in 1620. We particularly stress how Puritans of various creeds dealt with ideological and racial otherness, highlighting that diversity was as much part of the founding features of America as social angst and control. Toward the end of the semester, we assess the imagined continuity of Puritanism in selected moments of American history. During our visit to colonial New England, the questions we ask will include: How did Puritan ideology instrumentalize religion to create a tightly-knit society and a thriving economic order? To what extent did Puritanism contribute to the idea and practice of American exceptionalism? What do certain evocations of Puritan social and political ideas reveal and conceal about the usability of America's colonial past?

Required Texts:

John Coffey and Paul C. H. Lim, *The Cambridge Companion to Puritanism* (Cambridge: Cambridge UP, 2008). Online.

Mary Rowlandson, *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* [<http://www.gutenberg.org/files/851/851-h/851-h.htm>].

Rick Bragg, *I Am a Soldier, Too: The Jessica Lynch Story* (New York: Vintage, 2004).

Types of Degree/Modules:

Examenskolloquium GymPo, M.A. Ed

HS alle Studiengänge (B.A., M.A.)

Students need to contact the instructor personally before enrollment.

Course Offered:

Lecturer: Marc Prieue

Wednesday, 09.45 – 11.15, K II, room 17.16

HS: Rewriting Australia

This course focuses on contemporary Australian literature that has sought to challenge the way Australians think about their political foundations and their history. It is only since the 1970s and 80s that white Australia has begun to acknowledge the extent of the violence used to dispossess Aboriginal people from their land, and to thematise this aspect of their history in novels, poetry, drama and film. We will mostly be studying narrative prose in this course, by both Aboriginal and non-Aboriginal writers, but we will also read some poetry and drama, and engage with historical and legal texts, as well as song and film. We will read and apply postcolonial theory and ideas about settler colonialism to our study of these texts. Although many of these narratives are set in the past, authors are very much engaged in addressing contemporary debates in Australia about land, history, nationhood, identity and belonging.

Required Texts:

It's Raining in Mango (1987) by Thea Astley
The White Woman (1994) by Liam Davison
The Secret River (2005) by Kate Grenville
That Deadman Dance (2010) by Kim Scott
The Drover's Wife (a drama, 2016) by Leah Purcell

Types of Degree / Modules:

Modules 59480, Textformen - 59500, Intermediality im BA-Lehramt
Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik
Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)
Modul 70830, Interculturality im MA-Ed
Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik
Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik
Modul 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)

Course Offered:

Lecturer: Geoff Rodoreda
Tuesday, 14.00 – 15.30, K II, room 17.22

Deep and Slow – Reading Literature in the Digital Classroom

This seminar addresses ways of creating cultural sensitivity through literature. We explore some great examples of the immersive power of story-telling. Our approach combines literary, cognitive, and media studies, revolving around the theme of empathy. We read short stories and novels suitable for A-level students, featuring cross-cultural perspectives, including Garcia's *Dreaming in Cuban* (1992) and Franklin's *Crooked Letter, Crooked Letter* (2010), among others. We will 'chat' with readers from other cultures and compare our reading experiences. Along the way, we explore practical examples of creative learning in the virtual world (e.g. <https://www.engagement-global.de/chat-der-welten.html>). We also address the challenges of affording 'deep reading' in digital environments, and the ways the 'new' media have reconfigured reading. Our seminar will be taught alongside the courses "Teaching Literature and Film" and FD II, offering examples of a 'flipped classroom' which combines online and face-to-face teaching. Please see ilias for details.

Required Texts:

Christina Garcia. *Dreaming in Cuban* (1992). Any edition.

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

Types of Degree/Modules:

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

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

Modul 70830, Interculturality im MA-Ed

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

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

Course Offered:

Lecturer: Saskia Schabio

Tuesday, 11.30 – 13.00, K II, room 17.91

HS/KQ Scandal and Civility: From the Early Republic to the Digital Age

This seminar is designed for candidates who take their final teachers' examination (GymPO/M.A. Ed) with instructor as well as for advanced B.A./M.A. students. Enrollment is limited and exam candidates will be prioritized.

At the time of acute political crisis in the 1790s partisans on both sides felt the need to express their sentiments freely. Scandal proved an efficient means of making political headlines. Under protection of the First Amendment, and while pushing the limits of a free press, journalists and printers were effectively pushing the limits of American civility. By doing so, they brought into being a new style of public debate, marked by the language of sentiment and emotion, as M. Daniel argues in his study *Scandal and Civility* (2009). In this course we explore how contemporary novelists reflected on this shift, and charted the tides of public sentiment in their stories. They intervened in public opinion, and wrote back to the rise of personal shaming in the press. They argued for a more egalitarian public sphere, by giving a voice to those Americans who had no say, and could not give vent to *their* sentiments unrestrainedly. Often they actually worked from real-life scandals. In her *The Coquette*, Hannah Webster Foster examines the scandal surrounding Elizabeth Whitman, widely popularized in the New England Press. In this best-selling novel it is not so much the fallen woman, but her liberal use of the freedom of speech that scandalized. Fiction such as Foster's examined the gender-bias imbricated in notions of American civility. Following her lead, and exploring current parallels, we address recent cases of scandal, against the background of calls to speak our minds freely, embittered opposition, and a highly gendered presidential campaign. While glancing back to the early Republic, we understand developments in the present where now twitter and emojis encourage passionate emotional judgment, and social media has introduced a new dimension of public debate.

Our course includes guest-lectures. Our course cross-references with the project *Jugend braucht Kunst. Demokratie und Werte* (Staatsgalerie) to further engage with the theme of the freedom of expression and the freedom of art. In case you are interested in co-working on this topic (optional) please contact me as soon as possible (saskia.schabio@ilw.uni-stuttgart.de)

Required Texts:

Charles Brockden Brown. *Wieland*. 1797. Oxford UP, 2009.
Foster, Hannah Webster. *The Coquette*. 1797. Norton, 2012.
Rowson, Susanna. *Charlotte Temple*. 1791. Penguin, 1991.

Types of Degree/Modules:

Modules 59480, Textformen - 59500, Intermediality im BA-Lehramt
Modules 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik
Modules 27190, Textformen – 27230, Interculturality – 27250, Textual Competence – 27270, Intermediality im Lehramt (GymPO)
Modul 70830, Interculturality im MA-Ed
Modules 23380, Textual Competence – 23400, Interculturality – 23430, Wahlmodul Lit.wiss., Text and Theory – 23450, Current Methodologies I im MA Anglistik
Modules 50060, Interculturality - 50070, Textformen im M.Sc. Technikpädagogik
Modul 6671-510, Kernmodul 1 Cultural Studies im MSc Wirtschaftspädagogik (Uni Hohenheim)
Students need to contact the instructor personally before enrollment.

Course Offered:

Lecturer: Saskia Schabio

Tuesday, 15.45 – 17.15, K II, room 17.12

Stand: 15. April 2020

[zurück zum Inhaltsverzeichnis](#)

The Politics of Nature Writing

We will be following two agendas: Nature Writing as Ecocriticism and Ecocriticism as a form of Doing Politics. Hubert Zapf has put it very poignantly “Literature is an ecological force not only in a thematic sense as in explicitly environmental forms of writing, but in a more fundamental sense in the forms and functions of aesthetic communication as they have evolved in literary and cultural history and are inscribed into the generative signature of texts” (Zapf, 142). Therefore we will concern ourselves less with canonized, thematic nature writing (sociopolitical, anthropological, ecopsychological, ethical, epistemological) but with “the generative signature of texts”, which is when the aesthetic form of a text brings about a new – or at least renewed - understanding of the interdependence of culture and nature, which at the same time amounts to a mode of doing politics.

When Michail Prischwin during the Russian Revolution wrote in his secret diaries “perhaps censorship is like the snow that covers our fields: it ruins the stems and blossoms, but it protects the subterranean silent roots” it may serve as an obvious example for this kind of generative textual ecopoiesis which is at the same time highly political. We will be scouting some fairly new terrain – in some old and some new books - looking for more of these “generative signatures of texts.”

Required Texts:

Please consult announcement on C@mpus + Ilias

Types of Degree/Modules:

All degree programs at the level of “Hauptseminar”

The following types of modules are excluded: Intermediality (BA), Linguistic and Literary Competence (MA-Ed), Forschungskolloquium (MA)

Course Offered:

Lecturer: Thomas Wägenbaur

Wednesday, 15.45 – 17.15, K II, room 17.14

Cannibalism in Literature, Culture, Criticism, and Theory

One of the most controversial issues and cultural metaphors since the beginning of early modern colonialism and the religious debates of the Reformation and Counter-Reformation, cannibalism has been a main concern of social and cultural anthropology and of new historicist and cultural materialist studies. We will discuss some of the key texts from those debates. Our second and major focus will be on literary representations of cannibalism from the age of Shakespeare and Spenser to the 20th century.

Required Texts:

Atwood, Margaret. *The Edible Woman*. Virago, 2009.

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

Harris, Thomas. *Hannibal*. Dell, 2000.

---. *Hannibal Rising*. Dell, 2007.

Melville, Herman. *Typee*. (any edition)

---, *Moby Dick*. (selected chapters on ILIAS)

Montaigne, Michel de. "Of the Caniballes" in John Florio's translation. (on ILIAS)

Poe, Edgar Allan. *The Narrative of Arthur Gordon Pym of Nantucket*. (selected chapters on ILIAS)

Shakespeare, William. *Titus Andronicus*. Edited by Jonathan Bate. Revised ed. Bloomsbury Arden Shakespeare, 2018. The Arden Shakespeare Third Series.

Spenser, Edmund. *The Faerie Queene*. (selected cantos on ILIAS)

Spenser, Edmund. *A View of the Present State of Ireland*. (on ILIAS)

Swift, Jonathan. "A Modest Proposal for Preventing the Children of poor People in Ireland, from being a Burden to their Parents or Country; and for making them beneficial to the Publick." (on ILIAS)

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Martin Windisch

Tuesday, 17.30 – 19.00, K II, room 17.81

HS/KQ English Romanticism

Since this seminar is primarily designed for advanced students taking the final GymPO oral examination with me, enrollment is limited and autumn 2019 exam candidates will be prioritised.

The poetic revolution of English Romanticism entails a wide spectrum of innovative poetical forms, new conceptual frameworks, and unprecedented topics. We will try to cover representative works by William Blake, Helen Maria Williams, William Wordsworth, Charlotte Dacre, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats.

Please read Samuel Taylor Coleridge's *The Rime of the Ancyent Marinere* (1798 version) and William Wordsworth's *The Prelude* (1805 version), both included in the Norton Critical Editions as indicated below, before term starts.

The best ever Cambridge Companion is the one to *Lyrical Ballads* edited by Sally Bushell, first published in January 2020. The e-book is promised to be available soon (then accessible on the Cambridge Core through our university library), but in this specific case I really recommend buying the printed book!

Required Texts:

Blake, William. *Songs of Innocence and of Experience*. (selected poems on ILIAS)

Bushell, Sally, ed. *The Cambridge Companion to 'Lyrical Ballads'*. Cambridge UP, 2020.

Cambridge Companions to Literature. (cp. my note above)

Byron, Lord George Gordon. *Don Juan*. (on ILIAS)

Coleridge, Samuel Taylor. *Coleridge's Poetry and Prose: Authoritative Texts, Criticism*. Selected and edited by Nicholas Halmi, Paul Magnuson, Raimonda Modiano. Norton, 2004. Norton Critical Editions.

Dacre, Charlotte. *Zofloya, or The Moor*. Edited by Kim Ian Michasiw. Oxford UP, 2008. Oxford World's Classics.

Keats, John. (selected poems on ILIAS)

Shelley, Percy Bysshe. *Alastor; or The Spirit of Solitude. The Revolt of Islam. A Defence of Poetry*. (on ILIAS)

Williams, Helen Maria. (selected poems on ILIAS)

Wordsworth, William. *Wordsworth's Poetry and Prose: Authoritative Texts, Criticism*. Selected and edited by Nicholas Halmi. Norton, 2014. Norton Critical Editions.

Types of Degree/Modules:

Module 27221, Examenskolloquium GymPO

Module 70850, Master of Education, Linguistic and Literary Competence / 70852 Textual Competence

Module 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650,

Intermediality im BA Anglistik Pflichtmodul 27190, Textformen – Wahlmodul 27230, Interculturality –

Wahlmodul 27250, Textual Competence – Wahlmodul 27270, Intermediality im Lehramt (GymPO)

Modul 59480, Textformen und Wahlmodul 59500, Intermediality im BA-Lehramt Modul 59500,

Interculturality im MA-Ed Modul 70830

Vertiefungsmodul 2, 23381, Textual Competence – Vertiefungsmodul 4, 23401, Interculturality –

Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik Modul 50060, Interculturality und

Modul 50070, Textformen im M.Sc. Technikpädagogik Modul 6671-510, Kernmodul 1 Cultural Studies im

MSc Wirtschaftspädagogik (Uni Hohenheim)

Course Offered:

Lecturer: Martin Windisch

Wednesday, 17.30 – 19.00, K II, room 17.23

Stand: 15. April 2020

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6. VERANSTALTUNGEN FÜR EXAMENSKANDIDATEN UND FORSCHUNGSKOLLOQUIEN

Colloquium for Exam Candidates (GymPO, MEd)

See Hauptseminar

The E-Novel: From the Epistolary to the Email Novel

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

t.b.a

Required Texts:

t.b.a.

Types of Degree/Modules:

GymPo, MA-Ed

Course Offered:

Lecturer: Sibylle Baumbach

Monday, 15.45 – 17.15, K II, Raum 17.14

Colloquium for Exam Candidates

See Hauptseminar 400 Years of Puritanism in America

This seminar is designed for candidates who take their final teachers' examination (WPO/GymPO) with instructor and advanced students who plan on becoming teachers. Enrollment is limited and exam candidates will be prioritized.

When thinking about New England Puritans two images often come to mind: 1) that of social and religious reformers who sailed to the New World and laid the foundations of the United States; 2) that of a group of hypocrites who denied everyone around them anything considered fun and who meddled in other people's affairs. In this class we look at and beyond these images by investigating the main religious and political ideas as well as economic and cultural practices that formed the pillars of Puritan society in North America after the infamous arrival of the *Mayflower* in 1620. We particularly stress how Puritans of various creeds dealt with ideological and racial otherness, highlighting that diversity was as much part of the founding features of America as social *angst* and control. Toward the end of the semester, we assess the imagined continuity of Puritanism in selected moments of American history. During our visit to colonial New England, the questions we ask will include: How did Puritan ideology instrumentalize religion to create a tightly-knit society and a thriving economic order? To what extent did Puritanism contribute to the idea and practice of American exceptionalism? What do certain evocations of Puritan social and political ideas reveal and conceal about the usability of America's colonial past?

Required Texts:

John Coffey and Paul C. H. Lim, *The Cambridge Companion to Puritanism* (Cambridge: Cambridge UP, 2008). Online.

Mary Rowlandson, *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* [<http://www.gutenberg.org/files/851/851-h/851-h.htm>].

Rick Bragg, *I Am a Soldier, Too: The Jessica Lynch Story* (New York: Vintage, 2004).

Types of Degree/Modules:

Examenskolloquium GymPo, M.A. Ed

HS alle Studiengänge (B.A., M.A.)

Course Offered:

Lecturer: Marc Prieue

Wednesday, 09.45 – 11.15, K II, Raum 17.16

Colloquium for Exam Candidates

See Hauptseminar

Scandal and Civility: From the Early Republic to the Digital Age

This seminar is designed for candidates who take their final teachers' examination (WPO/GymPO) with instructor and advanced students who plan on becoming teachers. Enrollment is limited and exam candidates will be prioritized.

At the time of acute political crisis in the 1790s partisans on both sides felt the need to express their sentiments freely. Scandal proved an efficient means of making political headlines. Under protection of the First Amendment, and while pushing the limits of a free press, journalists and printers were effectively pushing the limits of American civility. By doing so, they brought into being a new style of public debate, marked by the language of sentiment and emotion, as M. Daniel argues in his study *Scandal and Civility* (2009). In this course we explore how contemporary novelists reflected on this shift, and charted the tides of public sentiment in their stories. They intervened in public opinion, and wrote back to the rise of personal shaming in the press. They argued for a more egalitarian public sphere, by giving a voice to those Americans who had no say, and could not give vent to *their* sentiments unrestrainedly. Often they actually worked from real-life scandals. In her *The Coquette*, Hannah Webster Foster examines the scandal surrounding Elizabeth Whitman, widely popularized in the New England Press. In this best-selling novel it is not so much the fallen woman, but her liberal use of the freedom of speech that scandalized. Fiction such as Foster's examined the gender-bias imbricated in notions of American civility. Following her lead, and exploring current parallels, we address recent cases of scandal, against the background of calls to speak our minds freely, embittered opposition, and a highly gendered presidential campaign. While glancing back to the early Republic, we understand developments in the present where now twitter and emojis encourage passionate emotional judgment, and social media has introduced a new dimension of public debate.

Our course includes guest-lectures. Our course cross-references with the project *Jugend braucht Kunst. Demokratie und Werte* (Staatsgalerie) to further engage with the theme of the freedom of expression and the freedom of art. In case you are interested in co-working on this topic (optional) please contact me as soon as possible (saskia.schabio@ilw.uni-stuttgart.de)

Required texts:

Charles Brockden Brown. *Wieland*. 1797. Oxford UP, 2009.

Foster, Hannah Webster. *The Coquette*. 1797. Norton, 2012.

Rowson, Susanna. *Charlotte Temple*. 1791. Penguin, 1991.

Types of Degree/Modules:

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

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

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

Modul 70830, Interculturality im MA-Ed

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

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

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

Course Offered:

Lecturer: Saskia Schabio

Tuesday, 15.45 – 17.15, K II, Raum 17.12

Colloquium for Exam Candidates

See Hauptseminar English Romanticism

Since this seminar is primarily designed for advanced students taking the final GymPO oral examination with me, enrollment is limited and spring 2019 exam candidates will be prioritised.

The poetic revolution of English Romanticism entails a wide spectrum of innovative poetical forms, new conceptual frameworks, and unprecedented topics. We will try to cover representative works by William Blake, Helen Maria Williams, William Wordsworth, Charlotte Dacre, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats.

Please read Samuel Taylor Coleridge's *The Rime of the Ancyent Marinere* (1798 version) and William Wordsworth's *The Prelude* (1805 version), both included in the Norton Critical Editions as indicated below, before term starts.

The best ever Cambridge Companion is the one to *Lyrical Ballads* edited by Sally Bushell, first published in January 2020. The e-book is promised to be available soon (then accessible on the Cambridge Core through our university library), but in this specific case I really recommend buying the printed book!

Required Texts:

Blake, William. *Songs of Innocence and of Experience*. (selected poems on ILIAS)

Bushell, Sally, ed. *The Cambridge Companion to 'Lyrical Ballads'*. Cambridge UP, 2020. Cambridge Companions to Literature. (cp. my note above)

Byron, Lord George Gordon. *Don Juan*. (on ILIAS)

Coleridge, Samuel Taylor. *Coleridge's Poetry and Prose: Authoritative Texts, Criticism*. Selected and edited by Nicholas Halmi, Paul Magnuson, Raimonda Modiano. Norton, 2004. Norton Critical Editions.

Dacre, Charlotte. *Zofloya, or The Moor*. Edited by Kim Ian Michasiw. Oxford UP, 2008. Oxford World's Classics.

Keats, John. (selected poems on ILIAS)

Shelley, Percy Bysshe. *Alastor; or The Spirit of Solitude. The Revolt of Islam. A Defence of Poetry*. (on ILIAS)

Williams, Helen Maria. (selected poems on ILIAS)

Wordsworth, William. *Wordsworth's Poetry and Prose: Authoritative Texts, Criticism*. Selected and edited by Nicholas Halmi. Norton, 2014. Norton Critical Editions.

Types of Degree/Modules:

Module 27221, Examenskolloquium GymPO

Module 70850, Master of Education, Linguistic and Literary Competence / 70852 Textual Competence

Module 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality – 42650, Intermediality im BA Anglistik Pflichtmodul 27190, Textformen – Wahlmodul 27230, Interculturality – Wahlmodul 27250, Textual Competence – Wahlmodul 27270, Intermediality im Lehramt (GymPO)

Modul 59480, Textformen und Wahlmodul 59500, Intermediality im BA-Lehramt Modul 59500, Interculturality im MA-Ed Modul 70830

Vertiefungsmodul 2, 23381, Textual Competence – Vertiefungsmodul 4, 23401, Interculturality –

Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik Modul 6671-510, Kernmodul 1 Cultural Studies im MSc

Wirtschaftspädagogik (Uni Hohenheim)

Course Offered:

Lecturer: Martin Windisch

Wednesday, 17.30 – 19.00, K II, Raum 17.23

Forschungs- und Doktorandenkolloquium (14-tägig)

Research Colloquium

The colloquium provides a forum for discussing current research projects and work-in-progress in English literary and cultural studies. It is open to advanced Master students who are preparing, writing, or completing their theses, PhD-students, and academic staff. MA- and PhD-students will be expected to present (part of) their theses in the course of the semester. They will also be asked to submit excerpts or draft chapters, which are discussed by the group. The colloquium will take place bi-weekly. We will start in week 2 (16 April).

Types of Degree/Modules:

Modul 23481; MA Forschungskolloquium

Modul 23450, Current Methodologies I im MA-Anglistik

Course Offered:

Lecturer: Sibylle Baumbach

Wednesday, 11.30 – 13.00, KII, room 17.51

Forschungs- und Doktorandenkolloquium (14-tägig)

KQ American Studies: Approaches, Concepts, Research

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

Students will need to contact the instructor personally before enrollment.

Required Texts: A reader containing relevant material will be provided through ILIAS.

Types of Degree/Modules:

Modul 23481; MA Forschungskolloquium

Modul 23450, Current Methodologies I im MA-Anglistik

Course Offered:

Lecturer: Marc Priewe

Tuesday, 17.30 – 19.00, KII, room 4.021 (First meeting: April. 16th, 5.30 pm.)

7. E P G II

“Contingencies of Value”

This seminar will examine relevant exchanges between Anglophone literature and philosophical ethics. We will follow both a historic and systematic order by dealing first with the relation between religion and literature as well as the relation between moral philosophy and literature. We will then explore various cultural practices such as censorship and canonization and their influence on literature – and vice versa. At length we will discuss the so-called “Ethical Turn” in literary theory since the last two decades (Gender Theory, Postcolonialism, Ecocriticism).

Recommended Reading:

Hoffmann, Gerhard, and Alfred Hornung. *Ethics and Aesthetics: The Moral Turn of Postmodernism*. Winter, 1996.

Remarks:

Nur für Lehramtstudierende, GymPO

Course Offered:

Lecturer: Thomas Wägenbaur

Wednesday, 11.30 – 13.00, K II, room 11.01

Linguistik

8. Linguistic Levels

Basic Phonetics and Phonology

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

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

LA (GymPO): Pflichtmodul 7 „Linguistic Levels“ (27180/KLA(BF): 27380), Phonetics/Phonology (271803/KLA(BF): 273803)

BA (alt) HF: Kernmodul “Linguistic Levels II” (42610), Phonetics/Phonology (426102)

BA (alt) NF: Kernmodul “Linguistic Levels” (NF) (43350), Phonetics/Phonology (433503)

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

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

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

ODER

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

Courses Offered:

C@mpus-LV: (A) 171205200

Lecturer: Nadja Schaffler

Thursday, 09.45 – 11.15, Breitscheid, room 2.11

Semantic Theory

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

Prerequisites: Introduction to Linguistics

Requirements: t.b.a.

Types of Degree / Modules:

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

LA (GymPO): Pflichtmodul 7 „Linguistic Levels“ (27180/KLA(BF): 27380), Semantics (271804/KLA(BF): 273804)

BA (alt) HF: Kernmodul “Linguistic Levels II” (42610), Semantics (426101)

BA (alt) NF: Kernmodul “Linguistic Levels” (NF) (43350), Semantics (433504)

BA (neu): Kernmodul “Linguistic Levels” (220), Modul: Semantics/Pragmatics (75190)

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

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

ODER

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

Courses Offered:

C@mpus-LV: (A) 171205230

Lecturer: Judith Tonhauser

Tuesday, 11.30 – 13.00, KI, room 11.32

or

C@mpus-LV: (B) 171205240

Lecturer: Elena Vaiksnoraite

Tuesday, 14.00 – 15.30, KI, room 11.82

9. Language Variation

for (A): Syntax

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

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

for (B): Sociolinguistics

Do. 11:30-13:00 / Judith Tonhauser

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

Required course reading:

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

for (C): Morphology/Syntax

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

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

for (D): Sociolinguistics

Do. 09:45-11:15 / Heidi Altmann

This seminar will be concerned with theoretical and empirical accounts of linguistic variation that can be found in the language used by individuals and groups. We will discuss different factors that affect people's linguistic choices as well as their attitudes towards language used by others, such as gender, social class, ethnicity, or politeness.

Required course reading:

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

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

Requirements: t.b.a.

Types of Degree / Modules:

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

LA (GymPO): Wahlmodul 2 „Varieties“ (27240), Dialectology (272401)

BA (alt) HF: Ergänzungsmodul “Varieties” (42800), Dialectology and Varieties of English (428001)

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

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

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

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

Courses Offered:

C@mpus-LV: (A) 171205300

Lecturer: Silke Fischer

Friday, 09.45 – 11.15, KII, room 17.12

or

C@mpus-LV: (B) 171205310

Lecturer: Judith Tonhauser

Thursday, 11.30 – 13.00, KII, room 17.74

or

C@mpus-LV: (C) 171205320

Lecturer: Karin Leonte

Tuesday, 15.45 – 17.15, KII, room 17.21

or

C@mpus-LV: (D) 171205330

Lecturer: Heidi Altmann

Thursday, 09.45 – 11.15, KII, room 17.17

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

Deutsch und Englisch im Vergleich

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

Je nach Interesse können auch weitere germanische Sprachen einbezogen werden.

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

Prerequisites: Kenntnisse in Syntax und Morphologie

Requirements: Studierende mit dem Ziel Lehramt (Deutsch/Englisch) sollen in die Lage versetzt werden, die beiden Sprachen systematisch kontrastiv zu betrachten und sich eine breite empirische erarbeiten.

Studierende der Linguistik können den Fokus auf die Mechanismen der kontrastiven Analyse legen.

Types of Degree / Modules:

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

LA (GymPO): Wahlmodul 2 „Varieties“ (27240), Dialectology (272401)

BA (alt) HF: Ergänzungsmodul “Varieties” (42800), Dialectology and Varieties of English (428001)

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

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

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

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

Courses Offered:

C@mpus-LV: 181209800

Lecturer: Eleonore Brandner

Wednesday, 11.30 – 13.00, KI, room 11.91

10. Phonologie II

In dem Kurs werden Aspekte aus dem Phonologie I Kurs erweitert und vertieft, z.B. Formanten, Voice Onset Time und suprasegmentale Aspekte wie Intonation und Phrasierung. Mithilfe der Software Praat werden wir unser theoretisches Wissen im Experiment auf die Probe stellen. Grundlage des Kurses ist die Einführung von T.A. Hall sowie zusätzliche Literatur, die im Kurs bekanntgegeben wird.

Prerequisites: Phonologie I

Requirements: t.b.a.

Types of Degree / Modules:

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

Courses Offered:

C@mpus-LV: 171205380

Lecturer: Nadja Schauffler

Thursday, 14.00 – 15.30, KII, room 17.17

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

Advanced Semantics: Clause-embedding predicates in discourse

Research in meaning has long distinguished different classes among the set of clause-embedding predicates, such as “think”, “discover” or “be annoyed”. For instance, for some predicates, like “be right,” the content of the clausal complement is entailed (e.g., it follows from “Sam is right that the store is closed” that the store is closed); for others it is not entailed. Another relevant property is presuppositionality: for some predicates, like “know,” the content of the clausal complement is presupposed (e.g., a speaker who asks “Does Kim know that the store is closed?” seems to presuppose that the store is closed); for others it is not presupposed. And the content of the complement of some but not all predicates can be the main point of the utterance: for instance, it is more acceptable to respond to the question “Where’s Henry?” with “Sandy thinks/heard that he’s in London” than with “Sandy is annoyed/is right that he’s in London.”

The course explores discourse properties of clause-embedding predicates and the contents of their clausal complements, with the goal of understanding how discourse properties differentiate classes of predicates. Our exploration will be based on in-class discussions of primary research articles that investigate particular properties of these predicates and their complements. The papers we will discuss will also introduce students to data-driven research in linguistics, as well as to quantitative and theoretical linguistic analyses.

This is an advanced course in semantics/pragmatics: you will either already have a BA in hand or, if not (BA/GymPO students), you will have taken a general introduction to linguistics and at least one of the following: Semantics, Pragmatics, First order logic. You should also be willing to read and critically engage with primary linguistic literature. To prepare you for the in-class discussion of a reading, you will be asked to post a discussion question for the reading before the class meeting. Your grade for the course is based on a research paper. Topics for these research papers will be identified as part of our discussions of the literature.

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

Requirements: t.b.a.

Types of Degree / Modules:

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

LA (GymPO): Wahlmodul „Vertiefung Linguistik 2“ (27280): Syntactic and Semantic Structure (272801)
ODER

Wahlmodul „Vertiefung Linguistik 1“ (27260): Phonological and Morphological Structure (272601)

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

BA (alt) HF: Ergänzungsmodul “Advanced Linguistics 2” (42680), Syntactic and Semantic Structure (426801)

ODER

Ergänzungsmodul “Advanced Linguistics 1” (42660), Phonological and Morphological Structure (426601)

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

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

ODER

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

ODER

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

ODER

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

ODER

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

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

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

Courses Offered:

C@mpus-LV: 171205400

Lecturer: Judith Tonhauser

Tuesday, 14.00 – 15.30, KII, room 17.52

Advanced Semantics: Anaphora

Some linguistic expressions get their meaning from context in which they are used. For instance, the interpretation of the pronoun she in an out-of-a-blue context is unclear. If the same pronoun she is uttered in context like in (2), the pronoun gets its interpretation from the noun phrase Mary. Thus, the pronoun she is an anaphoric expression that needs an antecedent (like Mary) to receive its interpretation from.

- (1) She was ill
- (2) Mary left. She was ill.

This course introduces students to different types of anaphora (pronominal anaphora as exemplified above, propositional anaphora, etc.) and the specific properties that have been attributed to them.

We will survey different experimental investigations to anaphora resolution. While the main focus will be on anaphoric expressions in English, we will also consider cross-linguistic data from languages.

Prerequisite: Semantic Theory or Psycholinguistics

Requirements: t.b.a.

Types of Degree / Modules:

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

LA (GymPO): Wahlmodul „Vertiefung Linguistik 2“ (27280): Syntactic and Semantic Structure (272801)

ODER

Wahlmodul „Vertiefung Linguistik 1“ (27260): Phonological and Morphological Structure (272601)

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

BA (alt) HF: Ergänzungsmodul “Advanced Linguistics 2” (42680), Syntactic and Semantic Structure (426801)

ODER

Ergänzungsmodul “Advanced Linguistics 1” (42660), Phonological and Morphological Structure (426601)

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

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

ODER

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

ODER

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

ODER

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

ODER

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

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

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

Courses Offered:

C@mpus-LV: 171205430

Lecturer: Elena Vaiksnoraite

Tuesday, 09.45 – 11.15, KII, room 17.17

Advanced Syntax: Licensing under Agree

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

Good knowledge of syntax is obligatory!

Prerequisite: Introduction to Linguistics; Syntactic Theory

Requirements: t.b.a.

Advanced Syntax: Control Theory

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

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

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

- (2) a. Tom_i tried [PRO_i to open the door].
b. Peter_i told Tom_j [PRO_j to open the door].

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

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

- (3) (Tom_i told Peter_j that) he_iwants [PRO_{i+j+k} to meet next Tuesday].
(4) It was IMP_i decided [PRO_i to leave]. (IMP=implicit external argument of decide)
(5) kid-bā ziya b-išr-a y-oq-si (Tsesz)
girl.II-ERG cow.III.ABS III-feed-INF II-begin-PAST.EVID
'The girl began to feed the cow.'

Prerequisite: Good knowledge of syntax

Requirements: Final exam

Types of Degree / Modules:

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

LA (GymPO): Wahlmodul „Vertiefung Linguistik 2“ (27280): Syntactic and Semantic Structure (272801)

Stand: 15. April 2020

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ODER

Wahlmodul "Vertiefung Linguistik 1" (27260): Phonological and Morphological Structure (272601)

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

BA (alt) HF: Ergänzungsmodul "Advanced Linguistics 2" (42680): Syntactic and Semantic Structure (426801)

ODER

Ergänzungsmodul "Advanced Linguistics 1" (42660): Phonological and Morphological Structure (426601)

BA (neu) HF: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Syntax" (75270), Advanced Syntax (752701)

MA Angl.: Spezialisierungsmodul 1: Wahlmodul Linguistik (23440): Topics in Syntax (234402)

ODER

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

ODER

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

ODER

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

ODER

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

ODER

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

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Syntax (595103)

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

Courses Offered:

Advanced Syntax: Licensing under Agree

C@mpus-LV: 171205410

Lecturer: Silke Fischer

Friday, 11.30 – 13.00, KII, room 17.23

and

Advanced Syntax: Control Theory

C@mpus-LV: 171205420

Lecturer: Patrick Lindert

Thursday, 15.45 – 17.15, KII, room 17.24

12. Advanced Linguistics (*M.A. Level*)

Advanced Morphology: The form and meaning of compounds

This seminar will be concerned with compounding as a morphological process and how it has been dealt with in theoretical research. Unlike the outputs of inflection and derivation, compounds involve more than one root and thus raise interesting theoretical questions about the interaction between lexicon, syntax, and semantics. For instance, the meaning of some compounds can be compositionally derived from the meaning of the roots involved (e.g., *apple cake*, *blue cheese*, *girlfriend*, *hairdresser*), while others have an idiosyncratic meaning (e.g., *kill joy*, *white collar*, *pale face*). In the first part of this class, we will discuss some of the most prominent works that have been written on compounds to understand the implications of this word formation process for linguistic theory in general. In the second part, we will focus on some case studies with synthetic compounds, which combine compounding and derivation (e.g., *bus driver*, *student evaluation*).

Prerequisite: To attend this class you should have attended classes in morphology, syntax, and semantics (i.e., at least two of these specializations) before. Only MA-students can enroll in this class.

Requirements: Short oral presentation and term paper.

Types of Degree / Modules:

LA (GymPO): Wahlmodul „Vertiefung Linguistik 1“ (27260): Phonological and Morphological Structure (272601)

ODER

Wahlmodul „Vertiefung Linguistik 2“ (27280): Syntactic and Semantic Structure (272801)

LA (Master): Pflichtmodul „Advanced Linguistics 2“ (72570): Advanced Morphology (725702)

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

ODER

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

ODER

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

ODER

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

ODER

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

Technikpäd.: Modul „Advanced Linguistics“ (59510): Advanced Morphology (595102)

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

Courses Offered:

C@mpus-LV: 171205440

Lecturer: Gianina Iordăchioaia

Tuesday, 14.00 – 15.30, KII, room 17.98

13. Veranstaltungen für Examenskandidaten und Forschungskolloquien

Types of Degree / Modules:

LA (GymPO): Pflichtmodul 11 “Kolloquium“ (27220/KLA(BF): 27390): Kolloquium Linguistik (272202/KLA(BF): 273902)

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

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

Prerequisites: Registration for final exams in the fall of 2020 (LA).

Kolloquium für Examenskandidaten (A)

Target group: Candidates for Staatsexamen (fall 2020) who want to do their oral examination with me as well as M.Ed. students with background in semantics, pragmatics and/or psycholinguistics.

Topic areas: Semantics, pragmatics, psycholinguistics, as well as the topics fixed by exam regulations.

Aim: In-depth treatment of selected topics in semantics, pragmatics and psycholinguistics, general review of linguistics and the history of English.

Prerequisites: At least one class in semantics, pragmatics or psycholinguistics.

Registration: Please sign up on C@mpus AND send me an email with information on the linguistics courses you have taken.

C@mpus-LV: 171205500

Lecturer: Judith Tonhauser

Thursday, 14.00 – 15.30, K II, room 17.12

Kolloquium für Examenskandidaten (B)

Target group: Candidates for Staatsexamen and Dipl.-Hdl., WiPäd. Oral and written exams.

Topic areas: The colloquium will first present the topics for the written exam in Linguistics. The second part includes presentations by the candidates on the following areas:

- ♦ Components of English grammar: phonology, phonetics, interfaces with phonology
- ♦ Varieties of English
- ♦ Second Language phonology

Aim: Preparation for the final exams; in-depth treatment of selected topics for the oral examination.

Registration: Please contact me via e-mail, or come and see me during my office hours.

C@mpus-LV: 171205510

Lecturer: Sabine Zerbian

1st organization meeting: Monday, 06th April, 09.45 – 11.15, K II, room 17.92

3 times on Friday, 26th June, 10th July and 17th July, 11.30 – 17.15, K II, room 17.73

Kolloquium für Examenskandidaten (C)

Target group: Candidates for Staatsexamen and the final MA (Ed) module who want to do their oral exam with me in fall 2020.

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

Aim: Preparation for the final exams; in depth treatment of selected topics for the oral examination.

Registration: If not already done, please contact me via e-mail (and then sign up on C@mpus).

C@mpus-LV: 171205520

Lecturer: Silke Fischer

Tuesday, 11.30 – 13.00, K II, room 17.14

**Forschungsseminar / Research seminar:
“Latest Developments in Linguistic Theory (Syntax)”**

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

Types of Degree / Modules:

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

Courses Offered:

C@mpus-LV: 171205530

Lecturer: Judith Tonhauser / Daniel Hole

Tuesday, 17.30 – 19.00, KII, room 17.12

**Forschungsseminar / Research seminar:
“Latest Developments in Linguistic Theory (Phonology)”**

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

Types of Degree / Modules:

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

Courses Offered:

C@mpus-LV: 171205540

Lecturer: Sabine Zerbian / Nadja Schauffler

Friday, 09.45 – 11.15, KII, room 17.51

SPRACHPRAXIS

14. Essay Writing

Essay Writing / Research Skills (Grundstudium)

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

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

Required Texts:

Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. New York: Signet Classics, 1976.

Type of degree / Studiengänge:

Pflichtmodul 2: Sprachpraxis 1, Neues Lehramt (GymPo)

Basismodul: Language Practice 1, BA Anglistik (2012)

Grundlagemodul Literatur, WiWi BSc Hohenheim

Courses Offered:

Lecturer: Jessica Bundschuh

Thursday, 11.30 – 13.00, KII, room 17.12

Close Reading II

A fine and rewarding selection of (mostly provocative) literary texts from different genres and epochs, and a number of related theoretical texts will be the basis for (hopefully) stimulating discussions. Our general topic for the summer semester will be Gender Studies. Our aims will be:

- a) to come to terms with key concepts by acquiring the skills of cultural-historical concept formation,
- b) to integrate concept formation into academic writing, and
- c) to systematically approach the problem of how to write the best possible paper in response to the texts provided on the whole and in response to crucial issues prevalent in these texts.

Please read Kate Chopin's *The Awakening* before term starts.

Required Texts:

Chopin, Kate. *The Awakening*. Edited by Margo Culley. 3rd ed. Norton, 2017. Norton Critical Editions.

Other texts will be provided on ILIAS.

Types of Degree/Modules:

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

Courses Offered:

Lecturer: Martin Windisch

Thursday, 08.00-09.30, KII, room 17.23

15. Verbal Communication

Phonetic Practice

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

Note:

Courses [\(A\)](#) and [\(B\)](#) will be organized in a Blended Learning format, which means it will involve a combination of in-class practice and online tasks (at home). If you do not want to [record and share](#) podcasts with other members of the course, you should choose one of Phonetic Practice [\(C\)](#)-[\(F\)](#).

Requirements: t.b.a.

Types of Degree/Modules:

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

LA (GymPO) (HF, Erw.prüf., KLA (BF)): Pflichtmodul 5 “Sprachpraxis 2” (27160), Phonetic Practice (271602)

LA (GymPO) (KLA (HF)): Wahlmodul „Sprachpraxis 2“ (27160), Phonetic Practice (271602)

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

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

Courses Offered:

C@mpus-LV: (A) 171205600

Lecturer: Heidi Altmann

Tuesday, 09.45 – 11.15, KII, room 17.16

or

C@mpus-LV: (B) 171205610

Lecturer: Heidi Altmann

Tuesday, 11.30 – 13.00, KII, room 17.17

or

C@mpus-LV: (C) 171205620

Lecturer: Kelly Neudorfer

Monday, 08.00 – 09.30, KII, room 17.73

or

C@mpus-LV: (D) 171205630

Lecturer: Kelly Neudorfer

Monday, 09.45 – 11.15, KII, room 17.73

or

C@mpus-LV: (E) 171205640

Lecturer: Kelly Neudorfer

Monday, 11.30 – 13.00, KII, room 17.73

or

C@mpus-LV: (F) 171205650

Lecturer: Guy Arthur Canino

Thursday, 14.00 – 15.30, KII, room 17.11

Advanced Verbal Communication

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

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

The course is open for all, but especially recommended for future teachers and MA students.

for (B), (C) & (D): 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 (GymPO) (HF, Erw.prüf. (HF)): Pflichtmodul 10 "Sprachpraxis 3" (27210): Verbal Communication (272102)

LA (GymPO) (Erw.prüf. (BF)): Wahlmodul "Verbal Communication" (27210): Verbal Communication (272102)

LA (GymPO) (KLA (HF)): Wahlmodul "Verbal Communication" (27340): Verbal Communication (273401)

LA (GymPO) (KLA (BF)): Wahlmodul "Verbal Communication" (27330): Verbal Communication (273301)

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

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

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

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

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

Courses Offered:

C@mpus-LV: (A) 171206200

Lecturer: Beate Kaebel

Tuesday, 17.30 – 19.00, KII, room 17.14

or

C@mpus-LV: (B) 171206210

Lecturer: Richard Powers

Thursday, 09.45 – 11.15, KII, room 17.71

or

C@mpus-LV: (C) 171206220

Lecturer: Richard Powers

Thursday, 14.00 – 15.30, KII, room 17.51

or

C@mpus-LV: (D) 171206230

Lecturer: Richard Powers

Thursday, 15.45 – 17.15, KII, room 17.92

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 (alt) HF: Ergänzungsmodul "Language Practice 2" (42690): Business Communication (426902)

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

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

Courses Offered:

C@mpus-LV: 171206300

Lecturer: Richard Powers

Thursday, 17.30 – 19.00, KII, room 17.13

Lexicon & Phraseology

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

Requirements: t.b.a.

Types of Degree / Modules:

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

LA (GymPO) (HF, Erw.prüf., KLA (BF)): Pflichtmodul "Sprachpraxis 2" (27160): Lexicon & Phraseology (271601)

LA (GymPO) (KLA (HF)): Wahlmodul "Sprachpraxis 2" (27160): Lexicon & Phraseology (271601)

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

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

Courses Offered:

C@mpus-LV: (A) 171206100

Lecturer: Guy Arthur Canino

Tuesday, 14.00 – 15.30, KII, room 17.71

or

C@mpus-LV: (B) 171206110

Lecturer: Guy Arthur Canino

Tuesday, 15.45 – 17.15, KII, room 17.72

or

C@mpus-LV: (C) 171206120

Lecturer: Beate Kaebel

Wednesday, 15.45 – 17.15, KII, room 17.51

or

C@mpus-LV: (D) 171206130

Lecturer: Beate Kaebel

Thursday, 11.30 – 13.00, KII, room 17.71

or

C@mpus-LV: (E) 171206140

Lecturer: Beate Kaebel

Thursday, 15.45 – 17.15, KI, room 11.71

or

C@mpus-LV: (F) 171206150

Lecturer: Jessica Bundschuh

Tuesday, 09.45 – 11.15, KII, room 17.51

or

C@mpus-LV: (G) 171206160

Lecturer: Geoff Rodoreda

Monday, 11.30 – 13.00, KII, room 17.71

16. Translation

Translation 1

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

Requirements: two tests during the term

Types of Degree/Modules:

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

LA (GymPO): Pflichtmodul "Sprachpraxis 1" (41610): Translation (416101)

BA (alt): Basismodul "Language Practice 1" (42550): Translation (425501)

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

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

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

Courses Offered:

C@mpus-LV: 171205700

Lecturer: Paul Boyles

Friday, 11.30 – 13.00, KII, room 17.71

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 (GymPO): HF/Erw.prüf.: HF: Pflichtmodul "Sprachpraxis 3" (27210): Translation 2 (272101)

LA (GymPO): Erw.prüf. (BF): Wahlmodul "Translation 2" (27210): Translation 2 (272101)

LA (GymPO): Künstl. LA (HF): Wahlmodul "Translation 2" (27360): Translation 2 (273601)

LA (GymPO): Künstl. LA (BF): Wahlmodul "Translation 2" (27350): Translation 2 (273501)

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

BA (alt): Ergänzungsmodul "Language Practice 2" (42690): Translation 2 (426901)

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

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

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

Wi.päd.: Kernmodul 3 "Sprachkompetenz" (6671-610): Translation im Hauptstudium

(entspricht "Translation 3" in der Hohenheimer Vorlage)

Courses Offered:

C@mpus-LV: (A) 171205800

Lecturer: Beate Kaebel

Monday, 17.30 – 19.00, KII, room 17.23

or

C@mpus-LV: (B) 171205810

Lecturer: Beate Kaebel

Tuesday, 11.30 – 13.00, KI, room 11.62

or

C@mpus-LV: (C) 171205820

Lecturer: Beate Kaebel

Tuesday, 15.45 – 17.15, KII, room 17.74

or

C@mpus-LV: (D) 171205830

Lecturer: Beate Kaebel

Wednesday, 11.30 – 13.00, KII, room 17.23

or

C@mpus-LV: (E) 171205840

Lecturer: Paul Boyles

Friday, 14.00 – 15.30, KII, room 17.24

17. ÜBUNGEN / (SQs)

Play-Reading Group

Students of English literature are encouraged to attend sessions of the group where we read plays by English or American dramatists through at one sitting. This is an excellent opportunity to get to know a variety of works, including some of the most up-to-date performances. We shall be reading six plays, all of them in connection with my seminar on ‘The Great American Family Drama’.

The focus this semester will be on plays of the same genre written and performed also across the Atlantic including British Family Drama.

Inspired by Jane Austen’s unfinished novel *The Watsons* (ca. 1803), Laura Wade wonders in her latest play of the same title what the characters will do when they are abandoned by their author – incidentally giving us an insight into the creative mind of a writer. J.B. Priestley, however, in 1937 in his play *Time and the Conways*, observes a wealthy Yorkshire family over a period of 19 years. The play starts after World War I on an optimistic note and ends just before World War II. At the same time across the Atlantic, Thornton Wilder in *Our Town* (1938) looked back to the fates of the citizens between 1901 and 1923 in Grover’s Corner, a fictional small American town. The setting for Sam Shepherd’s play of 1978 *Buried Child* is placed in rural Illinois in the 1970s. The ongoing slow-down of the economy accelerates the breaking up of the American nuclear family and questions the myth of the so-called ‘American Dream.’ In both Arthur Miller’s play, *The Price* (1968) and Branden Jacobs-Jenkins’ *Appropriate* (2018), each family gathers together after the death of the father. It is their last chance to settle old feuds, heal old wounds and hopefully come to terms with – and make peace with – the past. In both plays all the characters come to realise there is a price for everything.

Students of all semesters are welcome to our sessions, either to read or to listen. Readings will be primarily on alternate Thursdays, beginning punctually at 7 p.m. The detailed programme will outline the dates and venues of our meetings and will be available at the **introductory meeting on Thursday April 16th , also again at 7 p.m.**

Required Texts:

Most texts will be supplied.

Types of Degree/Modules: BA Anglistik (2012, 2018)

Courses Offered:

Lecturers: Dietmar Geyer

Introductory meeting: Thursday, April. 16th , at 7 p.m., KII, room 17.16

Stilfragen und Formen Journalistischen Schreibens (Schlüsselqualifikation)

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

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

Required Texts:

Zeitschriften, Tages- und Wochenzeitungen

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

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

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

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

Films:

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

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

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

Prerequisites:

Introduction to Literary Studies

Types of Degree / Modules:

BA Anglistik (2012, 2018)

Courses Offered:

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

Mittwoch, 09.45 – 11.15, K II, Raum 17.72

Visual Culture and Marketing

Visual aspects of popular culture (Film, TV, advertising, fashion, memes 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 some critical extend also to Visual Marketing.

Required 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*. 2nd 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 (2012, 2018)

Courses Offered:

Lecturer: Thomas Wägenbaur

Thursday, 14.00 – 15.30, K II, room 17.71

18. FACHDIDAKTISCHE SEMINARE

Schools Debating (nur für LA)

Please note that this course will be taught as a **compact seminar, starting one week ahead of the term (for the dates please check Campus)**. **This course is exclusively directed at students intending to take a teaching degree for teaching English at school (GymPO and Lehramt Bachelor or Lehramt Master students).**

You will learn about British parliamentary style debating and about teaching pupils at school how to debate. We will look at topics mainly centering on social diversity and inclusion. You will have plenty of opportunities for debating yourselves. The idea is that thereby you will get a feeling for how easy or difficult debating can be for your students and what you could or should do to help them prepare a debate. Finally, you will learn to create a competitive debating set-up for your students and you will learn how to evaluate the quality of debates.

Required Text:

t.b.a.

Courses Offered:

Lecturer: Astrid Diener

Blockseminar

Monday,	30.03.2020,	08 - 15:30	Room 17.13, 17.14 and 17.15 (KII)
Tuesday,	31.03.2020,	08 - 15:30	Room 17.13, 17.14 and 17.15 (KII)
Thursday,	02.04.2020,	08 - 13:00	Room 17.13, 17.14 and 17.15 (KII)
Friday,	29.05.2020,	08 - 13:00	Room 17.11 (KII)

Fachdidaktik Englisch I (Zweiter 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 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: Birgit Rietgraf

Monday, 15.45 – 17.15, KII, room 17.21

or

Lecturer: Sebastian Schult

Tuesday, 11.30 – 13.00, KI, room 11.11

or

Lecturer: Jan Kulok

Thursday, 14.00 – 15.30, KII, room 17.21

or

Lecturer: Sonja Herz

Thursday, 15.45 – 17.15, KII, room 11.01

Veranstaltung von der PH Ludwigsburg im Bereich Fachdidaktik I/2

Bilingual Language Pedagogy II

This seminar will delve into the world of bilingualism. We will take an in-depth look at various aspects of bilingualism, including simultaneous vs. consecutive acquisition of languages, the bilingual lexicon, code-mixing/switching, non-linguistic aspects of bilingualism (e.g. cultural, national, ethnic, political), and attrition of languages. In order to pass this class, you will be required to be well-prepared and actively participate, complete reading assignments and hold a presentation.

Required Text:

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

Studiengänge:

BA-LA, GymPO

Courses Offered:

Lecturer: Prof. Dr. Jörg-Ulrich Kessler (PH Ludwigsburg)

Tuesday, 16:15 – 17:45, weekly 14.04.20 – 21.07.20

an der PH Ludwigsburg

Anmeldung:

kessler@ph-ludwigsburg.de

Multilingualism from an internationalperspective

Multilingualism is a global phenomenon. However, the role of multilingual learners in schools is not always appreciated by teachers and/or fellow learners. In our seminar we will explore the role of multilingualism in the education system in various countries. Whenever possible visiting scholars from our partner universities will be included into our seminar.

Studiengänge:

BA-LA, GymPO

Courses Offered:

Lecturer: Prof. Dr. Jörg-Ulrich Keßler (PH Ludwigsburg)

Thursday, 10:15 – 11:45, weekly 23.04.20 – 23.07.20

an der PH Ludwigsburg

Anmeldung:

kessler@ph-ludwigsburg.de

Fachdidaktik Englisch II

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 literary and cultural theories.

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

Types of Degree/Modules:

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

Courses Offered:

Lecturer: Dagmar Lalla-Gommel

Monday, 17.30 – 19.00, KII, room 17.72

or

Lecturer: Andreas Sedlatschek

Thursday, 17.30 – 19.00, KII, room 17.22

Fachdidaktik Englisch II (Teil 2)

Please note that this course will be taught as a **compact seminar**, starting with a single **compulsory preparatory session on Thursday, 9th April**, followed by three all day compact sessions, two on Fridays and one on a Saturday (for the dates, please check Campus).

This course is part 2 of Fachdidaktik II and aims at Master students who attended part 1 of this module. It draws on theories taught in part one of this module about teaching literature with a focus on intercultural and transcultural learning. Part 2 will focus on an application of the theories examined in part 1 to lesson design, lesson simulation and subsequent reflection.

Requirements:

Attendance of Fachdidaktik II, part 1, attendance of the compulsory preparatory first session on 9th of April, a reading of Salman Rushie's short story "Good Advice is Rarer than Rubies" in preparation of the first session on 9th April. This and other texts will be provided on ILIAS.

Courses Offered:

Lecturer: Astrid Diener

Blockseminar

Thursday,	09.04.2020,	15:45-17:15	Room 17.51 (KII)
Friday,	17.04.2020,	08:00-15:30	Room 17.11 (KII)
Saturday,	18.04.2020,	08:00-15:30	Room 17.11 (KII)
Friday,	24.04.2020,	08:00-17:15	Room 17.17 (KII)