

# Annotated Course Catalogue

## Summer Semester 2026

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

**Start of our events: on Tuesday, 07.04.2025**

A general introduction event for first-year students only takes place in the winter semester. **An online introduction event for first-semester students in the MA-EASEL program will take place on Wednesday, April 08, 2026 at 2 p.m.. Please follow this link to attend:** <https://unistuttgart.webex.com/meet/andrea.talman> or visit our webpages.

**Registration for all courses will start online via C@mpus on March 01, 2026.**

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

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

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

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

- Changes to room and time cannot be ruled out, even at short notice and for single dates. Therefore, please note the corresponding changes (via C@mpus or Ilias or as an information from the course instructor).
- Students from a variety of degree programs can enroll in these courses: BA Englisch, BA Anglistik, M.Ed. Englisch, and MA EASEL. Which courses students have to take is determined by the respective examination regulations (not this course guide).

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

It is in your best interest to attend courses regularly. The course instructors reserve the right to check your attendance. Each instructor will specify the requirements for exam admission. Please contact the academic staff or the study program manager with any questions concerning your studies. The consultation hours can be found on our websites.

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

ALC (American Lit. and Cult.):	Keplerstrasse 17, floor 4a, room 4.022
ELC (English Lit. and Cult.):	Keplerstrasse 17, floor 4a, room 4.029
IfLA (Linguistics/English):	Keplerstrasse 17, floor 4b, room 4.057
Study program managers:	
BA Anglistik/MA EASEL	Andrea Talmann, floor 4a, room 4.028
BA Englisch Lehramt/M.Ed	Dr. Heidi Altmann, floor 4b, room 4.054

The lecture halls are located in the following buildings:

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

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

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

### *American Literature and Culture (ALC) & English Literatures and Cultures (ELC)*

1. <a href="#">Lectures</a> .....	3
2. <a href="#">Introduction to Literary Studies</a> .....	5
3. <a href="#">Textual Analysis</a> .....	6
4. <a href="#">Text and Context</a> .....	16
5. <a href="#">Advanced Seminars</a> .....	17
6. <a href="#">Literary Competence and Research Colloquia</a> .....	36

### *Linguistics/English (IfLA)*

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

7. <a href="#">Linguistic Levels</a> .....	40
8. <a href="#">Language Variation</a> .....	42

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

9. <a href="#">Advanced Linguistics</a> .....	44
10. <a href="#">Psycholinguistics</a> .....	51

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

11. <a href="#">Linguistic Competence and Research Colloquia</a> .....	53
--	----

### *Exercises: Scientific language practice*

12. <a href="#">Academic Writing</a> .....	56
13. <a href="#">Verbal Communication</a> .....	59

### *Other*

14. <a href="#">Exercises / Electives (SQs)</a> .....	63
15. <a href="#">Didactic Seminars</a> .....	68

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

# American Literature and Culture (ALC) & English Literatures and Cultures (ELC)

## 1. LECTURES

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

This lecture offers a survey of key texts and developments in English literatures from 1800 until the present – from William Blake and Mary Shelley, key representatives of the revolutionary spirit that characterizes Romanticism, to literary responses to (political) crises and the growing interest in digital cultures that have impacted English literatures, as suggested by new genres such as ‘BrexLit’ or born-digital fiction (e.g. twitterature).

Covering a wide range of literary forms as well as canonical, popular, and lesser-known writers, we will take a closer look at how literary forms have evolved over time, examine major literary developments and trends, and consider the cultural, socio-economic, and technological forces that have shaped – and continue to shape – English literatures. Through this lecture, students will gain a deeper understanding of the manifold ways in which literary texts reflect upon and respond to historical and contemporary cultural, political, and social changes. They will learn to engage critically with debates around canon-formation, intertextuality, and literary value, and will be encouraged to discuss the continuing relevance of the works covered.

Please note that this lecture is accompanied by “Case Studies of Key Texts II”. Please enrol for one of these seminars separately via C@mpus.

As this lecture inevitably has to be selective regarding the texts and authors covered, students are encouraged to engage in further independent reading.

#### **Recommended Reading:**

Stephen Greenblatt et al., ed. *The Norton Anthology of English Literature*, Shorter Eleventh Edition, Vol. 2, W.W. Norton & Company 2024.

Paul Poplawski, *English Literature in Context*, Cambridge University Press 2017

Michael Alexander, *A History of English Literature*, Palgrave Macmillan 2013 (available as Ebook through the university library)

Cambridge Companions covering English literatures and English writers after 1800 (available as Ebooks through the university library)

Further helpful (online) resources will be made available via ILIAS.

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

Module 42590, Text and Context II (BA-Anglistik HF)

Module 43340, Text and Context (BA-Anglistik NF)

Module 106350, Text und Kontext II (BA-LA 2022)

Module 59450, Text und Kontext II (BA-LA 2015)

Module 31800, Text und Kontext (Technikpädagogik)

Module Text und Kontext 2 (MSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-340, Seminar modul (BSc Wirtschaftspädagogik Hohenheim, alt)

BA Lehramt Englisch PH Ludwigsburg

#### **Course Offered:**

**Lecturer: Sibylle Baumbach**

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

Status: 1. April 2026

[back to the Table of contents](#)

## Key Theories and Methods in Literary and Cultural Studies

What is a theory? What is a method? And which tools are required for the analysis of literary and cultural phenomena, forms, and trends? This lecture offers an overview of key concepts, theories, and methods in literary and cultural studies, equipping students with a toolbox for studying literatures and cultures. Students will be introduced to a broad range of theoretical frameworks and approaches, while also developing practical skills in close (and distant) reading and cultural analysis. They will be familiarised with both the vocabulary and the methodological assumptions of literary and cultural theory, which enables them to engage critically with literary and cultural texts and their contexts.

Each lecture will focus on one – or, at times, several – major theoretical movement(s), including formalist and structuralist approaches, poststructuralism, Marxism, feminism, postcolonial theory, gender and queer theory, ecocriticism, cognitive poetics, and computational literary studies. Throughout this lecture, students are expected to prepare selected (excerpts from) theoretical and literary texts in advance. These readings will be discussed in class to show how specific approaches can be applied, compared, and critiqued. Students will learn how different theories foreground different aspects of a text – such as language, form, gender, class, race, or media – and how these perspectives enable different insights into literary and cultural practices.

### Required Texts:

Julie Rivken and Michael Ryan, eds., *Literary Theory: An Anthology*, 3<sup>rd</sup> edition, Oxford: Blackwell 2017.

Assigned readings will be made available via ILIAS.

### Types of Degree/Modules:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Sibylle Baumbach**

**Monday, 11.30 – 13.00, KII, room 17.01**

## **2. INTRODUCTION TO LITERARY STUDIES**

(only in the winter semester)

### 3. TEXTUAL ANALYSIS (TA)

**In the modules “Textwissenschaft” or “Textual Research”, the lecture “Key Theories and Methods in Literary and Cultural Studies” (see above) must be taken together with “Textual Analysis”.**

#### **Narrative Designs of Sherlock Holmes**

In this seminar, we will explore the detective stories of Arthur Conan Doyle and their iconic figure of Sherlock Holmes. Students will engage critically with a selection of narratives that laid the foundation for the modern detective genre. Through close reading and analysis, we will examine the Doyle’s intricate narrative designs and stylistic innovations that have captivated readers for generations. We will discuss these narratives within their historical context, investigating how technological, colonial, and aesthetic discourses of the late nineteenth and early twentieth centuries shaped their themes and narrative strategies. Particular emphasis will be placed on the evolving environment of metropolitan London, new modes of reading, and the role of serial publication in shaping the production and reception of these texts.

Drawing on methods from narratology, (post-)structuralism, and literary linguistics, the course will also examine how Doyle’s storytelling technique guide and sustain readerly attention. Additionally, students will have the opportunity to gain hands-on experience with computational literary analysis and explore to what extent digital tools can support the analysis of literary texts.

#### **Required Texts:**

Doyle, Arthur Conan. *The Adventures of Sherlock Holmes*. Edited by Catherine Wynne, Oxford University Press, 2025. Oxford World’s Classics.

Doyle, Arthur Conan. *The Memoirs of Sherlock Holmes*. Edited by Jarlath Killeen and Darryl Jones, New edition, Oxford University Press, 2023.

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

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

#### **Course Offered:**

**Lecturer: Jan Angermeier**

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

## Nineteenth Century Gothic Short Fiction

This seminar examines nineteenth century gothic short fiction, considering the genre's balance of "tensions between perception and misperception, understanding and misreading, fancy and realism". (Botting, 5) Beginning with John Polidori's 'The Vampyre' (1819), we will follow the evolution of the Gothic through the nineteenth century, considering key contextual influences and social tensions. We will also consider key recurring themes, such as the figure of the vampire, seen in Polidori's text and Sheridan Le Fanu's 'Carmilla'. Alongside close reading, we will also consider the influence of form and publication spaces by examining short fiction published in *Blackwood's Magazine* (1817-1980), including John Galt's 'The Buried Alive' and William Mudford's 'The Iron Shroud'. Finally, we'll conclude our study by examining figures of monomaniacal attention, such as seen in Robert Louis Stevenson's 'Strange Case of Dr. Jekyll and Mr. Hyde' and Margaret Oliphant's 'The Library Window'.

The aim of this seminar is to familiarise students with applying the methodological paradigms deployed in Prof. Baumbach's lecture "Key Theories and Methods in Literary and Cultural Studies".

### Required Texts:

Polidori, John. 'The Vampyre'. 1819

Le Fanu, Sheridan. 'Carmilla'. 1872.

Galt, John. 'The Buried Alive'. 1821.

Mudford, William. 'The Iron Shroud'. 1830.

Stevenson, Robert Louis. 'Strange Case of Dr. Jekyll and Mr. Hyde'. 1886.

Oliphant, Margaret. 'The Library Window'. 1896.

All texts and supplementary reading material will be made available on ILIAS.

### Modulzuordnung in den Studiengängen:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Hanna Armour**

**Friday, 09.45 – 11.15, KII, room 17.15**

## Mother Matters in Theory & Genre

Incorporating a host of literary theories, like matricentric feminism, postcolonialism, and trauma and queer theory, this seminar will interrogate literary representations of ‘motherhood’ and parenting across a variety of literary genres: poetry, drama, fiction, and nonfiction. We will begin in the early 20th century with an exploration of the connection between motherhood and the allegorical motherland of ‘Mother England and Mother Ireland’ in the WWI poetry of Rupert Brooke, Wilfred Owen, Tom Kettle, and Katherine Tynan, and the Easter Rising poetry of Padraic Pearse and Maeve Cavanagh. Moving forward in time to the third-wave feminism of the 1990s, we will consider how Eavan Boland’s poetry, like “Mother Ireland,” calls nationalist gender tropes into question, in a response to Lady Gregory and W.B. Yeats’s play *Cathleen Ní Houlihan* (1902) in which a mythological old woman, as the ‘mother of the nation,’ asks for blood sacrifice from her citizenry. Boland’s cultural negotiations in verse will act as a backdrop for Annemarie Ní Churreáin’s reckoning with the misogynistic and abusive history of mother-and-baby homes through a flock of ravens as storytellers.

Expanding our genre explorations to nonfiction – alongside Helen Charman’s *Mother State: A Political History of Motherhood* – we will read brief excerpts from a diverse selection of memoirs, like Edna O’Brien’s *Mother Ireland*, Anne Enright’s *Making Babies: Stumbling into Motherhood*, and Caroline Magennis’s *Harpy: A Manifesto for Childfree Women*, in addition, in its entirety, to an ecological reading of caregiving in Chloe Dalton’s *Raising Hare*. Lastly, we will dive into fictional representations of ‘monstrous’ and precarious mothering in novels from Anna Burns and Roisín O’Donnell. A highlight of the seminar will be an EFACIS-funded Irish Itinerary visit in June from the scholar and novelist Claire Lynch; in preparation for the reading and Q & A, we will read Lynch’s poignant fictional and nonfictional representations of queer motherhood for which she had received international acclaim.

### Required Texts:

Burns, Anna. *No Bones*. Flamingo, 2010. [ISBN: 978-0006552383]

Dalton, Chloe. *Raising Hare*. Canongate Books, 2025. [ISBN: 978-1837260867]

Lynch, Claire. *Small: On Motherhoods*. Brazen, 2022. [ISBN: 978-1914240058]

Lynch, Claire. *A Family Matter*. Chatto & Windus, 2025. [ISBN: 978-1784745844]

Ní Churreáin, Annemarie. *Hymn to all the Restless Girls*. Gallery Press, 2025.

[ISBN: 978-1917371063]

O’Donnell, Roisín. *Nesting*. Simon & Schuster, 2026. [ISBN: 978-1398528567]

### Types of Degree/Modules:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Jessica Bundschuh**

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

## Social Upstarts in the Gilded Age

“To gild refined gold, to paint the lily...is wasteful and ridiculous excess” (W. Shakespeare, *King John*, Act IV, Scene 2). When the Earl of Salisbury in Shakespeare’s *King John* refers here to the act of putting gold on top of gold, he creates an image of materialistic excess which is just as fitting for the American ‘Gilded Age’ (late 1870s to ca. 1900), as another definition of ‘gilding’ which simply means putting a thin layer of gold over baser metal. Both images can be applied to the ‘Gilded Age’, an era of high social upward mobility where legendary fortunes were amassed, but where at the same time industrial workers slaved away in poor working conditions and corruption was rampant in politics.

All characters in the works we are going to read have in common that they come from provincial backwaters and are trying to climb the social ladder in a big city, where they sooner or later are confronted with representatives of families belonging to the class of ‘old money’.

In the seminar we will see many aspects of the ‘Gilded Age’ through very different eyes.

In the novel *The Rise of Silas Lapham* (1885) by William Dean Howells we encounter the family patriarch, mentioned in the title, trying to move his family into the upper circles of wealthy Bostonian society by hard work and being honest and true to himself.

Both heroines, in Henry James’ short novella *Daisy Miller* (1878) and Edith Wharton’s *The Custom of the Country* (1913) are privileged, but conventional insofar as they try to improve their social status by finding a rich and influential husband. But whereas Daisy Miller believes in passion, love and romance, Undine Spragg is determined to force her way into New York’s rich upper social circles by manipulating those around her and weaving webs of intrigues. A complete contrast will offer Theodore Dreiser’s novel *Sister Carrie* (1900), where Caroline Meeber, better known to her family as ‘Sister Carrie’, moves to Chicago and starts her ‘rags-to-riches’ story by working on a machine in a shoe factory. This heroine could be considered as one of the first modern self-made women in American literature, also in a sense that she is not primarily interested in getting rich, but searches for self-realization.

At the end of the seminar we will read extracts from a novel which gave the era its nickname: *The Gilded Age* (1873) – a collaboration between Mark Twain and Charles Dudley Warner. This novel pokes fun at the conventions of this age and satirizes the greed and political corruption in post-Civil War America. It is made up of two parallel stories, involving an enterprising young lady and two adventurous gentlemen, all trying to make a big fortune.

For a deeper analysis of the novels mentioned above and to provide a good background to the American Gilded Age, the seminar will be accompanied by secondary sources from the fields of history, sociology, psychology, gender studies and literary criticism.

### Required Texts:

Dreiser, Theodore. *Sister Carrie*. Ed. by Donald Pizer. Norton Critical Ed., Third Ed., 2006.

Howell, William Dean. *The Rise of Silas Lapham*. Edited by Paul R. Petrie. Norton Critical Edition, 2018.

Wharton, Edith. *The Custom of the Country*. Oxford World’s Classics, 1995.

Other texts mentioned above will be supplied on ILIAS

### Types of Degree/Modules:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbauomodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Dietmar Geyer**

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

## **American Novellas**

As a literary form, a novella combines the briefness of a short story with the narrative profundity of a novel. American literature has a rich tradition of such literary texts that function with a dense narrative focus.

American novellas offer a wide range of stories that reflect the complex history and culture of the USA. Therefore, a variety of American novellas will be read and discussed in this course. We will address themes and literary means of the novella in order to develop a profound understanding of this genre in American literary history.

### **Required Texts:**

Text selection to be announced.

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

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### **Course Offered:**

**Lecturer: Wolfgang Holtkamp**

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

## Chinese American Literature

Since the late nineteenth century writers of Chinese ancestry have formed a multi-faceted and vibrating force in American literature, dealing with complex cultural and social experiences, such as immigration and assimilation, memory and the construction of identity. This course will examine key authors Chinese American literature, ranging from 19<sup>th</sup> century literary Realism to Postmodernism and contemporary dystopian fiction.

### Required Texts:

Ling Ma. *Severance*.

Frank Chin. *Donald Duk*.

Maxine Hong Kingston. *Woman Warrior*.

Amy Tan. *A Hundred Secret Senses*

Additional texts will be made available on ILIAS

### Types of Degree/Modules:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Sabine Metzger**

**Wednesday, 9.45 – 11.15, KII, room 17.98**

## American Cultural Studies

What is American studies? What is cultural studies? What does it mean to put these two terms together and discuss American cultural studies? This seminar will introduce students first, to the basic history of American studies as a discipline and then will move onto the key concepts that guide the discipline. We will also examine what it means to engage in cultural studies more generally. In the process, we will review key eras in American history, especially through the analysis of foundational documents of the young nation and important cultural, political and philosophical texts that guided it in its journey through the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries, querying the way the nation developed in connection with its cultural and political origins along the way. We will also visit broader concepts concerning the country such as westward expansion, American exceptionalism, the nuclear family, the Civil Rights and Black Power movements, the American family, and gender and queer rights movements. Finally, we will visit recent developments in the United States and consider how we ought to theorize Trumpism within the context of the rest of American history, culture and the cultural rituals that have guided and still do guide the nation, and consider the future of the United States and the existing world order with the changes the country is currently undergoing.

### Required Text:

Neil Campbell, Alasdair Kean et. al, editors. *American Cultural Studies: An Introduction to American Culture. Fifth Edition.* Routledge, 2025.

### Types of Degree/Modules:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Whit Frazier Peterson**

**Mittwoch, 11.30 – 13.00, KII, room 17.16**

## **‘Down the Rabbit Hole’: Children’s Literature, 1860-1920.**

The nineteenth century witnessed major social, political, and cultural changes that profoundly altered the way children were perceived. The Industrial Revolution and the growth of capitalism called for significant social reforms, particularly legislation on child labour and on education, thereby radically redefining prevailing notions of childhood, morality and discipline. These shifts are clearly reflected in the children’s literature of the time, with stories that became less instructional, morally uplifting and cautionary but more imaginative and fantasy-driven. Such narratives often oscillate between a depiction of the Romantic innocent child and the figure of the child in need of constant discipline and control, while simultaneously contesting adult authority and rigid educational models.

Drawing on a range of critical and theoretical approaches, this seminar explores how children’s literature from 1860 to 1920 reflects, questions, and challenges contemporary ideals and values. Through close readings and discussion of various short stories by Oscar Wilde and novels such as *Alice’s Adventures in Wonderland* (1865) by Lewis Carroll and *Peter Pan in Kensington Gardens* (1906) by James Matthew Barrie, we will examine how children’s literature, while being entertaining, also acts as a looking-glass, which offers a valuable insight into society and its dynamics.

### **Required Texts:**

Barrie, J. M. *Peter and Wendy and Peter Pan in Kensington Gardens*. Penguin Classics, 2004. [ISBN: 978-0142437933].

Burnett, Frances Hodgson. *The Secret Garden*. Oxford World’s Classics, 2011. [ISBN: 978-0199588220].

Carroll, Lewis. *Alice’s Adventures in Wonderland and Through the Looking-Glass*. Penguin Classics, 2003. [ISBN: 978-014143976].

Additional resources will be made available on ILIAS.

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

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### **Course Offered:**

**Lecturer: Geraldine Rademacher**

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

## Banned Books

What we read and how we read are aspects that continue to be challenged in today's uncertain times. From Salman Rushdie's *The Satanic Verses* to J. K. Rowling's *Harry Potter* series, books continue to be condemned, banned, and sometimes set on fire. This course applies close readings and theoretical frameworks to select banned books and interrogates and explores the discourses and motives for their subversiveness and banning. It also discusses what we can learn from banned books and why these texts remain invaluable to readers. This seminar navigates various representations of banned books in the Anglophone novel, from Anthony Burgess's Nadsat experimentations and psychopathic anti-hero in *A Clockwork Orange* to ideas of cultural misogyny and ageist prejudices in Roald Dahl's *The Witches* to confronting racial profiling and systemic police corruption in Angie Thomas's *The Hate U Give*. This seminar also encourages readers to respond to these texts in critical ways and be informed and empowered as readers with the right to think for themselves and have the right to choose.

### Required Texts:

Burgess, Anthony. *A Clockwork Orange*.

Orwell, George. *Animal Farm*.

Thomas, Angie. *The Hate U Give*.

Bradbury, Ray. *Fahrenheit 451*.

Dahl, Roald. *The Witches*.

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

### Modulzuordnung in den Studiengängen:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Curtis Runstedler**

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

## Herman Melville's *Moby Dick*: An Introduction to a Great American Novel

This course offers a unique opportunity to discover why Herman Melville's *Moby-Dick* is regarded as one of the greatest works of American literature. Even today, nearly two centuries after its publication, *Moby-Dick* continues to surprise with its topicality. Meanwhile, the image of the White Whale lingers in the collective memory of the Western world, consistently showing up in various adaptations—from films and stage productions to music, comics, graphic novels, and children's literature. We will seek to uncover why this is the case and why Melville's *magnum opus* is far more than just an adventure story about a vengeful whale hunt.

To achieve this, we will place *Moby-Dick* within the historical, literary, and biographical contexts of its creation while also examining the novel's unique structure, diverse genres, and narrative modes. Since this seminar is held concurrently with the lecture course "Cultural and Literary Theories," it will include various perspectives of literary theory and multiple interpretive viewpoints regarding the history of the novel's reception. Lastly, and most intriguingly, we will delve into the thematic depth of the novel, which covers a wide range of topics, including race, gender, perception, narcissism, identity, epistemology, theology, democracy, imperialism, ecology, and more. There is hardly a topic that Melville has not touched upon within the scope of this remarkable novel.

### Required Texts:

Melville, Herman. *Moby-Dick*. 3rd ed., New York, W.W. Norton and Company, Inc., 2018. Print.

### Types of Degree/Modules:

Module 75150, Textual Research (BA-Anglistik HF/NF)

Module 59410, Textwissenschaft (BA-LA, Technikpädagogik)

Module Textwissenschaft (BSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-210, Aufbaumodul Literaturwissenschaft (BSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Ines Samarzija**

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

## 4. TEXT AND CONTEXT / TEXT UND KONTEXT

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

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

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

#### Required Texts:

To be announced

#### Types of Degree/Modules:

Module 42590, Text and Context II (BA-Anglistik HF)

Module 43340, Text and Context (BA-Anglistik NF)

Module 106350, Text und Kontext II (BA-LA 2022)

Module 59450, Text und Kontext II (BA-LA 2015)

Module 31800, Text und Kontext (Technikpädagogik)

Module Text und Kontext 2 (MSc Wirtschaftspädagogik Hohenheim, neu)

Module 6671-340, Seminar modul (BSc Wirtschaftspädagogik Hohenheim, alt)

#### Courses Offered:

**Lecturer: Saskia Schabio**

**Monday, 14.00 – 15.30, KII, room 11.01**

**or**

**Lecturer: Geraldine Rademacher**

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

**or**

**Lecturer: Geoff Rodoreda**

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

**or**

**Lecturer: Jessica Bundschuh**

**Mittwoch, 11.30 – 13.00, room 17.73**

**or**

**Lecturer: Selina Leiendecker**

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

**or**

**Lecturer: Andrea Talmann**

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

## 5. ADVANCED SEMINARS

### Literary Forms & Democracy

“There is no end of times, only the incessant present.” —Hannah Arendt

Percy Bysshe Shelley famously asserts in his 1821 essay “The Defence of Poetry” that “poets are the unacknowledged legislators of the world” and fellow poet Adrienne Rich concurs with this view in “Poetry and Commitment” (2006), contending that for Shelley “there was no contradiction among poetry, political philosophy, and active confrontation with illegitimate authority.” T.S. Eliot in “Tradition and the Individual Talent” (1919), however, critiques Shelley, proposing instead that poetry’s function ought to be separate from both doctrine and personal ideology. In this seminar, we will both investigate the ways in which literature might model democratic values and undertake the social practice of protest through dissident arguments, and also question whether literature should undertake such a task at all. To do so, we will explore literary forms intended to destabilise the status quo by interrogating the often fraught relationship between particularisms (the individual) and universalisms (the mass). Similarly, Hannah Arendt argues in *The Human Condition* (1958) that the society of a nation is a “curiously hybrid realm where private interests assume a public significance.”

As a sign of the importance today of Arendt’s mid-20th century anti-totalitarian arguments regarding the public and private spheres of democracy, Literaturhaus Stuttgart, in collaboration with the Baden-Württemberg-Stiftung, has recently hosted a series of lectures and events about Arendt. In response to Arendt’s thinking about democracy, we will closely examine literary texts focused on individual judgement and ethics amidst the “hybrid realm” of conjoining (or separating) interests of the personal and the collective. Our literary explorations will include poetry from W.B Yeats, W.H. Auden, Sinéad Morrissey, John Montague, Eiléan Ní Chuilleanáin, Seamus Heaney, Ciaran Carson, Derek Mahon, and Matthew Rice, and novels from J.G. Farrell, Seamus Deane, and Rosamund Taylor. The goal of this seminar will be to wrangle with the complexity of these literary texts in an effort to contemplate difficult and open-ended questions about form, tyranny, freedom, plurality, and the lasting vitality of democracy.

#### Required Texts:

Deane, Seamus. *Reading in the Dark*. 1996. Vintage Classics, 2019.

Farrell, J.G.. *Troubles*. 1970. Weidenfend & Nicolson, 2021.

Rice, Matthew. *plastic: A Poem*. Soft Skull, 2026.

Taylor, Rosamund. *Filly*. Banshee Press, 2025.

**Types of Degree/Modules:**

Module 59480, Textformen im BA-Lehramt

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

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

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

Module 70830, Interculturality im MA-Ed

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

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

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

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

**Course Offered:**

**Lecturer: Jessica Bundschuh**

**Tuesday, 09:45 – 11:15, KII, room 17.21**

## Diversity, Inclusion & D/deaf Poetics

“You erased what could have always been poetry.  
You taught me I was inferior to standard English expression—  
I was a broken speaker, you were never a broken interpreter ...  
—Raymond Antrobus, [“Dear Hearing World”](#)”

Through this seminar’s explorations of D/deaf poetry, fiction, and nonfiction, we will use the signifier of ‘D/deaf’ to signal two differentiated but aligned references: the capital ‘D’ refers to Deaf culture, community and sign language, and the lower case ‘d’ refers to the medical condition of being deaf. In our reading of conventionally ‘off-centre’ literary texts, we will discover discourses deliberately constructed to fight back against long-standing bigotries, stigmas, and ableist practices. The result is an honouring of, and a repositioning towards, the marginalised, derided, and erased. To do so, D/deaf poetics repurposes literary forms and aesthetic conventions, fostering spaces of diversity and empathy. Working from the premise that disability rights affect everyone, we will focus on texts by D/deaf writers who explore communal and public educational spaces. Doing so will allow us to question how openness and diversity (or the lack thereof) can shape the core mission of these textual and literal spaces, like Raymond Antrobus’s *The Quiet Ear*, a reflection on his experience of navigating educational institutions in the UK as a D/deaf individual. In addition to reading typographic texts that formally and thematically enact D/deaf aesthetics, we will delve into video sequences of visual vernacular (VV), a performance practice that draws on sign language, mime, and theatre as a profound artistic outlet in the Deaf community.

With support from Faculty 9 Diversity Funds, this seminar will integrate – and also be open to any interested student in the Humanities Faculty – a two-day workshop in May on ‘Inclusion, Animation & D/deaf Poetry in Educational Spaces’ with visiting D/deaf UK poet Lisa Kelly. During the workshop, Kelly will pragmatically guide us through creative and sensory-focused exercises that will boost our empathy for and awareness of experiences of deafness in which little or no accommodation exists in educational contexts of the hearing world. We will also have an online guest lecture from Bengi-Sue Şirin, a British Sign Language Interpreter, on the portrayal of deaf experience in deaf poetry. As we will likely discover over the course of the semester, disability poetics has the potential to radically transform how we apprehend the body as a literary and metaphorical embodiment of identity through a host of reconstituted and newly-charged literary forms.

### Required Texts:

Antrobus, Raymond. *The Quiet Ear: An Investigation of Sound*. Weidenfend & Nicolson, 2025.

Antrobus, Raymond. *The Perseverance*. Penned in the Margins, 2018.

Kaminsiky, Ilya. *Deaf Republic*. Faber & Faber, 2019.

Kelly, Lisa. *The House of the Interpreter*. Carcanet, 2023.

Marsh, Sarah. *A Sign of Her Own*. Tinder Press, 2025.

McWhinney, Zoe & Dead Centre. *Deaf Republic*. Samuel French, 2025.

Nović, Sara. *True Biz*. Little, Brown, 2022.

Sacks, Oliver. *Seeing Voices: A Journey in the World of the Deaf*. Picador, 2012.

**Types of Degree/Modules:**

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101520, Lit., Cult. and Media – 101620, Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

**Course Offered:**

**Lecturer: Jessica Bundschuh**

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

# Exploring Artificial Intelligence and Moral Agency in Contemporary Fiction

This course explores the representation of artificial intelligence (AI) in contemporary literature, focusing on how narratives construct, challenge, and complicate the concept of moral agency. Through an interdisciplinary approach, we will examine how speculative fiction interrogates ethical dilemmas surrounding autonomy, responsibility, and empathy in relationships between human beings and machines.

The course will trace A.I. figures from emotionally programmed companions to morally complex post-human intelligences, examining how literature both reinforces and deconstructs assumptions about what it means to be a moral agent. Students will engage in close readings, comparative analysis, and critical discussions about the ethical, social, and philosophical stakes of artificial intelligence. Coursework will also include practical and theoretical engagement with AI-assisted literary production. By the end of the course, students will be able to critically assess how fiction reshapes debates about human identity, technological progress, and moral accountability in an increasingly digitized world.

## Required Texts:

Hall, Louisa. *Speak*. Ecco, 2015.

Ishiguro, Kazuo. *Klara and the Sun*. Knopf, 2021.

Marchine, Aidan. *Death of an Author*. Pushkin Industries, 2023.

Phillips, Helen. *Hum*. Atlantic Books, 2025.

Access to excerpts from the following primary texts and secondary material will be provided via ILIAS:

Aldiss, Brian. "Supertoys Last All Summer Long." *Supertoys Last All Summer Long and Other Stories of Future Time*, St. Martin's Griffin, 2001, pp. 7–18.

Cave, Stephen, Kanta Dihal and Sarah Dillon (eds.). *AI Narratives: A History of Imaginative Thinking about Intelligent Machines*. Oxford: Oxford University Press, 2020.

Dillon, Sarah, and Jennifer Schaffer-Goddard. "What AI Researchers Read: The Role of Literature in Artificial Intelligence Research." *Interdisciplinary Science Reviews*, vol. 48, no. 1, 2023, pp. 15–42.

Egan, Greg. *Diaspora*. HarperCollins, 1997.

Hermann, Isabella. "Artificial Intelligence in Fiction: Between Narratives and Metaphors." *AI & Society*, vol. 38, no. 1, 2023, pp. 319–329.

Turing, Alan M. "Computing Machinery and Intelligence." *Mind*, vol. 59, no. 236, 1950, pp. 433–460.

Vlaad, Sofie. "Texts Without Authors: Ascribing Literary Meaning in the Case of AI." *The Journal of Aesthetics and Art Criticism*, vol. 83, no. 1, 2025, pp. 4–11.

## Types of Degree/Modules:

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101520, Lit., Cult. and Media – 101620, Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

## Course Offered:

**Lecturer: Folkert Degenring**

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

## **America@250: American Fiction and Literary Movements**

The United States became a formal nation in 1776, ever since contributing to the shaping of world literature. Therefore this course wants to address some of the thematic concerns and formal experiments in the American novel genre over the last 250 years. It will discuss exemplary literary texts from romanticism to postmodernism and comment on their far-reaching artistic expressions in the context of America's social, political and economic history.

### **Required Texts:**

Nathaniel Hawthorne, *The Scarlet Letter* (1850)  
William Dean Howells, *The Rise of Silas Lapham* (1885)  
F. Scott Fitzgerald, *The Great Gatsby* (1925)  
Kurt Vonnegut, *Slaughterhouse-Five* (1969)  
Toni Morrison, *Beloved* (1987)  
Kathy Acker (1986)

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

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence (BA-Anglistik 2018)  
Module 106400, Textformen (BA-Lehramt 2022)  
Module 59480, Textformen (BA-Lehramt 2015)  
Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)  
Modules 59480, Textformen – 70830, Interculturality (MA-Ed 2017)  
Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101620, Seminar EAS (MA-EASEL)  
Module 106400, Textformen (MSc Technikpädagogik)  
Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)  
Module 6671-510, Kernmodul 1 Cultural Studies (MSc Wirtschaftspädagogik Hohenheim, alt)

### **Course Offered:**

**Lecturer: Wolfgang Holtkamp**  
**Wednesday, 11.30 – 13.00, KII, room 17.25**

## **American Short Stories: Focus 20<sup>th</sup> Century**

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

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

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

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

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

### **Required Texts:**

Walton Litz, Arthur. *Major American Short Stories* (text selection will be provided)

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

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

Module 106400, Textformen (BA-Lehramt 2022)

Module 59480, Textformen (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)

Modules 59480, Textformen – 70830, Interculturality (MA-Ed 2017)

Modules 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101620, Seminar EAS (MA-EASEL)

Module 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### **Course Offered:**

**Lecturer: Wolfgang Holtkamp**

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

## **Decades of the American Novel: The 1960s**

In the 1960s postwar American fiction geared itself towards new forms and methods. At the same time, it addressed familiar topics as well as new ones. “It was perhaps not surprising that many American writers came to think of history as an absurd fiction, a massive plot that commanded the self while dissolving its sense of stable reality”, as Richard Ruland and Malcom Bradbury summarize. Conventional realism was tested and the “fictionality” of fiction was emphasized by many authors. In fact, they answered Irving Howe’s question “How to give shape to a world increasingly shapeless?” by offering experimental and outstanding worlds of textuality.

### **Required Texts:**

Kurt Vonnegut, *Slaughterhouse-Five* (1969)  
Joseph Heller, *Catch-22* (1961)  
Harper Lee, *To Kill a Mockingbird* (1960)  
Truman Capote, *In Cold Blood* (1966)  
Thomas Pynchon, *The Crying of Lot 49* (1966)  
Ursula K. Le Guin, *The Left Hand of Darkness* (1969)

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

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence (BA-Anglistik 2018)  
Module 106400, Textformen (BA-Lehramt 2022)  
Module 59480, Textformen (BA-Lehramt 2015)  
Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)  
Modules 59480, Textformen – 70830, Interculturality (MA-Ed 2017)  
Modules 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101620, Seminar EAS (MA-EASEL)  
Module 106400, Textformen (MSc Technikpädagogik)  
Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)  
Module 6671-510, Kernmodul 1 Cultural Studies (MSc Wirtschaftspädagogik Hohenheim, alt)

### **Course Offered:**

**Lecturer: Wolfgang Holtkamp**  
**Friday, 11.30 – 13.00, KII, room 11.01**

## Film Theory

This seminar provides an accessible yet critically grounded introduction to major approaches in film theory. The seminar follows a chronological and historical trajectory, tracing how film-theoretical concepts emerged, evolved, and responded to changing aesthetic, technological, and cultural contexts.

The course covers key frameworks including Montage Theory, Auteur Theory, Psychoanalysis and Feminist Film Theory (with a focus on the Male Gaze), Intermediality, Postmodernism and Film Philosophy. Rather than approaching these theories as abstract systems, the seminar places strong emphasis on their practical application. Each theoretical position is made comprehensible through analyses of concrete films and filmmakers.

The historical progression of the seminar is reflected in its case studies, which serve as anchor points for each theoretical approach: Montage Theory is examined through Dziga Vertov's *Man With a Movie Camera*; Auteur Theory through the films of Stanley Kubrick and Alfred Hitchcock; Psychoanalysis and Feminist Film Theory through *Rear Window*; Intermediality through *Vertigo*, postmodernism with *Pulp Fiction* and film philosophy through mind game films (*A Beautiful Mind*, 1998).

By combining theoretical texts with close readings of film examples, the seminar enables students to understand how theory emerges from film history itself and how it can be used as a tool for analyzing cinematic form, narration, ideology, and media relations.

### Required Texts:

Stam, Robert, *Film Theory: An Introduction*, Oxford: John Wiley and Sons 2000. Read the following chapters: The Soviet Montage Theorists, The Cult of the Auteur, From Linguistics to Psychoanalysis, The Feminist Intervention, The Poetics and Politics of Postmodernism, Post-Cinema: Digital Theory and New Media.

### Required Viewing:

*Man With a Movie Camera* (Dziga Vertov, 1929); available on YouTube  
*2001 – A Space Odyssey* (Stanley Kubrick, 1968); available on Amazon Prime  
*Vertigo* (Alfred Hitchcock, 1958); available on Amazon Prime  
*Rear Window* (Alfred Hitchcock, 1954); available on Amazon Prime  
*Pulp Fiction* (Quentin Tarantino, 1994); available on Amazon Prime  
*A Beautiful Mind* (Ron Howard, 2002); available on Amazon Prime

### Type of Degree/Modules:

Module 75240, Intermediality (BA-Anglistik 2018)  
Module 106410, Intermediality (BA-Lehramt 2022)  
Module 59500, Intermediality (BA-Lehramt 2015)  
Module 106410, Intermediality (MA-Ed 2022)  
Module 59500, Intermediality (MA-Ed 2017)  
Module 101520, Lit., Cult. and Media (MA-EASEL)  
Module 106410, Intermediality (MSc Technikpädagogik)

### Course Offered:

**Lecturer: Igor Krstić**  
**Mittwoch, 15.45 – 17.15 (Online)**

## HS / FÜSQ Vegetal Hauntings: Weird Plants and the Ecogothic Imagination

The vegetal turn in gothic literature and in Science Fiction deals with the hostile and deadly aspects of nature that is otherwise considered as a benign *natura parens*. Plants become menacing agents that challenge the traditional concepts of the Western world which reduced vegetal life to passivity, insentience and to sedentariness. Horror plants emphasize a vegetal alterity whose excessive growth, excessive reproduction and “mindless mastery” (Anthony Trewavas) escapes human control. The monstrous vegetal Other questions the Western tradition’s anthropocentrism as well as its zoocentrism and encourages a “thinking without a head” (Michael Marder).

Next to some short fictions from the 19<sup>th</sup> century, this course will focus novels by John Wyndham, John Boyd, Thomas M. Disch and Ward Moore. Critical Plant Studies, an interdisciplinary approach situated at the intersection of environmental humanities, biology, philosophy and the arts, will provide the theoretical framework for the discussion of weird plants and the ecogothic imagination.

### Required Texts:

John Wyndham. *The Day of the Triffids*.

John Boyd. *The Pollinators of Eden*.

Thomas M. Disch. *The Genocides*.

Ward Moore. *Greener Than You Think*.

Additional texts will be made available on ILIAS.

### Types of Degree/Modules:

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

Module 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Module 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)

Modules 70830, Interculturality (MA-Ed 2017)

Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510,

Transcult. Encounters – 101520, Lit., Cult. and the Media – 101620, Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### Course Offered:

**Lecturer: Sabine Metzger**

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

## American Drama

The phrase *American Drama* can evoke many things, from the literary realist theatre of Tennessee Williams or late Eugene O'Neill, to the Broadway showstoppers that celebrate pure entertainment, to the African American theatre troupes that had such a large influence on twentieth-century American culture, to the minstrel shows that characterized early American stage entertainment, to Native American rituals that still influence aspects of American culture. In this seminar, we will take a broad, comprehensive and linearly historical view of American Drama in its many incarnations and try to find bonds that tie these many facets of this subject together. Along the way, we will question whether our findings have anything to say about American culture in general. To do so, we will read a wide variety of American plays, watch parts of dramatic productions, and read a number of theorists, not only writing on American drama in general, but also writing on the specific texts we will be engaged with. Ultimately, the seminar will be a multimedia exploration of what performativity means to American culture and how it has become manifest in the dramatic productions and writings that come out of the United States.

### Required Texts:

Foertsch; Jacquelyn. *American Drama: In Dialogue, 1714-Present*. Bloomsbury Press, 2017.

### Type of Degree/Modules:

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510,

Transcult. Encounters – 101520, Lit., Cult. and Media – 101620, Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### Course Offered:

**Lecturer: Whit Frazier Peterson**

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

## Anglo-African Narratives

This Postcolonial Studies course focusses on writing from and about Anglophone Africa. We will begin with an examination of colonial projections of Africa in Joseph Conrad's *Heart of Darkness* (1899). Although Conrad's text seeks to portray the corruption of European imperialism, the Nigerian novelist Chinua Achebe famously denounced *Heart of Darkness* in the 1970s as "racist" for its negative depiction of Africans. This critique provides us with a context for examining Achebe's first novel, *Things Fall Apart* (1958), a landmark text in postcolonial fiction, which was written in response to the treatment of Africa as a primordial and cultureless antithesis of Europe. From Achebe's work we will move on to examine the writings of another giant of African literature, Ngugi wa Thiong'o, before turning to the contemporary Nigeria writer Chimamanda Ngozi Adichie's coming-of-age novel, *Purple Hibiscus*. We will also study a selection of short stories, poems and songs from South Africa, Zimbabwe and Uganda in our survey of the rich and variant literatures and cultures of the African continent.

### Required reading:

*Heart of Darkness* (1899) by Joseph Conrad (Penguin Classics version)  
*Things Fall Apart* (1958) by Chinua Achebe  
*Petals of Blood* (1977) by Ngugi wa Thiong'o (Penguin Classics version)  
*Purple Hibiscus* (2004) by Chimamanda Ngozi Adichie  
(Selection of short stories, uploaded to ILIAS)

### Type of Degree/Modules:

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence (BA-Anglistik 2018)  
Module 106400, Textformen (BA-Lehramt 2022)  
Module 59480, Textformen (BA-Lehramt 2015)  
Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)  
Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)  
Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101570, Lit. and Cult. Criticism Plus – 101620, Seminar EAS (MA-EASEL)  
Module 106400, Textformen (MSc Technikpädagogik)  
Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)  
Module 6671-510, Kernmodul 1 Cultural Studies (MSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Geoff Rodoreda**  
**Tuesday, 09.45 – 11.15, KII, room 17.23**

## Cloning and Eugenics in Science Fiction

The legacy of eugenics and cloning remains curiously and often disturbingly intertwined in the science fictional subconscious. This seminar explores its initial concepts and formative theories in the nineteenth- and twentieth centuries before diving into more contemporary literature. Science fiction provides a powerful medium to confront, challenge, and interrogate the racist pseudo-science of eugenics while also reflecting on the shortcomings and ethical challenges of cloning technologies. It also points out its parallels with cloning technologies and how these scientific breakthroughs in the real world can prove to be dystopic and deeply problematic in science fictional storyworlds. This seminar will explore various representations of cloning and eugenics depictions in Anglophone science fiction, including Dr Moreau's monstrous human-animal experimentations in *The Island of Dr Moreau* to the exploitation of the posthuman and organ harvesting in Kazuo Ishiguro's *Never Let Me Go* to the fascinating but ethically questionable recreation of dinosaurs using cloning/eugenics methods in Michael Crichton's *Jurassic Park*. This seminar interrogates the challenges of navigating cloning and eugenics within an ethical and theoretical framework and calls into question the reader's own conceptual biases and understandings about technology.

### Required Texts:

Mitchell, David. *Cloud Atlas*.

Ishiguro, Kazuo. *Never Let Me Go*.

Wells, H. G. *The Island of Dr Moreau*.

Crichton, Michael. *Jurassic Park*.

Atwood, Margaret. *Oryx and Crake*.

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

### Type of Degree/Modules:

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

Modules 106400, Textformen (BA-Lehramt 2022)

Modules 59480, Textformen (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)

Modules 59480, Textformen – 70830, Interculturality (MA-Ed 2017)

Modules 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101620, Seminar EAS (MA-EASEL)

Module 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### Course Offered:

**Lecturer: Curtis Runstedler**

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

## **Voyaging out: Woman on the Move – Modernist to 21<sup>st</sup> Century Literature**

“In the twenties Paris was a very interesting place. ... Whenever I had some money, I’d shoot back to Paris. Paris sort of lifted you up. It’s pink, you know, not blue or yellow; there’s nothing like it anywhere else”. (Jean Rhys 1979: 234).

In her *Sketches from the Left Bank* (1927), Jean Rhys claimed Paris as a site of independent vision and creative freedom for those who—like her unconventional heroines—carved out space on the fringes of mainstream culture. Bringing in her distinct Caribbean perspective, Rhys wrote back to the American expatriate scene on the Left Bank, recognizing early the lineaments of its later dominance in the story of modernism.

That story—featuring iconic figures such as Hemingway—has become a global bestseller, inspiring a thriving tourist and film industry from iconic bookshops and cafés to Hemingway walks and recent Netflix series, with the Lost Generation serving as a stand-in for authentic Parisian experiences and American dreams.

Current modernist scholarship examines whose stories matter and, foregrounding pioneering figures such as Rhys, reframes the Left Bank as a genuinely cosmopolitan space with vibrant connections to the Harlem Renaissance and to African-American and Caribbean perspectives.

In this course, we highlight the plural nature of American modernism and examine its resonances in 21st-century diasporic and transnational writing. Inspired by Rhys and others, we trace the literary journeys of women from the 1920s to Chimamanda Ngozi Adichie's latest novel, *Dream Count* (2025), examining how these writers push the limits of language and invent new forms of expression to articulate female consciousness and voyage into unknown inner and outer landscapes.

Our readings apply a range of approaches, including psychoanalysis and research on emotions and storytelling. Future teachers can explore connections to the A-level topic “On the Move.”

Please note: If you are interested in joining a day trip (self-paid) to Paris at the end of June that revisits the Left Bank, please contact me by March 15. We will have to book early to secure cheap train tickets.

### **Required Texts:**

Please read in advance Jean Rhys's *Quartet* (1928) and Chimamanda Ngozi Adichie's *Dream Count* (2025). All further course materials will be provided.

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

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

Module 106400, Textformen (BA-Lehramt 2022)

Module 59480, Textformen (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)

Modules 59480, Textformen – 70830, Interculturality (MA-Ed 2017)

Modules 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101570, Lit. and Cult. Criticism Plus – 101620, Seminar EAS (MA-EASEL)

Module 106400, Textformen (MSc Technikpädagogik)

Modul 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### **Course Offered:**

**Lecturer: Saskia Schabio**

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

## **Austen Beyond the Canon: From Classic Texts to Global Brand**

From drawing rooms to pop culture: this course approaches Jane Austen both as a central figure in the British literary canon and as a transhistorical cultural phenomenon whose texts circulate across print, screen, and digital platforms. Beginning with investigations of some of her major novels and sharp-witted Juvenilia, we will first situate Austen's writing within the social, economic, and intellectual conditions of the late eighteenth and early nineteenth centuries, critically examining how literary canons are constructed, endorsed, and preserved. We will then move on to explore Austen's afterlives in film and television adaptations, fan fiction, digital media, literary rewrites, and popular culture, asking how and why her narratives are continually reimagined to speak to changing social values, political debates, and economic realities. Drawing on theoretical frameworks from literary and cultural studies such as adaptation theory, reception theory, or fan studies/participatory culture, we will explore how Jane Austen has been continually reinterpreted, how her texts generate cultural value, and why she remains one of the most powerful, flexible, and recognisable literary and cultural icons of the twenty-first century.

### **Required Texts:**

Austen, Jane. *Pride and Prejudice*. Norton Critical Edition, edited by Donald Gray and Mary A. Favret, 2016.

Austen, Jane. *Emma*. Oxford World's Classics, edited by John Mullan, 2022.

Austen, Jane. *Northanger Abbey*. Oxford World's Classics, edited by Thomas Keymer, 2024.

Baker, Jo. *Longbourn*. (any edition)

Barchas, Janine and Isabel Greenberg. *The Novel Life of Jane Austen: A Graphic Biography*. (any edition)

Additional texts will be made available on ILIAS.

Required viewing of selected adaptations will be announced in class.

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

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101520, Lit., Cult. and Media – 101570, Lit. and Cult. Criticism Plus – 101620, Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### **Course Offered:**

**Lecturer: Andrea Talmann**

**Friday, 09.45 – 11.15, KII, room 17.23**

## Witchcraft and Medicine in Early America

This course explores the deep connection between medicine and witchcraft in early America. Since the colonial period, it was often midwives, herbalists, and women healers—figures possessing specialized medical knowledge and expertise—who were persecuted for witchcraft. This course asks why these figures were perceived as such a threat to existing male political and religious authorities and what roles other markers of identity, beyond gender, played in these cases, including race, class, and sexuality.

Alongside religious writings, trial records, and medical and scientific treatises from the colonial period, we will also analyze contemporary responses to the traditions of witchcraft and medicine in early America that prove that, after all this time, fascination with—and fear of—witches is far from a thing of the past. In particular, we will read Arthur Miller's play *The Crucible* and Kathleen Kent's novel *The Heretic's Daughter* and compare these readings to contemporary productions such as Robert Eggers's horror film *THE WITCH* (2015) and the television series *Salem* (2014–2017).

### Required Texts:

Arthur Miller's play *The Crucible* (1953)

Kathleen Kent's novel *The Heretic's Daughter* (2008)

### Types of Degree/Modules:

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510,

Transcult. Encounters – 101520, Lit., Cult. and Media – Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### Course Offered:

**Lecturer: Diana Wagner**

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

## **America at 250: Literature and the American Revolution**

This course focuses on the literature of the American Revolutionary era, tracing the transformation of the British colonies into a confederation of states. The term “literature” is understood broadly in this context and encompasses public and legal documents such as the US Constitution, the Bill of Rights, the Federalist papers, and letters, among others, which contain the foundational principles that shaped the so-called “American identity.” In this period, “law and letters” were perceived as a special unity and played a crucial role in converting British colonial settlers into American revolutionaries and Americans. Therefore, we will engage with these important public and legal documents in class, exploring ways in which we can consider them literary. This course invites students to expand their notions of what counts as “literature” and, through its diverse forms, to explore the complexities involved in the formation of American national identity.

### **Required Texts:**

All texts and other material will be available on ILIAS.

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

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

Modules 106400, Textformen (BA-Lehramt 2022)

Modules 59480, Textformen (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen (MA-Ed 2022)

Modules 59480, Textformen – 70830, Interculturality (MA-Ed 2017)

Modules 101460, Lit. and Cult. before 1900 – 101510, Transcult. Encounters – 101620, Seminar EAS (MA-EASEL)

Modules 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### **Course Offered:**

**Lecturer: Diana Wagner**

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

## The City in Literature

On the one hand, the rise of the modern metropolis saw the production of new literary modes as writers responded to changing social and economic relations, new opportunities for self-fashioning and cultural exchange, as well as experiences of exploitation, segregation and exclusion. On the other hand, the literary imagination itself has produced indelible urban worlds and underworlds, from James Joyce's Dublin, Virginia Woolf's London or Claude McKay's Marseille until today. We will pick from a vast list of relevant texts that explore the exchange between the city and literature over time and examine these texts in the light of theoretical concepts such as the production of space, the flaneur, postcolonialism, space and gender, ecocriticism and cognitive approaches.

### Required Texts:

Charles Dickens, *Bleak House* (1852)  
Walt Whitman, *Song of Myself* (1855)  
Charles Baudelaire, *Paris Spleen* (1869)  
James Joyce, *Dubliners* (1914)  
T.S. Eliot, *The Waste Land* (1922)  
Virginia Woolf, *Mrs Dalloway* (1925)  
John Dos Passos, *Manhattan Transfer* (1925)  
Claude McKay, *Romance in Marseille* (1930, 2020)  
Italo Calvino, *Invisible Cities* (1972)  
J. G. Ballard, *High-Rise* (1975)  
Paul Auster, *The New York Trilogy* (1985-86)  
Colum McCann, *Let the Great World Spin* (2008)  
China Miéville, *The City & the City* (2009)

### Type of Degree/Modules:

Modules 75210, Interculturality – 75220 Textual Forms – 75230 Textual Competence – 75240 Intermediality (BA-Anglistik 2018)  
Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)  
Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)  
Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)  
Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)  
Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101520, Lit., Cult. and Media – Seminar EAS (MA-EASEL)  
Modules 101410, Intermediality – 106400, Textformen (MSc Technikpädagogik)  
Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)  
Module 6671-510, Kernmodul 1 Cultural Studies (MSc Wirtschaftspädagogik Hohenheim, alt)

### Course Offered:

**Lecturer: Thomas Wägenbaur**  
**Thursday, 14.00 – 15.30, KII, room 17.92**

## The Dark Side of Shakespeare's Comedies

Other than most of his English and continental contemporaries, Shakespeare did not really care for the oftentimes pedantic differentiation between 'pure' *kinds* of drama. His oeuvre is characterised by the constant and intentional transgression of genres. Dealing with his 'comedies' very much means to probe Shakespeare's generic transgressions. The seminar's focus will be on the dark side of three of his 'comedies,' *A Midsummer Night's Dream*, *Much Ado About Nothing*, and *Measure for Measure*. The seminar is designed to be contributive to our new format in cooperation with Schauspiel Stuttgart, UNI TRIFFT THEATER. It also offers a good preparation for this year's autumn conference of the German Shakespeare Society, Nov. 6th and 7th in Weimar, dedicated to *Measure for Measure*.

Please read *A Midsummer Night's Dream* before term starts, and please consider the advantages of working with annotated editions (cp. below) when purchasing the books required.

### Required Texts:

Shakespeare, William. *Measure for Measure*. Edited by A.R. Braunmuller and Robert N. Watson. The Arden Shakespeare, 2020. The Arden Shakespeare Third Series.

— *A Midsummer Night's Dream*. Edited by Sukanta Chaudhuri. The Arden Shakespeare, 2017. The Arden Shakespeare Third Series.

— *Much Ado About Nothing*. Edited by Claire McEachern. 2006. Revised edition. The Arden Shakespeare, 2016. The Arden Shakespeare Third Series.

### Types of Degree/Modules:

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510,

Transcult. Encounters – 101520, Lit., Cult. and Media – 101620, Seminar EAS (MA-EASEL)

Modules 106410, Intermediality – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### Course Offered:

**Lecturer: Martin Windisch**

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

## 6. LITERARY COMPETENCE AND RESEARCH COLLOQUIA

### Colloquium for Exam Candidates

#### Shakespeare and Truth (for MA-Ed Exam Candidates)

**This course is designed for candidates who are enrolled as MA-Ed students. Candidates enrolled in the module “Linguistic and Literary Competence” will be prioritized. Please register both on C@mpus and by emailing Prof. Baumbach by March 17, 2026. Please note that registration by this date is binding for participating in this course and the excursion to the conference.**

What does it mean to tell the truth in a world shaped by performance? What does it mean to be ‘true to thine own self’ (*Hamlet*, 1.3.83) or to ‘speak truly’ (*Measure for Measure*, 5.1.42), and how can we assess whether something is, in fact, true? In an era where truth is often contested – through debates about ‘post-truth’, Shakespeare’s works are strikingly relevant, as they engage with the poetics, practices, and performances of truth.

In this seminar, we will explore a range of plays and sonnets by William Shakespeare to examine how truth claims are produced, contested, reinforced, and deconstructed across different political, social, and religious contexts. We will examine how terms such as ‘truth’ or ‘true’ are negotiated in these works; how objects, settings, and characters contribute to the ‘making’ of truth; and how practices of performance engage audiences in negotiating what is true. In addition to considering historical discourses on truth, knowledge, and evidence, we will take a closer look at adaptations and (mis)appropriations of Shakespeare’s work in political rhetoric and popular culture to reflect on our role as educators in shaping discussions of ‘truth’ both within the classroom and beyond.

As part of the course, students are required to participate in an excursion to Bochum from 24-26 April 2026 to attend the annual Spring Conference of the German Shakespeare Society on “Shakespeare and Truth”. This (funded) excursion is mandatory. For further details, please contact Sibylle Baumbach.

#### Required Texts

W. Shakespeare, *Hamlet*, The Arden Shakespeare, ed. Ann Thompson and Neil Taylor, London: Bloomsbury 2016 (Arden Edition)

W. Shakespeare, *Measure for Measure*, The Arden Shakespeare (Third Series), ed. A.R. Braunmuller and Robert N. Watson, London: Bloomsbury 2020.

W. Shakespeare, *Othello*, The Arden Shakespeare, ed. E.A.J. Honigmann and Ayanna Thompson, London: Bloomsbury 2016

W. Shakespeare, *Twelfth Night, or What You Will*, The Arden Shakespeare (Third Series), ed. Keir Elam, London: Bloomsbury, 2008

#### Types of Degree/Modules:

Module 70850, Linguistic and Literary Competence / 70852, Seminar Textual Competence (MA-Ed)

Module 103370, Linguistic and Literary Competence / 1033701, Seminar Textual Competence (MSc Technikpädagogik)

Modules 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

#### Course Offered:

**Lecturer: Sibylle Baumbach**

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

## The English Archipelago: Island Imaginaries in UK Fiction

**This colloquium is designed for advanced students who plan on becoming teachers (MA-Ed). Advanced MA-Ed students will be prioritised.**

UK identity and culture is shaped by the UK's geographical make-up as an archipelago of isles separated by a narrow seaway from a huge continental landmass. "This precious stone set in the silver sea," as Shakespeare puts it, has conveniently served "in the office of a wall/ Or as a moat defensive to a house," supposedly "Against the envy of less happier lands." The oceanic space that Britain has inhabited – allowing it to remain isolated yet protected, separated from Europe but connected via seas to the wider world – helped it to forge an empire, to establish an imperial archipelago. Britain's much vaunted 'island mentality' remains a powerful moniker of UK identity formation, well beyond the collapse of empire and post-Brexit. This course examines ideas and ideals of island imaginaries, as represented in English literature, from Renaissance England, through the age of exploration and the invention of the novel, into the twentieth century and beyond, including towards emerging dystopic island-imaginaries.

### Required Texts:

*Robinson Crusoe* (1719) by Daniel Defoe (Oxford World's Classics version, 2007)

*Robinson* (1958) by Muriel Spark (Birlinn Limited version, 2017)

*Concrete Island* (1974) by J.G. Ballard (Fourth Estate version, 2014)

*The Wall* (2019) by John Lanchester

### Types of Degree/Modules:

Module 70850, Linguistic and Literary Competence / 70852, Seminar Textual Competence – 106310, Interculturality – 106400, Textformen (MA-Ed 2022)

Modules 70850, Linguistic and Literary Competence / 70852, Seminar Textual Competence – 59480, Textformen – 70830, Interculturality (MA-Ed 2017)

Module 103370, Linguistic and Literary Competence / 1033701, Seminar Textual Competence – 106400, Textformen (MSc Technikpädagogik)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

### Course Offered:

**Lecturer: Geoff Rodoreda**

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

## American Dreams – From The Tempest to the 21<sup>st</sup> Century

**This seminar is primarily designed for candidates who take their final teacher’s examination (MA-Ed) with the instructor. Other advanced students can register, but enrollment is limited and exam candidates will be prioritized.**

In this course, we ‘time-travel’ from Shakespeare’s small, remote island in *The Tempest* and utopian dreams for ‘brave new worlds’ to Fitzgerald’s modernist New York and 21st-century versions of ‘American’ dreams. Through this lens, we trace seminal developments in English and American literary and cultural history.

We investigate rewritings of the Puritan dream of a shining “City upon a Hill” (e.g., Hawthorne, Whitman) as well as examining endeavors to reclaim the American dream. Our discussion will include powerful contributions from the Harlem Renaissance (Hughes, “What happens to a dream deferred?”) and the Civil Rights Movement (King, “I have a dream”).

Turning to 21st-century examples, we engage with the short stories selected for the future A-level syllabus “On the Move: Migration and Cross-Cultural Encounters,” all featuring hopes for American dreams to come true while questioning the meaning of Americanness through a migrant perspective. As such, this seminar provides an ideal point of departure for preparing both your oral exams and future teaching.

### Required Texts:

William Shakespeare, *The Tempest* (1603). Any edition.

F. Scott Fitzgerald, *The Great Gatsby* (1925). Any edition.

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

### Type of Degree/Modules:

Modules 70850, Linguistic and Literary Competence / 70852, Seminar Textual Competence – 106310, Interculturality – 106400, Textformen – 106410, Intermediality (MA-Ed 2022)

Modules 70850, Linguistic and Literary Competence / 70852, Seminar Textual Competence – 59480, Textformen – 59500, Intermediality – 70830, Interculturality (MA-Ed 2017)

Modules 103370, Linguistic and Literary Competence / 1033701, Seminar Textual Competence – 106400, Textformen – 101410, Intermediality (MSc Technikpädagogik)

Modules 101460, Lit. and Cult. before 1900 – 101470, Lit. and Cult. after 1900 – 101510, Transcult. Encounters – 101520, Lit., Cult. and Media – 101570, Lit. and Cult. Criticism Plus (MA-EASEL)

Module 106400, Textformen (MSc Wirtschaftspädagogik Hohenheim, neu)

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

Modules 106400, Textformen – 106410, Intermediality (BA-Lehramt 2022)

Modules 59480, Textformen – 59500, Intermediality (BA-Lehramt 2015)

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

### Course Offered:

**Lecturer: Saskia Schabio**

**Monday, 15.45 – 17.15, K II, room 11.01**

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

### **Research Colloquium I / II: English Literatures and Cultures**

This bi-weekly colloquium offers a forum for discussing current approaches in English literary and cultural studies, (envisaged or ongoing) research projects, and further work in progress. It is designed for students who are preparing, writing, or completing their MA/MEd theses. We will begin with some writing exercises (e.g., how to write an abstract and a literature review) before moving on to presentations of current research projects. MA/Med students are expected to present (parts of) their theses over the course of the semester. Students who are at a very early stage of their research and have yet not decided on a topic will act as respondents to projects presented during the semester.

**The colloquium will start on 08 April.**

*Students should contact the instructor personally before enrollment.*

#### **Required Texts:**

t.b.a.

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

Modules 101540, Research Colloquium EAS 1 – 101590, Research Colloquium EAS 2 (MA-EASEL)

#### **Course Offered:**

**Lecturer: Sibylle Baumbach**

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

## Linguistics/English

### 7. Linguistic Levels

#### Semantic Theory

for (A) & (B): Tue. 14.00-15.30 and Thu. 14.00-15.30 / William Thomas

This course introduces students to core topics in the study of natural language meaning, including negative polarity items, quantifiers, conversational implicatures, Aktionsart, tense, aspect, speech acts, and lexical semantics. Each topic is approached both empirically, by investigating patterns in English, as well as formally, by learning about the formal tools used by semanticists to analyze the empirical patterns (such as set theory, propositional logic, predicate logic). Assessment is based on a final exam.

for (C) & (D): Tue. 11.30-13.00 and Wed. 11.30-13.00 / Lisa Hofmann

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

**Prerequisites:** Introduction to Linguistics

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

#### Types of Degree / Modules:

LA (Bachelor), PO 2022: Pflichtmodul „Linguistic Levels 1“ (106370): Semantics or Morphology (106371)

BA (Angl.), PO 2018: Kernmodul “Linguistic Levels” (220), Modul: Semantics/Pragmatics (75190)

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

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

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

Wi.päd. (neu): Modul Linguistic Levels 1 “Morphology or Semantics”:

Lehrveranstaltung “Semantic Theory” (Modul 106370)

#### Courses Offered:

**C@mpus-LV: (A) 171265200**

**Lecturer: William Thomas**

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

**or**

**C@mpus-LV: (B) 171265210**

**Lecturer: William Thomas**

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

**or**

**C@mpus-LV: (C) 171265220**

**Lecturer: Lisa Hofmann**

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

**or**

**C@mpus-LV: (D) 171265230**

**Lecturer: Lisa Hofmann**

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

## Morphological Theory

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

**Prerequisites:** good knowledge of morphological basics is required, based on *Introduction to Linguistics*

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

### Types of Degree / Modules:

LA (Bachelor), PO 2022: Pflichtmodul "Linguistic Levels 1" (106370): Semantics or Morphology (106371)

BA (Angl.), PO 2018: Kernmodul "Linguistic Levels" (220): Modul "Morphology" (75170)

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

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

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

Wi.päd. (neu): Modul Linguistic Levels 1 "Morphology or Semantics":

Lehrveranstaltung "Morphological Theory" (Modul 106370)

### Courses Offered:

**C@mpus-LV: (A) 171265240**

**Lecturer: Kateryna Derkach**

**Tuesday, 15.45 – 17.15, KII, room 17.17**

**or**

**C@mpus-LV: (B) 171265250**

**Lecturer: Patrick Lindert**

**Thursday, 11.30 – 13.00, KI, room 11.62**

## 8. Language Variation

for (A) & (B): **Structural differences across Germanic languages:**

Thu. 11.30-13.00 and Fri. 09.45-11.15 / Silke Fischer

Why is the German sentence in (1) grammatical but the English counterpart in (2) not? Why do Germans know if they hear sentence (3) that it is about Homer shaving himself, whereas Icelanders wouldn't know if it is not rather about Homer shaving Bart? And what do traffic rules have to do with linguistics (cf. (4))?

- (1) Gestern hat Snoopy Woodstock gesehen.
- (2) \*Yesterday has Snoopy Woodstock seen.
- (3) Bart sagt, dass Homer sich selten rasiert.
- (4) Right before Left

In this class, we want to address questions like these. We will focus in particular on structural differences between English, German and other Germanic languages and get to know models and tools that help us account for crosslinguistic variation and answer these questions. To this end, we will also learn about Optimality Theory, a theory that can be applied to many everyday scenarios as well.

**Prerequisites:** Introduction to Linguistics

for (C): **The sounds and structures of English varieties:** Mon. 14.00-15.30 / Deniz Özyildiz

People who speak English speak it differently from one another, sometimes very differently. In this course, we will explore these differences by looking at regional varieties of English, their sound structure, lexicon, and syntax. We will also talk about the history of English, as that is one of the keys to understanding how these varieties came to be.

I will not presuppose much other than scientific literacy and open mindedness, but you will be most comfortable in this course if you're familiar with the IPA and basic linguistic notions (what is a phoneme, a morpheme, syntactic structure, etc.)

The assessment will be based on a midterm, a final research project and a final exam. Additional details (e.g., readings) will be announced on Ilias closer to the beginning of the semester.

**Prerequisites:** Introduction to Linguistics, Linguistic Levels I, Linguistic Levels II

for (D): **Sociolinguistics:** Thu. 14.00-15.30 / Lisa Hofmann

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

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

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

for (E): **Phonetics and Phonology of World Englishes:** Thu. 15.45-17.15 / Nele Ots

English is pronounced in many different ways around the world, but these differences are not random: they are governed by articulatory and perceptual mechanisms and by the phonological system of a given language or variety. In this course, we aim to discover patterns of variation and the rules that govern them in English varieties worldwide. The course treats “accented” speech as

a normal outcome of language use and explores linguistic methodologies for investigating speech variation. Students record their own speech and, in guided lab sessions, learn to read spectrograms and use basic acoustic measures to interpret their own pronunciation patterns from a cross-linguistic perspective.

Please note that the first session on 9 April 2026 will be held **online** via Webex.

for (F): **Lects and Englishes: Wed. 11.30-13.00 / Heidi Altmann**

In this seminar, we will first familiarize ourselves with the concept of *lect* (e.g., regiolect, sociolect, genderlect, etc.) and take a closer look at different processes (e.g., shifts, mergers, language contact) that most commonly lead to an increase or decrease of variation between speech communities (with a main focus on phonological aspects). Discussion of empirical data will provide more insight into specific aspects of dialectal variation within the UK and the USA, and we will also touch upon the development and structure of pidgins and creoles.

**Prerequisite:** Introduction to Linguistics, Linguistic Levels (ideally Basic Phonetics and Phonology)

**For all - Prerequisites:** Linguistic Levels (= no assignment in the 2nd semester!)

**For all - Requirements:** t.b.a.

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

LA (Bachelor), PO 2022: Pflichtmodul „Language Variation“ (59460): Language Variation (594601)

BA (Angl.) HF, PO 2018: Kernmodul “Language Variation” (75200), Seminar “Language Variation” (752001)

BA (Angl.) NF, PO 2018: Wahlpflichtmodul 230: “Language Variation” (59460), Seminar (594601)

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

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

Wi.päd. (neu): Modul Language Variation: Lehrveranstaltung “Language Variation” (Modul 59460)

### **Courses Offered:**

**C@mpus-LV: (A) 171265400**

**Lecturer: Silke Fischer**

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

**or**

**C@mpus-LV: (B) 171265410**

**Lecturer: Silke Fischer**

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

**or**

**C@mpus-LV: (C) 171265420**

**Lecturer: Deniz Özyildiz**

**Monday, 14.00 – 15.30, KII, room 17.74**

**or**

**C@mpus-LV: (D) 171265430**

**Lecturer: Lisa Hofmann**

**Thursday, 14.00 – 15.30, KII, room 17.17**

**or**

**C@mpus-LV: (E) 171265440**

**Lecturer: Nele Ots**

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

**or**

**C@mpus-LV: (F) 171265450**

**Lecturer: Heidi Altmann**

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

## 9. Advanced Linguistics (B.A./M.A. Level)

### Advanced Semantics: Clausal subordination

In natural languages, it is possible subordinate sentences---that is, roughly, to insert them inside others, like in (1):

- (1) a. It's raining in Pamplona.
- b. Raquel thinks that it's raining in Pamplona.
- c. Mara is aware that Raquel thinks that it's raining in Pamplona.
- d. ...

Such structures and, for example, the mental states that they talk about, have received a lot of attention in linguistics, philosophy, and psychology. We will take a syntactic and semantic perspective on clausal subordination, look at how languages differ in how they subordinate clauses, and try to find properties that they might share, despite these differences.

You will be most comfortable in this class if you've taken introductions to syntax and to semantics, and that these are fresh in your mind. The assessment will be based on a few short exercises during the semester, plus a final presentation and paper.

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

#### Types of Degree / Modules:

LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1” (106420): Advanced Semantics (1064201)

LA (Master), PO 2022: Pflichtmodul “Advanced Linguistics 2” (106330): Advanced Semantics (1063304)

LA (Master), PO 2017: Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Semantics (725704)

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA-EASEL, PO 2020:

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

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

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

OR Advanced module English Linguistics 3 (101490): Contemporary Semantic Theory (1014904)

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

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

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

Technikpäd. (neu): Modulcontainer “Erweiterte Themenbereiche zu Englisch (TP)”: Advanced Linguistics 1 (106420)

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

#### Courses Offered:

**C@mpus-LV: 171265600**

**Lecturer: Deniz Özyildiz**

**Tuesday, 11.30 – 13.00, KII, room 11.62**

## Advanced Semantics: Tense and aspect

Natural language sentences describe events from different perspectives (aspect) and locate them in time (tense).

(1)

- a. Prerna ran a marathon. (completed)
- b. Prerna was running a marathon. (ongoing)

(2) Prerna was / is / will be running a marathon. (past / present / future)

This course will introduce key notions in the semantics of tense and aspect, touching also on how these notions are realized morphosyntactically. Our attention will not be limited to English, and we will draw on data from different languages.

You will be most comfortable in this class if you've taken introductions to syntax and to semantics, and that these are fresh in your mind. The assessment will be based on a few short exercises during the semester, plus a final presentation and paper.

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

### Types of Degree / Modules:

LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1” (106420): Advanced Semantics (1064201)

LA (Master), PO 2022: Pflichtmodul “Advanced Linguistics 2” (106330): Advanced Semantics (1063304)

LA (Master), PO 2017: Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Semantics (725704)

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA-EASEL, PO 2020:

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

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

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

OR Advanced module English Linguistics 3 (101490): Contemporary Semantic Theory (1014904)

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

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

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

Technikpäd. (neu): Modulcontainer “Erweiterte Themenbereiche zu Englisch (TP)”: Advanced Linguistics 1 (106420)

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

### Courses Offered:

**C@mpus-LV: 171265610**

**Lecturer: Deniz Özyildiz**

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

## Advanced Syntax: Extraposition

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

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

**Prerequisites:** 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<sub>i</sub> tried [PRO<sub>i</sub> to open the door].  
b. Peter<sub>i</sub> told Tom<sub>j</sub> [PRO<sub>j</sub> to open the door].

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

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

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

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

**Prerequisites:** Good knowledge of syntax

**Requirements:** Final exam

Status: 1. April 2026

[back to the Table of contents](#)

46

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

LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1” (106420): Advanced Syntax (1064203)

LA (Master), PO 2022: Pflichtmodul “Advanced Linguistics 2” (106330): Advanced Syntax (1063303)

LA (Master), PO 2017: Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Syntax (725703)

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Syntax” (75270), Advanced Syntax (752701)

MA-EASEL, PO 2020:

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

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

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

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

Technikpäd. (neu): Modulcontainer “Erweiterte Themenbereiche zu Englisch (TP)”: Advanced Linguistics 1 (106420)

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

### **Courses Offered:**

#### **Advanced Syntax: Extraposition**

**C@mpus-LV: 171265620**

**Lecturer: Silke Fischer**

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

**and**

#### **Advanced Syntax: Control Theory**

**C@mpus-LV: 171265630**

**Lecturer: Patrick Lindert**

**Thursday, 09.45 – 11.15, KI, room 11.71 – HYBRID**

## **Advanced Morphology: Morphosyntactic Development in Second Language Learners**

Morphosyntax is often called a bottleneck of second language acquisition. Indeed, most foreign language learners can attest to the difficulties they face with marking tense and aspect, number or gender agreement, and articles. In this course, we will explore why learners struggle with the acquisition of morphology in another language by looking at typical developmental paths and considering cross-linguistic influences that multilingual speakers are subject to, with a particular focus on L2 English learners. We will also look at the interfaces between morphology and syntax, semantics, and discourse, reflecting the complexity of language acquisition process. To explain the observed patterns, we will refer to influential theoretical hypotheses in the field and discuss empirical evidence supporting them. Finally, students will have an opportunity to apply their knowledge by analysing learner language and discussing practical teaching and learning implications.

**Prerequisites:** Introduction to Linguistics, good basic knowledge of morphology

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

LA (Bachelor), PO 2022: Wahlmodul „Advanced Linguistics 1” (106420): Advanced Morphology (1064202)

LA (Master), PO 2022: Pflichtmodul “Advanced Linguistics 2” (106330): Advanced Morphology (1063302)

LA (Master), PO 2017: Pflichtmodul “Advanced Linguistics 2” (72570): Advanced Morphology (725702)

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Morphology” (75260), Advanced Morphology (752601)

MA-EASEL, PO 2020:

Advanced module English Linguistics 1 (101440): Theoretical Morphology (1014402)

OR Advanced module English Linguistics 2 (101450): Empirical approaches to Morphology (1014502)

OR Advanced module Current Approaches (101480): Current Methodologies (1014802)

OR Advanced module English Linguistics 3 (101490): Contemporary Morphological Theory (1014902)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Morphological Theory (1015002)

OR Specialization module English Linguistics (101560): Specialization in Morphology (1015602)

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

Technikpäd. (neu): Modulcontainer “Erweiterte Themenbereiche zu Englisch (TP)”: Advanced Linguistics 1 (106420)

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

### **Courses Offered:**

**C@mpus-LV: 171265660**

**Lecturer: Kateryna Derkach**

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

## **Advanced Phonology: Heritage and majority language of early bilingual speakers**

This advanced course focuses on methodological and prosodic aspects of early bilingual speakers, who typically use one language within their family, their home or so-called heritage language (HL), and another language in the wider society, the majority language (ML) (Allen et al., 2025). The course will concentrate on intonation, examining aspects such as pitch accent placement and type, final boundary tone, and phrasing. The discussion of intonation will be framed within the Autosegmental-Metrical approach (e.g., Ladd, 2008).

**Prerequisites:** Introduction to Linguistics, Basic Phonetics and Phonology or Phonology I

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

LA (Bachelor), PO 2022: Wahlmodul "Advanced Linguistics 1" (106420): Advanced Phonology (1064205)

LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Phonology (1063301)

LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Phonology (725701)

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Phonology" (75250), Advanced Phonology (752501)

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

MA-EASEL, PO 2020:

Advanced module English Linguistics 1 (101440): Theoretical Phonology (1014401)

OR Advanced module English Linguistics 2 (101450): Empirical approaches to Phonology (1014501)

OR Advanced module Current Approaches (101480): Current Methodologies (1014802)

OR Advanced module English Linguistics 3 (101490): Contemporary Phonological Theory (1014901)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Phonological Theory (1015001)

OR Specialization module English Linguistics (101560): Specialization in Phonology (1015601)

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

Technikpäd. (neu): Modulcontainer "Erweiterte Themenbereiche zu Englisch (TP)": Advanced Linguistics 1 (106420)

Wi.päd. (alt): Kernmodul 4 "Linguistik" (6671-710): Advanced Linguistics

### **Courses Offered:**

**C@mpus-LV: 171265640**

**Lecturer: Yulia Zuban**

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

## Advanced Phonology: English intonation

This course introduces intonation as linguistically motivated manipulation of voice pitch. We first explore the articulatory processes involved in intonation production and how they translate into speech acoustics, in particular fundamental frequency (F0). We then discuss the autosegmental-metrical approach to intonation and examine how intonational structure is represented in a continuous signal. These tools allow us to investigate English intonation in detail and to analyse how intonation contributes to meaning in utterances and discourse. In parallel, the class will prepare stimuli for a shared experiment, collect a common dataset, and use it as the empirical basis for an individual term paper.

Please note that the first session on 9 April 2026 will be held **online** via Webex.

**Prerequisites:** Basic Phonetics and Phonology

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

### Types of Degree / Modules:

LA (Bachelor), PO 2022: Wahlmodul "Advanced Linguistics 1" (106420): Advanced Phonology (1064205)

LA (Master), PO 2022: Pflichtmodul "Advanced Linguistics 2" (106330): Advanced Phonology (1063301)

LA (Master), PO 2017: Pflichtmodul "Advanced Linguistics 2" (72570): Advanced Phonology (725701)

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer "Advanced Linguistics" (321): Modul "Advanced Phonology" (75250), Advanced Phonology (752501)

MA-EASEL, PO 2020:

Advanced module English Linguistics 1 (101440): Theoretical Phonology (1014401)

OR Advanced module English Linguistics 2 (101450): Empirical approaches to Phonology (1014501)

OR Advanced module Current Approaches (101480): Current Methodologies (1014802)

OR Advanced module English Linguistics 3 (101490): Contemporary Phonological Theory (1014901)

OR Advanced module English Linguistics 4 (101500): Empirical Foundations of Phonological Theory (1015001)

OR Specialization module English Linguistics (101560): Specialization in Phonology (1015601)

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

Technikpäd. (neu): Modulcontainer "Erweiterte Themenbereiche zu Englisch (TP)": Advanced Linguistics 1 (106420)

Wi.päd. (alt): Kernmodul 4 "Linguistik" (6671-710): Advanced Linguistics

### Courses Offered:

**C@mpus-LV: 171265650**

**Lecturer: Nele Ots**

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

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

### Acquisition and analysis of eye-tracking data

see C@mpus for details

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

MA-EASEL, PO 2020:

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

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

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

OR Advanced module English Linguistics 3 (101490): Contemporary Psycholing. Theory (1014906)

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

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

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

#### **Courses Offered:**

**C@mpus-LV: 171268000**

**Lecturer: Benedikt Ehinger / Judith Schepers / Titus von der Malsburg**

**Thursday, 09.45 – 11.15 and 11.30 – 13.00, KII, room 11.01 (on top!)**

## **Introduction to data analysis**

see C@mpus for details

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

BA (Angl.) HF, PO 2018: Ergänzungsmodulcontainer “Advanced Linguistics” (321): Modul “Advanced Semantics” (75280), Advanced Semantics (752801)

MA-EASEL, PO 2020:

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

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

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

OR Advanced module English Linguistics 3 (101490): Contemporary Psycholing. Theory (1014906)

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

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

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

### **Courses Offered:**

**C@mpus-LV: 171268100**

**Lecturer: Titus von der Malsburg**

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

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

For all three courses:

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

LA (Master), PO 2017/2022: Linguistic and Literary Competence (70850): Linguistic Competence (708502)

Technikpäd., (PO 2021): Linguistic and Literary Competence (TP) (103370): Linguistic Competence (1033702)

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

**Requirements:** Presentation, oral exam

### **Linguistic Competence (A): Semantics**

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

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

Registration: Sign up to the waitlist on C@mpus and send an email to [judith.tonhauser@ling.uni-stuttgart.de](mailto:judith.tonhauser@ling.uni-stuttgart.de) with the following information: During which semester did you take Semantic Theory and with whom? Which additional courses in semantics or pragmatics have you taken?

**C@mpus-LV: 171265700**

**Lecturer: Judith Tonhauser**

**Monday, 09.45 – 11.15, KII, room 17.24**

### **Linguistic Competence (B): Phonology**

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

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

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

**C@mpus-LV: 171265710**

**Lecturer: Sabine Zerbian**

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

### **Linguistic Competence (C): Syntax**

Target group: Candidates for the final M. Ed. module with a solid background in syntax who want to do their oral exam with me in fall 2026.

Topic areas: Syntax plus the topics fixed by the exam regulations; your major topic must be a syntactic one!

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

Prerequisites: Syntactic Theory (mandatory!), ideally at least one Advanced Syntax course.

Registration: Sign up to the waiting list on C@mpus **and** send me an email ([silke.fischer@ifla.uni-stuttgart.de](mailto:silke.fischer@ifla.uni-stuttgart.de)); please include a list with the syntactic seminars you have attended.

**C@mpus-LV: 171265720**

**Lecturer: Silke Fischer**

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

## **Research colloquium:**

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

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

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

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

MA-EASEL, PO 2020:

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

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

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

**Requirements:** Presentation or short paper.

#### **Courses Offered:**

**C@mpus-LV: 171265730**

**Lecturer: Judith Tonhauser / Daniel Hole**

**Tuesday, 15.45 – 17.15, KII, room 17.22**

## **Research colloquium: Computational and experimental psycholinguistics**

see **C@mpus** for details

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

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

MA-EASEL, PO 2020:

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

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

### **Courses Offered:**

**C@mpus-LV: 171268200**

**Lecturer: Titus von der Malsburg / Candy Adusei / Ondrej Drobil / Qibi Wang**

**Wednesday, 11.30 – 13.00, KII, room 2.003 (2<sup>nd</sup> floor)**

## EXERCISES: SCIENTIFIC LANGUAGE PRACTICE

### 12. Academic Writing

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

This seminar will make MA-EASEL students specialising in the *literary studies* strand of the degree familiar with the most relevant aspects of academic writing. Our aim is to establish a close connection between academic reading (of both primary and secondary literature), critical thinking, and academic writing. We will concentrate on developing a number of skills across the course of the semester, including how to structure an academic essay in literary and cultural studies, how to fashion a strong thesis statement, how to properly research, cite and reference in an academic essay, and how to appropriately integrate primary and secondary literature into a term paper. Students will be assigned a primary text for study and discussion in class; assessment will be based on in-class close reading and writing exercises, out-of-class research and writing exercises, and the submission of an end-of-term paper or research essay.

#### Required Texts:

t.b.a.

#### Types of Degree/Modules:

Module 101550, Advanced Communication / Seminar 1015501, Academic Writing (MA-EASEL)

#### Course Offered:

**Lecturer: Geoff Rodoreda**

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

## **Academic Writing (MA EASEL)**

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

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

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

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

MA-EASEL, PO 2020:

Pflichtmodul Advanced Communication (101550): Academic writing (1015501)

### **Courses Offered:**

**C@mpus-LV: 171266000**

**Lecturer: Amanda Kahrsch**

**Thursday, 11.30 – 13.00, KII, room 17.98**

## **Academic Writing (BA Level)**

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

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

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

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

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

### **Courses Offered:**

**C@mpus-LV: (D) 171263480**

**Lecturer: David Cross**

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

## 13. Verbal Communication

### Advanced Academic Discourse

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

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

#### Types of Degree/Modules:

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

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

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

MA-EASEL, PO 2020: Pflichtmodul "Advanced Communication" (101550): Verbal Communication (1015502)

Technikpäd. (neu): Modulcontainer "Erweiterte Themenbereiche zu Englisch (TP)": Sprachpraxis 3 (Lehramt) (106320)

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

#### Courses Offered:

**C@mpus-LV: (B) 171263220**

**Lecturer: David Cross**

**Tuesday, 09.45 – 11.15, KII, room 17.98**

**or**

**C@mpus-LV: (D) 171266150**

**Lecturer: Jessica Bundschuh**

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

**or**

**C@mpus-LV: (C) 171266140**

**Lecturer: Jessica Bundschuh**

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

**or**

**C@mpus-LV: (A) 171266500**

**Lecturer: Amanda Kahrsch**

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

## **Business English**

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

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

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

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

BA (Angl.), PO 2018: Pflichtmodul "Language Practice 2" (75300): Business English (753001)

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

### **Courses Offered:**

**C@mpus-LV: 171266600**

**Lecturer: Amanda Kahrsch**

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

## Lexicon & Grammar

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

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

### Types of Degree / Modules:

LA (Bachelor), PO 2022: Pflichtmodul "Sprachpraxis 2 (Lehramt)" (106390): Lexicon & Grammar (1063901)

BA (Angl.), PO 2018: Basismodul "Language Practice 1" (75140): English Grammar (751401)

Technikpäd., PO 2021: Modul „Sprachpraxis 2“ (103360): Lexicon & Grammar (1033601)

Wi.päd. (alt): Kernmodul 3 "Sprachkompetenz" (6671-610): Lexicon & Phraseology

Wi.päd. (neu): Modul "Sprachpraxis 2 (Lehramt)": Lehrveranstaltung "Lexicon & Grammar" (Modul 106390)

### Courses Offered:

**C@mpus-LV: (A) 171266300**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: (B) 171266310**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: (C) 171263120**

**Lecturer: David Cross**

**Wednesday, 09.45 – 11.15, KII, room 11.01**

**or**

**C@mpus-LV: (D) 171263130**

**Lecturer: David Cross**

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

**or**

**C@mpus-LV: (E) 171266160**

**Lecturer: Jessica Bundschuh**

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

**or**

**C@mpus-LV: (F) 171266170**

**Lecturer: Jessica Bundschuh**

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

## Oral Competence/Phonetic Practice

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

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

### Types of Degree/Modules:

LA (Bachelor), PO 2022: Pflichtmodul „Sprachpraxis 2 (Lehramt)“ (106390): Oral Competence (1063902)

Technikpäd., PO 2021: Modul “Sprachpraxis 2” (103360): Phonetic Practice (1033602)

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

Wi.päd. (neu): Modul “Sprachpraxis 2 (Lehramt)”: Lehrveranstaltung “Oral Competence” (Modul 106390)

### Courses Offered:

**C@mpus-LV: (A) 171266200**

**Lecturer: Heidi Altmann**

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

**or**

**C@mpus-LV: (B) 171266210**

**Lecturer: Heidi Altmann**

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

**or**

**C@mpus-LV: (C) 171266220**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: (D) 171266230**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: (E) 171266240**

**Lecturer: Amanda Kahrsch**

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

**or**

**C@mpus-LV: (F) 171266250**

**Lecturer: Dietmar Geyer**

**New time: Tuesday, 17.30 – 19.00, KII, room 17.16 !!!**

## Other

### 14. EXERCISES / Electives (SQs)

#### Play-Reading SoSe 2026

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 dramatic works. Each of the plays we are going to read this summer semester had only recently their premiere or revival in London or New York.

The readings will start off with Nicholas Wright's play *Vincent in Brixton* (2002). It will be staged and also streamed from the Orange Tree Theatre in London next April, which makes it possible for us to see it as a stream.. In 2003 it did win the most prestigious awards as 'Best Play' on both sides of the Atlantic. The drama depicts Vincent van Gogh's time in London, Brixton in 1873 and was originally staged at the National Theatre. In Will Lord's *The Billionaire Inside Your Head* (2025), we see two best mates fresh from school in the basement of a debt collection agency, both competing for a promotion. One is a highly motivated overachiever, the other a complete bum, but the son of the boss. Now guess who will be promoted? This office drama is a sharp, witty, but sardonic take on management culture in companies. In the same vein we see the protagonist Bea in Isley Lynn's riotous comedy *Jobsworth* (2025) trying to gain the upper hand over capitalism by juggling between three full-time jobs.

C. P. Taylor's play *Good* (1982), which has been recently revived by the National Theatre in London, begins in Germany around 1933 and follows Professor Halder's conversion to Nazism and his slide into inhumanity step by step. The play should make us reassess the meanings of words such as 'courage' and cowardice', and should serve as a warning in our times of populism. Another new play by a young and promising playwright is *The Meat Kings of Brooklyn Heights* (2025) where Hannah Doran depicts the effects of the new anti-immigration laws in Trump's America and thus could be seen as a new version of Arthur Miller's play *A View From the Bridge* (1955).

The readings this summer will end on a light note with J. B. Priestley's classic comedy *When We are Married* (1938) which just had its revival at the Donmar Warehouse in London. In this farce three elderly couples realise at their silver weddings that they were actually never legally married.

Students of all semesters are welcome to our reading sessions. Readings will be primarily on alternate Thursdays. A detailed programme on ILIAS will outline the dates, venues and times of our meetings. In the **introductory meeting on Thursday 9<sup>th</sup> April, KII, room 17.16** it will be explained how to get a certificate.

#### Required Texts:

Playscripts will be supplied on ILIAS.

#### Types of Degree/Modules:

SQ

#### Course Offered:

**Lecturer: Dietmar Geyer**

**Thursday, 17.30 – 20.45, room: 17.16**

## Stilfragen und Formen Journalistischen Schreibens

„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:

SQ

### Course Offered:

**Lecturer: Nicole Golombek, Theater- und Literaturkritikerin der *Stuttgarter Nachrichten*  
Thursday, 09.45 – 11.15, KII, room 17.73**

## New Perspectives in Film Studies

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

Day 1 will focus on film history, especially through the lens of Hollywood as an industry and the development of film language in early cinema and beyond. James Cameron's *Titanic* will serve us here as example film to discuss classical Hollywood narratives and dramaturgical structures. We will then proceed on Day 2 and 3 with classical film theories (auteur theory) and the basics of film analysis/close reading of scenes with the films of Stanley Kubrick's *2001 – A Space Odyssey*, while Day 4 will be devoted to group works and the analysis of opening sequences of films by Alfred Hitchcock (*Rear Window*, *Vertigo* and *Psycho*).

### Required Reading:

Sarris, Andrew, 'Notes on the Auteur Theory' (1962)

Stam, Robert, *Film Theory: An Introduction*, John Wiley and Sons, pp. 83-92.

### Required Viewing:

*Titanic* (James Cameron, 1997) – available on Amazon Prime

*Rear Window* (Alfred Hitchcock, 1954); available on Amazon Prime

*Psycho* (Alfred Hitchcock, 1960); available on Amazon Prime

*Vertigo* (Alfred Hitchcock, 1958); available on Amazon Prime

*2001 – A Space Odyssey*; available on Amazon Prime

### Course Offered:

**Lecturer: Igor Krstić**

#### Blockseminar:

Thursday,	30.04.2026	09.45 – 17.15	12.11 (Azenbergstr. 12)
Friday,	01.05.2026	09.45 – 17.15	11.91 (K I)
Saturday,	02.05.2026	09.45 – 17.15	11.91 (K I)
Sunday,	03.05.2026	09.45 – 17.15	11.91 (K I)

## **HS / FÜSQ Vegetal Hauntings: Weird Plants and the Ecogothic Imagination**

(See above under “Advanced Seminars”)

### **Course Offered:**

**Lecturer: Sabine Metzger**

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

## **FÜSQ: Multimodale Kommunikation / Multimodal communication**

The students are introduced to different facets of human communication with special focus on multimodality including gestures. Based on the course literature, the students acquire basic knowledge of Linguistics in general and Gesture Studies in particular.

**Objective:** The students can describe different aspects of human communication and summarize linguistic research which they can explain to the other course members. They can also categorize gestures as well as distinguish gestures and signs from each other.

**Literature:** Gawne, Lauren (2025): Gesture: A slim guide. Oxford University Press.

**Requirements:** Active participation in the discussions and preparing answers to questions concerning the required readings; short presentation of approx. 15 minutes (summary of course literature), written summary (400-500 words)

**Types of Degree / Modules:**

SQ

**Courses Offered:**

**C@mpus-LV: 171265800**

**Lecturer: Tina Nägele**

**Monday, 14.00 – 15.30, KII, room 17.14**

## 15. DIDACTIC SEMINARS

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

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

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

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

#### Courses Offered:

or

**Lecturer: Sebastian Schult**

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

or

**Lecturer: Dietmar Herde**

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

or

**Lecturer: Jan Kulok**

**Thursday, 08.00 – 09.30, KII, room 17.74**

or

**Lecturer: Jan Kulok**

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

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

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

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

Teil 1 (Wintersemester) und Teil 2 (Sommersemester) bauen aufeinander auf. Das Modul dient der Integration unterrichtspraktischer, fachwissenschaftlicher und fachdidaktischer Inhalte Ihrer Lehramtsausbildung. Bitte melden Sie sich zu Teil 2 nur nach vorherigem Besuch von Teil 1 (Wintersemester) an.

Fachdidaktik I, Teil 1 fand im Januar-Februar 2021 als Blockseminar im Anschluss an das Schulpraxissemester statt. Dieser erste Teil Ihrer Fachdidaktik-Ausbildung im Master diene der Reflexion Ihrer Erfahrungen aus dem Schulpraxissemester und der Vorbereitung auf die vertiefte Auseinandersetzung mit linguistischen, literatur- und kulturdidaktischen Inhalten, die Sie im Sommersemester erwartet (FD II, Teil 2). Das Seminar greift auf fachwissenschaftliche Inhalte des Master-Studiums zurück. Bitte belegen Sie FD II (Teil 1 & Teil 2) daher nur nach Eintritt in das Master-Studium und bereits absolviertem Schulpraxissemester. In wichtigen Fällen (z.B. Auslandsstudium) muss das Schulpraxissemester nicht unmittelbar vor FD II, Teil 1 absolviert werden.

### **Courses Offered:**

**Lecturer: Andreas Sedlatschek**

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

**or**

**Lecturer: Andreas Sedlatschek**

**Tuesday, 17.30 – 19.00, KII, room 17.71**

**or**

**Lecturer: Dagmar Lalla-Gommel**

**Thursday, 17.30 – 19.00, KII, room 17.14**

## Veranstaltung von der PH Ludwigsburg im Bereich Fachdidaktik

### Narrate (Your) Stories: Story-Based Tasks in Applied Linguistics

This seminar introduces students to the design and implementation of story-based tasks in English language teaching. Story-based tasks use narratives as task frameworks, where stories are not only classroom content but also vehicles for structuring language learning cycles. Building on Task-Based Language Learning (TBLL), the seminar shows how narratives provide natural scaffolding for pre-task input, meaningful task performance, and post-task linguistic reflection. Students engage with theoretical approaches such as Cognitive Linguistics to evaluate the role of conceptual metaphors, image schemas, embodied meaning in narratives. Throughout, they collaborate with BA students in the parallel seminar: BA students create narratives, while MA students adapt them into story-based task cycles and evaluate them from a linguistic perspective.

#### Literature & Requirements

A detailed bibliography will be provided in class.

In order to obtain credit points (*Baustein*), students are expected to attend this course, participate actively, do the assignments, and create as well as present a project.

#### Studiengänge:

Anerkennung für Master: (FD II, Teil 2/USL)

#### Course Offered:

**Veranstaltungs-Nr.: 171264600**

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

**Monday, 14.15 – 15.45, room 11.116**

#### Anmeldung per E-Mail unter:

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

## **Veranstaltung von der PH Ludwigsburg (frewilliges Lehrangebot)**

### **Linguistic Perspectives on AI, Plurilingualism, and the Power of Language**

This seminar explores how artificial intelligence reshapes linguistic repertoires through the lenses of sociolinguistics, the lexical approach, and critical linguistics. Anchored in research on plurilingualism, translanguaging, and linguistic repertoires, the course investigates how AI technologies—such as chatbots, machine translation, and automated speech systems—mediate language use, lexical choice, and the construction of social identities. By analyzing phenomena such as bias in AI lexical choices, the suppression or amplification of minority language voices, and the emergence of linguistic phenomena as both social practice and linguistic adaptation, students will develop critical linguistic awareness and reflect on the pedagogical implications for EFL learning.

#### **Literature & Requirements**

A detailed bibliography will be provided in class.

#### **Studiengänge:**

Keine Anerkennung!

#### **Course Offered:**

**Veranstaltungs-Nr.: 171264620**

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

**Wednesday, 8.00 – 9.30, room 11.117**

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

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

## **Debunking Myths and Examining the Bilingual Experience**

Together we will reflect on our own attitudes about, beliefs of and experiences with all 15 myths about bilingualism presented by leading bilingualism researcher François Grosjean. Each of you will have to analyse your surroundings and the people in them, in order to debunk the myths and discover individual and shared experiences with bilingualism. We will discuss 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, educational), and attrition of languages. Our course book by François Grosjean is the basis for our conversations about bilingualism; thus, you are required to get and read the book as well as complete the assignments on time. I expect you to actively participate in class and attend the course weekly. You will conduct your own little project on monolingualism and bilingualism. EULA students will have an additional creative project to complete for Bilingual Language Pedagogy II.

### **Literature & Requirements**

Please buy this book before the beginning of the semester:

Grosjean, François. (2010 or 2012). Bilingual: life and reality. Cambridge, Massachusetts: Harvard University Press. ISBN-13: 978-0674066137

Please note your in-person weekly attendance for this course is mandatory.

### **Studiengänge:**

Keine Anerkennung!

### **Course Offered:**

**Veranstaltungs-Nr.: 171264630**

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

**Tuesday, 8.15 – 9.45, room 7.105**

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

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

## **Kompaktveranstaltung: Memory and the Language of (Techno-)Populism: Critical Linguistic Pathways for Democracy Education in EFL**

This seminar explores how language both enables and endangers democracy. By linking Holocaust memory (looking back) with emerging movements – looking forward (e.g. technopopulism), the course provides students with linguistic, intercultural, and pedagogical tools for democracy education in the EFL classroom. Anchored in the tradition of Critical Applied Linguistics, the seminar foregrounds questions of power, ideology, and marginalization in discourse. Students investigate the language of (techno-)populism, examining how euphemism, lexical purging, metaphor, and framing operate within authoritarian and pose a danger to democracy. Case studies range from Holocaust testimonies, authoritarian rhetoric to digital propaganda. A distinctive feature of the seminar is its integration of story-based tasks, which transform abstract linguistic analysis into lived, creative practice. Rather than studying discourse in isolation, students actively re-narrate, re-frame, and re-contextualize democratic and authoritarian language through multimodal projects.

### **Literature & Requirements**

A detailed bibliography will be provided in class.

### **Studiengänge:**

Keine Anerkennung!

### **Course Offered:**

**Veranstaltungs-Nr.: 171264660 (Blockseminar)**

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

### **Blockseminar**

**Friday, 17.07.2026, 15.00 – 18.00, online**

**Monday, 7.09.2026, 9.00 – 16.00, room 11.116**

**Tuesday, 8.09.2026, 9.00 – 16.00, room 11.116**

**Wednesday, 9.09.2026, 9.00 – 16.00, room 11.116**

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

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

## **Plurilingual Digital Fusion**

This seminar explores the current trends and challenges in English teaching, emphasizing the role of AI in fostering plurilingual competencies within diverse linguistic landscapes. Participants will explore the theoretical foundations of language teaching in the digital era, highlighting how plurilingualism serves as a valuable resource for learning and cross-cultural understanding. A central focus of the seminar is AI-based lesson planning, where participants will discover how to leverage AI to design engaging and adaptive lessons that cater to the needs of diverse language learners.

### **Literature & Requirements**

A detailed bibliography will be provided in class.

### **Studiengänge:**

Keine Anerkennung!

### **Course Offered:**

**Veranstaltungs-Nr.: 171264680**

**Lecturer: Benjamin Ade-Thurow, Bianca Roters (PH Ludwigsburg)**

**Group 1: Monday, 10.15 – 11.45, room: 11.117 (Benjamin Ade-Thurow)**

**Group 2: Monday, 16.15 – 17.45, room: 11.116 (Bianca Roters)**

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

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

## **Voices and Silence: Exploring Language Attitudes, Bias and Bans**

This course examines the social dynamics and policies that shape our attitudes toward language, while exploring the complexities of language, identity, and power. Using case studies from various regions and contexts where language policies impact communities and individual identities, we will determine cultural, political, and historical factors that fuel language biases. Students will engage in contemporary debates on multilingualism, language rights, and the effects of linguistic prejudice on education, employment, and media. By the end of the course, students will have developed tools for understanding and advocating for linguistic justice, recognizing the profound impact of both voices and silence in shaping society. For all students, you must attend the course weekly, prepare for the class beforehand, actively(!) participate in class, and complete all assignments on time. There will also be a required final in-class assignment.

### **Literature & Requirements**

All materials will be made available via Moodle.

Please note your in-person weekly attendance for this course is mandatory.

### **Studiengänge:**

Keine Anerkennung!

### **Course Offered:**

**Veranstaltungs-Nr.: 171264690**

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

**Wednesday, 8.15 – 9.45, room: 7.105**

**Anmeldung per E-Mail vor dem 02.04.2026 unter:**

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