

# **KOMMENTIERTES VORLESUNGSVERZEICHNIS WINTERSEMESTER 2017/18**

**Die Einführungsveranstaltung für Studierende der Anglistik/Englisch im  
Erstsemester findet am Montag, 16.10.2017, um 15.45 Uhr im  
Kollegengebäude II, Hörsaal M 17.02 (1. Untergeschoss) statt.**

**Verbindliche Anmeldung zu den Seminaren nur über Campus (nicht über  
Ilias): 01. bis 16.10.2017.**

**Examenskolloquium nur mit persönlicher Anmeldung bei den PrüferInnen.**

**Das KVV wird fortlaufend aktualisiert. Bitte achten Sie auf Änderungen!**

**Bezeichnung der Hörsäle: KI (Keplerstr. 11), KII (Keplerstr. 17),  
2... (Breitscheidstr.)**

# 1. VORLESUNGEN

## **Text and History I:**

### **English Literature in Context/Contact – Beginnings to 1800**

This course provides a survey of English literature from its Old English beginnings to early Romanticism. It will introduce each period's major genres, authors and works as well as the historical and social context necessary to understand literary historical developments. Our emphasis will be on situations of linguistic and cultural contact, particularly with the Continent and (towards 1800) North America.

Students are encouraged to attend 'Case Studies of Key Texts' (Klein, Bundschuh), in which individual texts addressed in the lecture will be discussed in detail.

#### **Required Texts:**

ILIAS Course Reader

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

Modul 59430 'Text und Kontext I' im B.A. Lehramt

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

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

Modul 42580 'Text and Context' im B.A. Anglistik (HF)

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

Modul 6671-340, Seminar modul im BSc Wirtschaftspädagogik Hohenheim

**Lecturer: Guido Isekenmeier**

**Thursday, 14.00 – 15.30, KI, room 11.82**

**First session on October 26<sup>th</sup>, 2017**

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

This lecture course provides an overview of US-American literature from its beginnings until the Civil War. We will explore various inventions and formations of “American” and “American literature” during this time of discovery, settlement, upheaval, and national rise to power, examining some of the fundamental ideas, myths, assumptions, intellectual concepts, and popular perceptions that have influenced the ways in which Americans think and write about themselves and their nation.

This course is intended to provide an overview of diverse literary traditions across a span of almost four hundred years. Obviously, due to the diversity of American experiences and the amount of time covered in this course, the survey will be relatively cursory. Your *Norton Anthology of American Literature* (two volumes) provides a more expansive selection of literary and cultural expressions from North America and I encourage you to pursue these sections on your own as a supplement to the texts covered in class.

### **Required Texts:**

Baym, Nina, editor *The Norton Anthology of American Literature*. 8th ed., Volume A&B, Norton, 2012.

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

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

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

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

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

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

Modul 6671-340, Seminar modul im BSc Wirtschaftspädagogik Hohenheim

BA Lehramt „Englisch“ PH Ludwigsburg

**Lecturer: Marc Prieue**

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

## 2. INTRODUCTION TO LITERARY STUDIES

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

### **Prerequisites:**

Concurrent attendance of the course “Essay Writing.”

### **Required Texts:**

Meyer, Michael. *English and American Literatures*. Francke, 2011. UTB Basics.

Murfin, Ross, and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Bedford/St. Martin's, 2003.

Further texts will be announced in the first session and on Campus.

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

Modul 42530, Introduction to Literary Studies im BA Anglistik HF+NF

Modul 27120, Grundlagen ... im Lehramt (GymPO) HF+BF und Basismodul 1 (Grundlagen)  
BSc/MSc Technikpädagogik

Modul 59390, Grundlagen... im BA-Lehramt

Modul 6671-270, Grundlagenmodul Literatur im BSc Wirtschaftspädagogik (Uni  
Hohenheim)

### **Courses Offered:**

**Lecturer: Melissa Schlecht**

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

**or**

**Lecturer: Melissa Schlecht**

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

**or**

**Lecturer: Dorothee Klein**

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

**or**

**Lecturer: Geoff Rodoreda**

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

**or**

**Lecturer: Thomas Sachsenmaier**

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

**or**

**Lecturer: Martin Windisch**

**Thursday, 8.00 – 9.30, KII, room 17.23**

**or**

**Lecturer: Wolfgang Holtkamp**

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

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

**Die Online Vorlesung “Literary and Cultural Theory” gehört zu diesen Veranstaltungen und findet sich auf ILIAS.**

#### **The History of the Sonnet in English**

Although the sonnet is one of the few poetic forms of a predetermined length and a specific pattern of sound, it is a form that remains open and unpredictable. Modernist poet Edna St. Vincent Millay testifies to the power of the sonnet: “I will put Chaos into fourteen lines / And keep him there.” In this course, we will not only investigate poems that bully Chaos into fourteen lines. We will also consider sonnets which unleash the power of Chaos through this most chameleon of poetic forms. While we will begin with some of the earliest sonnets in English, we will devote much of our time to 19<sup>th</sup> and 20<sup>th</sup>-century variants of the sonnet.

#### **Required Text:**

Levin, Phillis, editor. *The Penguin Book of the Sonnet: 500 Years of a Classic Tradition in English*. Penguin Books, 2001.

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

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

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

Modul 59410, Textwissenschaft im BA-Lehramt

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

**Lecturer: Jessica Bundschuh**

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

## **America – Nature’s Nation?**

One of the keys to understanding American culture is to understand the nation’s complex relationship with Nature. This course will take a closer look at how this relationship has changed over time and which consequences this had for American society at specific points in time. Covering a rather long period of time we will look at the transformation of a romanticized wilderness into the man-made landscapes of today. In the 19<sup>th</sup> century, the time of westward expansion and the Frontier, early American intellectuals regarded an idealized ‘Nature’ as the source of a genuine American national identity. This stands in stark contrast to the way human beings treated and have been treating nature and the environment when it comes to agriculture and resource extraction for instance. And more often than not the extensive and even exploitative usage of natural resources in the United States has caused serious human-induced ecological catastrophes. We will especially work with the central ideas and ideals, which would incite efforts to protect nature, eventually leading to the emergence of modern day environmentalism in the United States.

Requirements: active participation in discussions, presentation, term paper

### **Required Text:**

Aldo Leopold, *A Sand County Almanac* (London; New York: Oxford University Press, 1968).  
Frederick Jackson Turner, *The Significance of the Frontier in American History* (London: Penguin, 2008).

Additional texts will be available at the beginning of the semester.

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

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

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

Modul 59410, Textwissenschaft im BA-Lehramt

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

**Lecturer: Christian Gunkel**

**Tuesday, 15.45 – 17.17, KI, room 11.11**

## **In Conversation with Globalization: India, South Africa, USA, Germany (Online Course and Excursion)**

After World War II international conditions, such as the decolonialization of the British and French empires, promoted the expansion of America's cultural and ideological power. This seminar wants to explore several of the aspects of this expansion with regard to the USA, Asia (focus on India), Africa (focus on South Africa) and Europe (focus on Germany and Russia). Participants will study the emergence, shaping, and modification of cultural spaces and identities. Course topics include aspects of globalization in politics, economy, culture, and literature.

This online course is offered in cooperation with our partner institutions St. Xavier's College (University of Mumbai, India), Stellenbosch University (Stellenbosch, South Africa) and Saint Louis University (Saint Louis, Missouri, USA). Students will study together in a virtual classroom.

This course includes a **project week in Mumbai, India** (January 26 – February 04, 2018). The topic of the project week will focus on "Living Globalization/National Responsibilities."

An ILIAS platform will be used for this online course.

### **Required Texts:**

Will be announced during the course.

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

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

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

Modul 59410, Textwissenschaft im BA-Lehramt

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

Modul 42620, Interculturality im BA Anglistik

Modul 27230, Interculturality im Lehramt (GymPO)

Modul ..., Interculturality im MA-Ed

### **Lecturer: Wolfgang Holtkamp**

**Orientation meeting: Wednesday, Oct. 18th, 15.45 – 17.15, KII, room 17.73**

## Introduction to Film Studies

The field of film studies evolved in the 1970s and developed three major areas of investigation ever since: 1) film history, 2) film theory and 3) film analysis. This compact seminar will introduce each of these areas. It will thereby focus on American film / Hollywood history, classical film theory (*auteur* theory) and the analysis (or close reading) of an exemplary film. 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).

### Required Texts:

Bordwell & Thompson, *Film Art: An Introduction*, 9<sup>th</sup> edition, McGraw-Hill 2010.  
Buckland, W., Elsaesser, T. *Studying Contemporary American Film: A Guide To Movie Analysis*, Bloomsbury 2002.  
Elsaesser, T., Hagener, M., *Film Theory: An Introduction*, Routledge 2015.  
Monaco, J., *How to Read a Film*, revised edition, Oxford University Press 2000  
Nowell-Smith, G., *The Oxford History of World Cinema*, OUP, 1997

### Type of Degree/Modules:

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

**Lecturer: Dr. Igor Krstic**

### Blockseminar:

|                  |                       |  |
|------------------|-----------------------|--|
| <b>Thursday,</b> | <b>09.45 – 17.15,</b> | <b>Azenbergstr. 18, 1. OG, 1. Raum</b> |
| <b>Friday,</b>   | <b>09.45 – 17.15,</b> | <b>Room 11.91 (KI)</b>                 |
| <b>Saturday,</b> | <b>09.45 – 17.15,</b> | <b>Room 11.91 (KI)</b>                 |
| <b>Sunday,</b>   | <b>09.45 – 17.15,</b> | <b>Room 11.91 (KI)</b>                 |

## **Survey of Literary Criticism**

This class surveys the techniques of literary criticism, emphasizing close reading, critical thinking, and critical writing. The goal is to apply a variety of theoretical approaches to literature, analyze texts, and create professional written communications.

Course modules: Introduction to Critical Theory, Liberal Humanism, Formalism, Psychological Criticism, Structuralism, Archetypal/Mythological Criticism, Feminist Criticism, Marxist Criticism, Historical Criticism and New Historicism, Post-Structuralism/Deconstruction, Post-Colonial Criticism, Ecocriticism

Each week, we'll explore another technique of literary criticism. Students will read chapters from the Dobie text, fill out study guide sheets and do short explications applying the different techniques. A final course paper and short examination complete course requirements. Don't miss this chance to learn about literary theory!

### **Required Texts:**

Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. 4<sup>th</sup> ed., Cengage, 2015.

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

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

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

Modul 59410, Textwissenschaft im BA-Lehramt

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

### **Lecturer: Richard Powers**

**Wednesday, 15.45 – 17.15, KII, room 17.91**

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

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

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

#### **Required Texts:**

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

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

Modul 42580, Text and Context I im BA Anglistik

Modul 43340, Text and Context im BA Anglistik Nebenfach

Modul 27170, Text und Kontext im Lehramt (GymPO)

Modul 27370, Text und Kontext im Beifach mit KLA

Modul 59430, Text and Context im BA-Lehramt

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

#### **Lecturer: Sarah Säckel**

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

**or**

#### **Lecturer: Richard Powers**

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

## **Case Study of Key Texts I: English Literature in Context/Contact – Beginnings to 1800**

This seminar accompanies the lecture course “Text & History I: English Literature in Context/Contact – Beginnings to 1800.” In weekly 45-minute sessions, we will provide students with the opportunity to engage more thoroughly with the topics and texts introduced in the main lecture course. Further, the seminar will also serve as a forum for unanswered questions relating to the material covered in the lecture course. Seminar work will focus on the practice of close reading and it will aim to help students refine their research and reading skills. Students will acquire additional knowledge on the scholarly debates surrounding a selection of the texts in the lecture course, and will have the chance to develop and discuss their positions on the texts’ historical and cultural contexts.

### **Required Texts:**

ILIAS Course Reader

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

Modul 42580, Text and Context I im BA Anglistik

Modul 43340, Text and Context im BA Anglistik Nebenfach

Modul 27170, Text und Kontext im Lehramt (GymPO)

Modul 27370, Text und Kontext im Beifach mit KLA

Modul 59430, Text and Context im BA-Lehramt

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

### **Lecturer: Jessica Bundschuh**

**Tuesday, 11.30 – 13.0, KII, room 17.71**

**or**

### **Lecturer: Dorothee Klein**

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

**or**

### **Lecturer: Jessica Bundschuh**

**Friday, 11.30 – 13.0, KII, room 17.25**

## 5. HAUPTSEMINARE

### **The Subversive Short Form: Prose Poetry & Sudden Fiction in English**

Regardless of what name the short form carries – prose poem, flash fiction, short-shorts, sudden fiction, napkin stories, fragments, tableaux, espresso stories, or utterances – its character is one of contradiction and revolution. Charles Simic referred to the prose poem as a “monster child of two incompatible strategies, the lyric and the narrative”; as a form determined to mock the concept of a fixed genre, the short form is thoroughly subversive and worthy of careful study, particularly in an age dominated by space-constricted forms of communication, like the SMS and the tweet.

To get a sense of the radical and avant-garde tradition of the short form, we will begin with a few precursors and early practitioners in English, like William Blake, Edgar Allan Poe, Kate Chopin, Oscar Wilde, Ralph Waldo Emerson, and Sherwood Anderson; next, we will move on to Modernist practitioners, like Gertrude Stein, Virginia Woolf, Hart Crane, Ernest Hemingway, T.S. Eliot, Samuel Beckett, and William Carlos Williams, and then shift to mid-century writers of the short form, like Allen Ginsberg, John Cage, and Frank O'Hara. Lastly, we will investigate a broad variety of contemporary examples from the UK, Ireland, the Caribbean, India, Canada, and the US: John Ashbery, Robert Bly, Charles Simic, Margaret Atwood, Seamus Heaney, Robert Hass, Michael Ondaatje, Jamaica Kincaid, Anne Carson, Carolyn Forché, Yusef Komunyakaa, Meena Alexander, Dave Eggers, and Rita Dove. Our tour of the short form will conclude with an investigation of a book-length series of prose poems from Claudia Rankine, *Citizen: An American Lyric*.

#### **Required Texts:**

Ziegler, Alan, editor. *Short: An International Anthology of Five Centuries of Short-Short Stories, Prose Poems, Brief Essays, and Other Short Prose Forms*. Persea Books, 2014.  
Rankine, Claudia. *Citizen: An American Lyric*. Penguin Books, 2014.

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

Module 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality im BA Anglistik

Pflichtmodul 27190, Textformen - Wahlmodul 27230, Interculturality - Wahlmodul 27250, Textual Competence im Lehramt (GymPO)

Modul 59480, Textformen im BA-Lehramt

Modul ..., Interculturality im MA-Ed

Vertiefungsmodul 2, 23381, Textual Competence - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 “Cultural Studies” im MSc Wirtschaftspädagogik Hohenheim

**Lecturer: Jessica Bundschuh**

**Friday, 9.45 - 11.15, KII, room 17.11**

## **Alan Moore, Wizard of Northampton**

Alan Moore has often been called the best graphic novel writer in history. In this course, we will look at his seminal contributions to comics, particularly in the superhero genre, ranging from his early dystopian *V for Vendetta* through the seminal *Watchmen* to the later *League of Extraordinary Gentlemen*. Having established an outline of Moore's intertextual poetics, we will then turn to his explorations of place (London and Northampton, respectively) with the help of his take on the Whitechapel Murders in *From Hell* and his first novel *Voice of the Fire*. Finally, Moore's self-stylization as a revenant of Aleister Crowley (and thus quite literally a wizard) deserves critical comment.

As I won't be able to (legally) provide electronic copies of Moore's works, please be willing to either spend the time (on used-book platforms) or money (see typical prices for the cheapest edition indicated below) necessary to obtain the required reading material for this course.

### **Required Reading:**

Electronic Course Reader (ILIAS/Campus)

*V for Vendetta* (1982-1985) 14€

*Watchmen* (1986-1987) 14€

*Batman: The Killing Joke* (1988) 13€

*From Hell* (1989-1996) 27€

*Voice of the Fire* (1996) 13€

*The League of Extraordinary Gentlemen*, Vol.1 (1999-2000) 12€

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

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

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

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

Modul ..., Interculturality im MA-Ed

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

Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 "Cultural Studies" im MSc Wirtschaftspädagogik Hohenheim

**Lecturer: Guido Isekenmeier**

**Wednesday, 11.30 – 13.00, K II, room 17.92**

## Literary Theory

In this seminar, we will explore major critical approaches to literature and apply them to poetry and narrative fiction. The emphasis will be on the interrelation of theory and text (What aspects of a text does a theory focus on? What kind of critical approach is appropriate for a specific text?).

Each session will follow one of the chapters in Tyson's introductory textbook (which deals with psychoanalysis, marxism, feminism, new criticism/formalism, reader-response criticism/reception theory, structuralism/narratology, deconstruction/poststructuralism, new historicism/cultural materialism, lesbian, gay and queer criticism, African American criticism, and postcolonial criticism/global studies) supplemented by a presentation of a seminal literary theoretical text. We will then go on to evaluate Tyson's reading of Fitzgerald's *The Great Gatsby* (which will thus be our main narrative example) and engage in a critical interpretation of a poem from the point of view of the respective theory.

### Required Texts:

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 3<sup>rd</sup> ed., Routledge, 2015. [the second edition will also do; only the chapter on postcolonial criticism has been substantially expanded for the third edition]

Fitzgerald, F. Scott. *The Great Gatsby* 1922. Reclam, 1989. [there is no significantly better edition that is as readily available; in the interest of facilitating discussion of passages from the book, I suggest we stick to this inexpensive edition]

Course Reader (11 Poems and Texts on Ecocriticism, Animal Studies, and Thing Theory)

### Course Requirements:

Presentation of a seminal literary theoretical text (10-15 mins) in one of our sessions

Short ecocritical, animal studies or thing-theoretical interpretation of Fitzgerald's jazz age novel or a poem of your choice (5 pp.), to be handed in by February 15th

Written final exam on basic literary-theoretical ideas

### Type of Degree/Modules:

Modul 23451, Current Methodologies und Modul 23471, Forschungskolloquium

Literaturwissenschaft im M.A. Anglistik

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

Modul ..., Interculturality im MA-Ed

### Lecturer: Guido Isekenmeier

Thursday, 17.30 – 19.00, K II, room 17.74

First session on October 26<sup>th</sup>, 2017

## **Early American Literature**

This seminar will discuss different literary genres from the era of contact and settlement in what is now the United States of America. Beginning with Native American mythology and discovery writings, this course then explores a variety of textual representations of colonial North America from the seventeenth and early eighteenth centuries. At that time, writers not only imitated English literary models but also adapted them and thereby laid the foundations for an early “American” style of writing. In the course of the semester, students will acquire an in-depth knowledge of American Puritan literature and beyond, especially providential histories, sermons, spiritual autobiographies, polemical tracts, and poetry. The main authors to be discussed include, among others, John Winthrop, William Bradford, Thomas Morton, Anne Bradstreet, Roger Williams, Mary Rowlandson and Jonathan Edwards.

### **Required Texts:**

Elliott, Emory. *The Cambridge Introduction to Early American Literature*. Cambridge UP, 2002.

Additional material will be provided in a reader.

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

Module 42630, Textual Forms – 42640, Textual Competence – 42620, Interculturality im BA Anglistik

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

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

Modul ..., Interculturality im MA-Ed

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

Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 “Cultural Studies” im MSc Wirtschaftspädagogik Hohenheim  
Examenskolloquium WPO, GymPo

**Lecturer: Marc Prieue**

**Tuesday, 09.45 – 11.15, K II, room 17.15**

## **U.S. Culture & Society in the 1950s**

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

After World War II the United States emerged as one of two superpowers, leading the self-declared West in the fight against Communism, both abroad and at home. Aside from political decisions, the bipolar conflict shaped much of the socio-cultural atmosphere in the United States: it demanded a compliance with the values of American democracy, progress, and success as a counter-model to the societies of the Eastern bloc. As a consequence, economic prosperity for most Anglo-American families, a return to conventional gender divisions, and social conformity to middle-class dreams, norms, and aspirations characterized the post-war decade in the United States. One of the first and central tasks of this seminar will be to trace the continuation of the nation's drive to conformity after victory against fascism and the establishment of a new world order. Then, we will investigate how the dominant social climate in the United States was challenged by members of the Beat Generation, the youth movement, and the budding African-American civil rights movement.

### **Required Texts:**

Will be provided through ILIAS.

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

HS alle Lehramtsstudiengänge (BA, MA)

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 "Cultural Studies" im MSc Wirtschaftspädagogik Hohenheim

Modul ???, PH Ludwigsburg

Examenskolloquium WPO, GymPo

**Lecturer: Marc Prieue**

**Wednesday, 09.45 – 11.15, K II, room 17.73**

## **Australian Fiction and Film After Mabo**

This course on contemporary Australian film and fiction will examine the impact of the Australian High Court's Mabo decision of 1992 on the nation's social, political and cultural life. In its landmark Mabo judgement Australia's highest court ruled in favour of a claim by a group of indigenous Australians (led by Eddie Mabo) to customary, "native title" to land. The decision radically altered land law in Australia by rejecting the idea that indigenous Australians were not in possession of the continent and had no property rights before British occupation in 1788. Mabo shook the foundations of the majority, 'white' population's belief in the legitimate settlement of the continent by the British, confronting them with a new narrative of nationhood: no, the country was not a *terra nullius*, an empty land settled peacefully by Europeans; rather, the land, already occupied, was taken, violently and without recompense, from Aboriginal inhabitants. The Mabo decision has thus challenged previous ways of thinking about land, identity, belonging, and history. We will explore Mabo's impact on fiction writing and film making, as well as the ways in which fiction writing itself has been instrumental in creating and shaping 'post-Mabo' discourse in Australia today. Our program will include reading both Aboriginal and non-Aboriginal authored texts, and attendance at film screenings which may be scheduled outside of classroom time. Students will also be expected to participate in an academic workshop entitled "Mabo's Cultural Legacy: The Mabo Decision, 25 Years On," to be hosted by the University of Stuttgart's English Department, from November 16-18, 2017.

### **Required Texts:**

*Remembering Babylon* (1993) by David Malouf (any version)

*The White Earth* (2004) by Andrew McGahan (any version)

*The Secret River* (2005) by Kate Grenville (any version)

*Carpentaria* (2006) by Alexis Wright (any version)

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

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

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

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

Modul ..., Interculturality im MA-Ed

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

Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 "Cultural Studies" im MSc Wirtschaftspädagogik Hohenheim

**Lecturer: Geoff Rodoreda**

**Wednesday, 15.45 – 17.15, K II, room 17.21**

## **Cultural Theories / Cognitive Studies: *Loving Che* – Emotions and Icons**

This year Juan Martin Guevara has launched a memoir of his brother Che, to “fight this myth and give back to my brother his human face” (Interview with the *Guardian*). He is, of course, referring to the famous photograph that has become an icon, or even a brand. Ana Menéndez’s novel *Loving Che* (2004) explores how Guevara achieved this iconic status. She recaptures the emotional history of the Cuban revolution, weaving a story around Che Guevara’s published photographs. Her novel is about a young Cuban-American woman in search of her roots. It is about buried emotions, story-telling, and the thin line between invention and historical fact. It is about the place of post-Soviet Cuba within the Americas and beyond. In *Loving Che* Menéndez continues a theme prevalent in Cuban-American fiction written in the 1990s. Our readings will be dovetailed by a survey on recent cultural theories. In the process we learn about the shaping of cultural icons, and the role of emotions in fashioning political reality.

### **Required Texts:**

Menéndez, Ana. *Loving Che* (2004). (any edition)  
Garcia, Christina. *Dreaming in Cuban* (1992). (any edition)  
Medina, Pablo. *The Marks of Birth* (1994). (any edition)

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

Modul 42620, Interculturality im BA Anglistik  
Pflichtmodul 27190, Textformen - Wahlmodul 27230, Interculturality - Wahlmodul 27270,  
Intermediality im Lehramt (GymPO)  
EPG II (GymPO)  
Modul 59480, Textformen und Wahlmodul 59500, Intermediality im BA-Lehramt  
Modul ..., Interculturality im MA-Ed  
Vertiefungsmodul 2, 23381, Textual Competence – Vertiefungsmodul 4, 23401,  
Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory – Wahlmodul  
23461, Current Methodologies im MA Anglistik  
Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik  
Modul 6671-510, Kernmodul 1 “Cultural Studies” im MSc Wirtschaftspädagogik Hohenheim

### **Lecturer: Saskia Schabio**

**Tuesday, 14.00 – 15.30, K II, room 17.25 (except on October 17th: room 17.81)**

## **Dance of the Future: Modernist Women Writers**

“I see America dancing, beautiful, strong with one foot posed on the highest point of the Rockies, her two hands stretched out from the Atlantic to the Pacific.”

In an essay dating from 1927, Isadora Duncan celebrates an art that would truly “express America”, echoing Whitman’s “I hear America singing”. Whitman had revolutionized poetic form. Duncan released dance from the strictures of classical ballet. Movement would once again be in “harmony with nature” – the “living leap of the child springing towards the heights, toward a new great vision of life”. She made a deep impression on her contemporaries. John Dos Passos said of her “She was afraid of nothing; she was a great dancer”, and dedicated a chapter of his epic U.S.A to her.

Duncan, in particular, inspired the female avantgarde, providing a stage for both free expression and “movement” in an expansive sense. In this course, we encounter dancers, flaneuses, pioneering women, women travelling, women who shirked the “choreographies” dictated by tradition. Just as Duncan freed movement and bodies, their language would create new rhythms and forms in tune with their very own experience of life, of America, of modernity. Dance, this course argues, offers an exciting vantage point to explore the emergence of transatlantic modernism. We’ll depart from Gertrude Stein’s portrait of Duncan, “Orta or one dancing” (1927).

### **Required Texts:**

Cather, Willa. *My Antonia* (1918). (any edition)

Wharton, Edith. *Old New York Stories* (1924). (any edition)

Rhys, Jean. *Quartet* (1928). (any edition)

Hurston, Zora Neal. *Their Eyes Were Watching God* (1937). (any edition)

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

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

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

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

Modul ..., Interculturality im MA-Ed

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

Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 “Cultural Studies” im MSc Wirtschaftspädagogik Hohenheim

**Lecturer: Saskia Schabio**

**Tuesday, 15.45 – 17.15, K II, room 17.74**

## Virginia Woolf

“None of that company – except, perhaps, T. S. Eliot, who was on the fringe of it – did more to establish the possibilities of literary innovation, or to demonstrate that such innovation must be brought about by minds familiar with the innovations of the past. This is true originality.” Frank Kermode’s 1992 biographical appraisal of Virginia Woolf has been confirmed and substantiated by more recent narratological studies of her work. In order to grasp Woolf’s modernist project of remaking the form of the novel, the seminar will encompass five of her experimental novels: *Jacob’s Room*, *Mrs Dalloway*, *To the Lighthouse*, *Orlando: A Biography*, and *The Waves*.

Please read *Jacob’s Room* before term starts.

### Required Texts:

Woolf, Virginia. *Jacob’s Room*. Edited with an Introduction and Notes by Kate Flint. Oxford UP, 2008. Oxford World’s Classics.

--- *Mrs Dalloway*. Edited with an Introduction and Notes by David Bradshaw. Oxford UP, 2000. Oxford World’s Classics.

--- *To the Lighthouse*. Edited with an Introduction and Notes by David Bradshaw. Oxford UP, 2006. Oxford World’s Classics.

--- *Orlando: A Biography*. Edited with an Introduction and Notes by Michael H. Whitworth. Oxford UP, 2015. Oxford World’s Classics.

--- *The Waves*. Edited with an Introduction and Notes by David Bradshaw. Oxford UP, 2015. Oxford World’s Classics.

### Types of Degree/Modules:

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

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

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

Modul ..., Interculturality im MA-Ed

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

Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 “Cultural Studies” im MSc Wirtschaftspädagogik Hohenheim

### Lecturer: Martin Windisch

Wednesday, 17.30 – 19.00, K II, room 17.23

## The Genres of Shakespeare's Plays III: Tragedies

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. The third in a series of seminars probing Shakespeare's generic transgressions, the seminar's focus will be on three of his tragedies, *Titus Andronicus*, *Othello, the Moor of Venice*, and *King Lear*.

Please read *Titus Andronicus* before term starts, and please consider the advantages of working with annotated editions (cp. below) when purchasing the books required.

### Required Texts:

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

--- *Othello, the Moor of Venice*. Edited by Michael Neill. Oxford UP, 2008. The Oxford Shakespeare. Oxford World's Classics.

--- *Titus Andronicus*. Edited by Jonathan Bate. Bloomsbury Arden Shakespeare, 1995. The Arden Shakespeare Third Series.

### Types of Degree/Modules:

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

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

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

Modul ..., Interculturality im MA-Ed

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

Interculturality - Spezialisierungsmodul 1, 23431, Text and Theory im MA Anglistik

Modul 50060, Interculturality und Modul 50070, Textformen im M.Sc. Technikpädagogik

Modul 6671-510, Kernmodul 1 "Cultural Studies" im MSc Wirtschaftspädagogik Hohenheim

### Lecturer: Martin Windisch

Thursday, 17.30 – 19.00, K II, room 17.17

## **6. VERANSTALTUNGEN FÜR EXAMENSKANDIDATEN UND FORSCHUNGSKOLLOQUIEN**

### **Kolloquium für Examenskandidaten**

Das Examenskolloquium dient zur Vorbereitung auf Staatsexamen / Magisterexamen in Amerikanistik und Neuerer Englischer Literatur. Diskussionsschwerpunkte: Grundbegriffe der Literaturwissenschaft, literarhistorische Epochen, und Spezialgebiete (Vorbereitung auf schriftliche und mündliche Prüfungen).

**Voraussetzung:** Anmeldung zum Examen. Anmeldung persönlich bei Dr. Isekenmeier in der Sprechstunde. Die Kandidaten müssen ein Hauptseminar bei dem Prüfer besucht haben bzw. sich für ein Hauptseminar im laufenden Semester anmelden.

#### **Leistungen:**

Von jedem/r TeilnehmerIn wird eine Präsentation in englischer Sprache erwartet.

**Lecturer: Guido Isekenmeier**

**Tuesday, 15.45 – 17.15, K II, Raum 17.14**

## **Colloquium for Exam Candidates**

### **See Hauptseminar “U.S. Culture & Society in the 1950s”**

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

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

WPO, GymPo

#### **Lecturer: Marc Priewe**

**Wednesday, 09.45 – 11.15, K II, Raum 17.73**

## **Forschungs- und Doktorandenkolloquium (14-taglich)**

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

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

Students will need to contact the instructor personally before enrollment.

#### **Required Texts:**

A reader containing relevant material will be provided through ILIAS.

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

MA Forschungskolloquium

Spezialisierungsmodul 3 „Current Methodologies I“

#### **Lecturer: Marc Priewe**

**Tuesday, 17.30 – 19.00, KII, room 4.021 (First meeting: Oct. 24<sup>th</sup>, 5.30 pm.)**

## 7. ÜBUNGEN

### British "Poets" take to the Stage:

#### "Verse Drama" from Shakespeare to the 21<sup>st</sup> century and Carol Ann Duffy

The dramatic works in this seminar all deal with metaphysical questions where a poet expresses himself in a different genre. Their focus in drama is on the "human condition", asking themselves where we have all originated and wondering where we have got to nowadays. Does God really exist and what is exactly this "stuff as dreams are made on". What, in fact, is the real nature of good and evil. These plays paint a dramatic picture of a view of the world in which the poet was or is living in. By concentrating on questions of religion, faith, salvation and ethics they invoke the spirit of an age — the 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> centuries to the 21<sup>st</sup> century.

Our seminar, however, will start with a modern version of *Everyman* written in 2016 by the present British Poet Laureate, Carol Ann Duffy. Of course, an ideal preparation for our work in the seminar would be to make yourself familiar with the original version of the late 15<sup>th</sup> – century *Everyman*, a so-called morality play dealing with religious issues. In the same vein — said by critics to be the last complete play he wrote himself — is the *Tempest* (1910/11). In his dramatic legacy to us William Shakespeare conjures up the "drowning world" of the Renaissance, but also offers us a glimpse of things that were, and are perhaps, to come. After the ensuing English Civil War (1642 – 1651) John Milton published his tragedy *Samson Agonistes* (1671). It is debatable whether in this so-called "closet drama", a play designed to be read rather than performed, he was revealing his ideas about the time under the influence of Oliver Cromwell or his own frustration in life due to the ongoing 'Restoration'. Nevertheless his work today offers us an invaluable insight into the minds of people living during this period. Almost 150 years later there appeared a "Romantic" version of what Lord Byron termed a "mystery play". In *Cain* (1821) Byron dramatizes the biblical story of Cain and Abel from Cain's point of view. About the same time another "closet drama" was written by Percy Bysshe Shelley, offering us again a "Romantic" outlook on life, namely *Prometheus Unbound* (1820). His interpretation of this Greek mythological figure can be compared with Æschylus's myth in his tragedy written about 430 BC. Modern later 20<sup>th</sup>-century examples of verse drama — which we shall look at later on in the seminar — and which attempt all in their own special way to capture the workings of the world will be T.S. Eliot's *Murder in the Cathedral* (1935) and Dylan Thomas's *Under Milk Wood* (1954). Whereas Eliot portrays the assassination of Archbishop Thomas Becket in Canterbury Cathedral in 1170, Thomas's play for voices makes the innermost thoughts and dreams of the inhabitants of a small Welsh fishing-village audible. Our first session, however, will concern Philip Larkin's poem *Church Going* (1954).

We shall not only be seeing film extracts from some of the above dramatic works but, in addition, at least 3 of the plays will be read out aloud with those attending the Play-Reading-Group, which takes place on various Thursday evenings during the semester.

**Required Texts:**

Shakespeare, William. *The Tempest*. Bloomsbury, 2011. The Arden Shakespeare Third Series.  
Milton, John. *The Major Works including Paradise Lost*. Oxford UP, 2008.  
Eliot, T.S. *Murder in the Cathedral*. Faber and Faber, 1989.  
Thomas, Dylan. *Under Milk Wood*. Weidenfeld & Nicolson, 2015.

**Types of Degree/Modules:**

All degrees requiring SQs

**Lecturer: Dietmar Geyer**

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

## Play-Reading Group

Students of English literature are encouraged to attend sessions of the group where we read plays by English or American dramatists through at one sitting – an excellent opportunity to get to know a variety of works, including some of the most up-to-date performances. This semester we shall be reading 6 plays, three of which will be in connection with Dr. Geyer's seminar on "verse drama".

The readings will start with today's present Poet Laureate Carol Ann Duffy's updated version of *Everyman*, a 15<sup>th</sup>-century morality play. Duffy's adaptation is a scathing assault on the myopic materialism of the modern age and again, similar to the original, a reminder of our own mortality. This reading will be followed by Lord Byron's drama *Cain* (1821), which he thought would stand in the religious tradition of mystery plays. Here Byron dramatizes the biblical story of Cain and Abel from Cain's point of view. In *The Ascent of F6: A Tragedy in Two Acts* (1936), both poets, W.H. Auden and Christopher Isherwood were successful in achieving a revival of verse drama in the 20<sup>th</sup>-century, just like T.S. Eliot in 1935 with *Murder in the Cathedral*. Auden and Isherwood depict in their play the fate of a climber who, against his better judgement, accepts the offer of the British government and press to sponsor an expedition to the peak of a mountain they call F6. In post-war Britain the BBC commissioned a radio drama by the Welsh poet Dylan Thomas. As a result *Under Milk Wood* (1954) was conceived in which an omniscient narrator tries to capture the innermost thoughts and dreams of the inhabitants of a fictional small Welsh fishing-village. Another reaction to World War II could be seen in Christopher Fry's romantic comedy *The Lady's Not for Burning* (1948) which centres around two characters: a war-weary soldier who wants to die, and an accused witch who wants to stay alive. Although the action is set way back in the Middle Ages, there are clear parallels to the world's "exhaustion and despair" after World War II. And finally, in Hugh Whitmore's play *Stevie* (2014), a real, living poet, Stevie Smith, takes to the stage and reveals her whole way of living, namely her unfashionable life in London's suburbia and, her greatest of all struggles, namely, to keep "waving" and not "drowning".

\* \* \* \* \*

Students of all semesters are welcome to the sessions either to read or listen. Details of where we shall be reading will be given at the first introductory meeting on October 19<sup>th</sup> punctually at 7 p.m. Most texts will be supplied.

**Types of Degree/Modules:** BA Anglistik (2002, 2012)

**Lecturers:** Anthony Gibbs and Dietmar Geyer

**Introductory meeting:** Thursday, Oct. 19<sup>th</sup> , at 7 p.m., KII, room 4.027/28 (floor 4a)

Readings will be primarily on the following Thursdays with the exception of our first reading session, namely on **Wednesday** 25<sup>th</sup> October. Thereafter, punctually at 7 p.m. on Nov. 9<sup>th</sup> and 23<sup>rd</sup> ; Dec. 7<sup>th</sup> ; Jan. 11<sup>th</sup> 2018 and finally Jan 25<sup>th</sup> .

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

„The proof of the pudding is in the eating,“ heißt es, und deshalb sollen Formen journalistischen Schreibens hier diskutiert, aber vor allem ausprobiert werden. Auch davon handelt dieses Seminar: Was ist das, ein Kritiker? Wie wird man Journalist? Die Erfindung der Zeitung wird ein Thema sein ebenso wie die heutige Zeitungs- und Zeitschriftensituation.

### **Lektürevorschläge:**

Zeitschriften, Tages- und Wochenzeitungen

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

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

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

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

### **Filme:**

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

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

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

### **Voraussetzung:**

Introduction to Literary Studies

### **Studiengang:**

All degrees requiring SQs

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

**Mittwoch, 09.45 – 11.15, K II, Raum 17.51**

## **Creative Writing (Schlüsselqualifikation)**

This course will allow you to explore how creative writing works. We'll be looking at, discussing, writing about, commenting on, and researching the elements of fiction, creative non-fiction, and poetry, but mostly what we'll be doing is writing. We'll be reading short stories, essays, and poems to get ideas.

This course is designed to give you the vocabulary, background, and confidence to articulate your feelings and thoughts through fiction, nonfiction, and poetry.

### **Prerequisites:**

Successful participation in Introduction of Literary Studies.

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

All degrees requiring SQ

### **Lecturer: Nelson Penaherrera**

**Wednesday, 17.30 – 19.00, K II, Room 17.51**

## **Visual Culture and Marketing (Schlüsselqualifikation)**

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

### **Recommended Texts:**

#### *Popular Culture:*

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

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

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

#### *Visual Culture:*

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

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

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

#### *Marketing:*

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

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

### **Prerequisites:**

successful participation in Introduction to Literary Studies

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

All degrees requiring SQ

### **Lecturer: Thomas Wägenbaur**

**Wednesday, 14.00 – 15.30, K II, room 17.14**

## **8. Essay Writing**

### **Essay Writing / Research Skills**

This seminar is aimed at familiarising students with the analysis and interpretation of literary texts. It will cover narrative fiction, poetry and drama. The premise: one of the basic requirements of university study and academic work is the ability to construct a scholarly essay, and to write in a coherent and critical manner. The goal: to sharpen students' skills in summarising, paraphrasing, citing sources, researching and reading texts critically. This includes examining methods and techniques of documentation and the incorporation of secondary sources into the essay or research paper. In the first lesson, students will be informed about the primary texts they need to read; other material will be provided on ILIAS.

#### **Required Texts:**

Provided in class or uploaded to ILIAS.

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

Modul 59400, Sprachpraxis 1 im BA Lehramt

Modul 41610, Sprachpraxis 1, Lehramt (GymPo)

Modul 42550, Language Practice 1, BA Anglistik

Modul 6671-270, Grundlagenmodul Literatur, BSc Wirtschaftspädagogik Hohenheim

#### **Lecturer: Beate Kaebel**

**Wednesday, 11.30-13.00, KII, room 17.22**

## **Essay Writing / Research Skills**

The aim of this course will be to introduce students to techniques of writing an effective academic essay, from forming a trenchant thesis statement, to developing strong supporting arguments, to writing a satisfying conclusion. We will look at poetry from the Harlem Renaissance, short fiction of the 1920s and 1930s and *Emperor Jones* by Eugene O’Neill, so the literary focus will be on the era Fitzgerald popularized as “The Jazz Age.”

By focusing on this period in American literature, students will also learn to compare different types of literature from the same general time period, and write effectively about how writers responded and reacted to general social, political and cultural themes that were prevalent at the time.

### **Required Texts:**

*MLA Handbook*. 8th ed., The Modern Language Association of America, 2016.

Literary texts will be distributed in class or uploaded to ILIAS.

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

Modul 59400, Sprachpraxis 1 im BA Lehramt

Modul 41610, Sprachpraxis 1, Lehramt (GymPo)

Modul 42550, Language Practice 1, BA Anglistik

Modul 6671-270, Grundlagenmodul Literatur, BSc Wirtschaftspädagogik Hohenheim

**Lecturer: Whitney Peterson**

**Thursday, 14.00-15.30, KII, room 17.98**

**or**

**Thursday, 15.45-17.15, KII, room 17.91**

## Essay Writing / Research Skills

Essay Writing/Research Skills provides students an introduction to both rhetorical and grammatical principles necessary for successful writing at the academic level.

By recognizing a range of rhetorical options available when writing, we'll explore the process of writing: planning, organizing, supporting thesis statements, drafting, revising and editing. Additionally, the course involves a grammar and punctuation "brush-up" intended to review important ESL writing concepts.

Our objectives are both to understand and exercise what makes effective, acceptable writing for university and professional written communications in terms of identifying an issue, formulating questions, finding appropriate support and bringing the support into the writing. Over the term, we'll define and practice advanced conceptual critical thinking skills such as analyzing, synthesizing and evaluating. Assignments include building a portfolio composing a total of 4,500 words (approximately 20 pages spread over five papers) on varied subjects, most of which will be up to you to choose. Exercises include punctuation, integrating sources into text, planning papers, using the JSTOR database, preparing MLA and APA bibliographies, writing critical annotations, avoiding plagiarism and preparing paper proposals.

While this overview sounds difficult, we'll also enjoy ourselves in an informal, workshop-type learning environment.

*Upon successfully completing EW, you'll be able to—*

- |   |  |
|---|--|
| 1. Formulate and support a thesis         | 4. Inform, argue and persuade  |
| 2. Write for a variety of reasons         | 5. Support positions with evidence/research  |
| 3. Support generalizations with specifics | 6. Identify the appropriate rhetorical and research strategy for a given assignment. |

### **Required Texts:**

Handouts from lecturer

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

Modul 59400, Sprachpraxis 1 im BA Lehramt

Modul 41610, Sprachpraxis 1, Lehramt (GymPo)

Modul 42550, Language Practice 1, BA Anglistik

Modul 6671-270, Grundlagenmodul Literatur, BSc Wirtschaftspädagogik Hohenheim

### **Lecturer: Richard Powers**

**Wednesdays, 17.30 – 19.00, KII, room 17.98**

## **Essay Writing / Research Skills**

This seminar is aimed at familiarising students with the analysis and interpretation of literary texts. It will cover narrative fiction, poetry and drama. The premise: one of the basic requirements of university study and academic work is the ability to construct a scholarly essay, and to write in a coherent and critical manner. The goal: to sharpen students' skills in summarising, paraphrasing, citing sources, researching and reading texts critically. This includes examining methods and techniques of documentation and the incorporation of secondary sources into the essay or research paper. In the first lesson, students will be informed about the primary texts they need to read; other material will be provided on ILIAS.

### **Required Texts:**

Provided in class or uploaded to ILIAS.

### **Type of degree / Studiengänge:**

Modul 59400, Sprachpraxis 1 im BA Lehramt

Modul 41610, Sprachpraxis 1, Lehramt (GymPo)

Modul 42550, Language Practice 1, BA Anglistik

Modul 6671-270, Grundlagenmodul Literatur, BSc Wirtschaftspädagogik Hohenheim

### **Lecturer: Geoff Rodoreda**

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

**or**

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

**or**

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

## **Essay Writing / Research Skills**

This course is designed to refine skills for writing and researching essays and research papers in literary studies. We will engage in close reading of literature for the purpose of practicing and discussing essential elements of writing, such as formulating a strong thesis, developing ideas with textual evidence, finding academic sources (e.g., in digital libraries, university library network), and integrating/synthesizing secondary sources in research papers. The course will also place emphasis on essay structure (organizing ideas), language style, and the citation conventions of the Modern Language Association (MLA).

### **Required Texts:**

*MLA Handbook*. 8th, The Modern Language Association of America, 2016.

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

Modul 59400, Sprachpraxis 1 im BA Lehramt

Modul 41610, Sprachpraxis 1, Lehramt (GymPo)

Modul 42550, Language Practice 1, BA Anglistik

Modul 6671-270, Grundlagenmodul Literatur, BSc Wirtschaftspädagogik Hohenheim

**Lecturer: Katharine Schmidt**

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

**or**

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

## **Essay Writing II / Close Reading I**

A fine and rewarding selection of (mostly provocative) literary texts from different genres and epochs, and a number of related theoretical texts, will be the basis for (hopefully) stimulating discussions. Our general topic for the winter semester will be the ineffable. Our aim will be a) to come to terms with key terms and concepts by acquiring the skills of cultural-historical concept formation, b) to integrate concept formation into academic writing, c) to systematically approach the problem of how to write the best possible essay in response to the texts provided on the whole and in response to crucial issues prevalent in these texts.

### **Required Texts:**

Texts will be provided on ILIAS.

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

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

### **Lecturer: Martin Windisch**

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

## **9. E P G II**

### **EPG II: “Radical Enhancements and Human-Machine-Interfaces: Transhumanism from the Perspective of Cultural Studies”**

Committed to the improvement of the human condition, transhumanism is rooted in the humanism of Enlightenment with its focus on progress. At the same time, it exceeds classical humanist objectives of educational and cultural refinement by inquiring into the possibilities offered by technology to overcome human nature’s biological limitations. From a transhumanist point of view, “enhancement” means a technologically mediated “radical enhancement” by means of genetics, robotics, and nanotechnology. While inseparably linked to emergent technologies’ impact on human nature, transhumanist thinking is multi- and interdisciplinary; it involves not only the natural sciences, but also the human sciences by addressing the social and ethical implications of post-biological bodies. In this course we will examine transhumanist key issues from the perspective of cultural studies and explore the boundary between man and machine as well as the status of cyborgs and inorganic others. We will focus on seminal transhumanist theorists, like Max More, Nick Bostrom, and Ray Kurzweil, and on contemporary thinkers, such as Donna Haraway, Rosi Braidotti, and Jürgen Habermas.

#### **Required Texts:**

Texts will be made available in a reader

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

Lehramtsstudierende

Voraussetzung ist die erfolgreiche Teilnahme an der Introduction to Literary Studies und EPG I.

**Lecturer: Sabine Metzger**

**Wednesday, 14.00 – 15.30, K II, room 17.13**

## **“Contingencies of Value”**

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

### **Recommended Reading:**

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

### **Remarks:**

Nur für Lehramtstudierende

**Lecturer: Thomas Wägenbaur**

**Thursday, 14.00 – 15.30, K II, room 17.13**

## 10. FACHDIDAKTISCHE SEMINARE

### Fachdidaktik Englisch I (Erster Teil)

This seminar is part 1 of module 1 of Fachdidaktik Englisch. Module 1 is designed to prepare students for their very first experience of teaching English at school (Schulpraxissemester). The module offers a systematic introduction to seminal theories of learning and teaching, methods and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities, or other conditions influencing their development. By the end of part 1 participants will be familiar with a theoretical and methodological grid, furthering their ability to classify, apply, and evaluate theoretical approaches and relate these to levels of performance. The focus is on the teaching of grammar and vocabulary. Students are required to bring to bear their study of linguistics and literary and cultural theory.

BA Lehramt / WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For BA Lehramt, GymPO and Technikpäd. students prior attendance of part 1 (winter term) of this module is a prerequisite for an admission to part 2 (summer term). Moreover BA Lehramt, GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory 'Fachdidaktikschein' and are welcome to join part 2 even without having attended part 1.

Semester: 3. Weekly Hours 2 Examination written Type: Pflichtmodul Prerequisites: For BA Lehramt / GymPO / Technikpäd. Modul: 1 / Part 1. For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / BA Lehramt / LAGymPO Fachdidaktik I

Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen. Bitte tragen Sie sich nur auf einer der Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht. **Bitte beachten Sie, dass Anmeldung prinzipiell nur für jeweils einen Kurs erfolgen darf und Doppelbelegungen nicht berücksichtigt werden können. Zuteilung erfolgt in einem solchen Fall in einen der Kurse ohne weitere Rücksprache.**

### Courses Offered:

**Lecturer: Dagmar Lalla-Gommel**  
**Thursday, 15.45 – 17.15, KII, room 17.71**

or

**Lecturer: Bernd Oczko**  
**Thursday, 11.30 – 13.00, KII, room 17.22**

or

**Lecturer: Birgit Rietgraf**  
**Monday, 15.45 – 17.15, KII, room 17.91**

## Fachdidaktik Englisch I (zweiter Teil)

**This seminar is the second and final part of module 1 (Fachdidaktik Englisch I).** This module offers a systematic and historical introduction to seminal theories of learning and teaching, methods, and learning strategies. Students will be trained to apply these to the needs of their pupils, depending on their age level, cognitive abilities or other conditions influencing their development. This includes practical lesson planning, lesson simulations as well as a reflection on these simulations.

### Part 2

- focuses on the teaching of texts, with an emphasis on strategies of listening/reading as well as the interaction of reader/listener and text (beginners and advanced studies: Sek I and Sek II)
- aims at broadening your methodological repertoire in response to learners' needs, interests and learning styles
- encourages **cross-referencing** with Literary Studies and Linguistics: You are required to bring to bear your study of Anglophone literature, literary and cultural theory, and Linguistics.

BA Lehramt / WPO / GymPO / Technikpädagogik / Wirtschaftspädagogik: For BA Lehramt, GymPO and Technikpäd. students prior attendance of part 1 of this module is a prerequisite for an admission to part 2. Moreover, BA Lehramt, GymPO and Technikpäd. students are required to have attended both parts in order to qualify for the credits (6 LP) of this module. WPO and Wirtschaftspäd. students may attend either part 1 or part 2 in order to qualify for their obligatory 'Fachdidaktikschein' and are welcome to join part 2 even without having attended part 1.

Semester: 4.

Weekly Hours 2

Examination: written

Type: Pflichtmodul

Prerequisites: For BA Lehramt / GymPO / Technikpäd. Modul: 1 / Part 1

For WPO / Wirtschaftspädagogik: None - ECTS: 6 WPO / LAgymPO Fachdidaktik I

Im Sinne der Praxisorientierung sind Unterrichtssimulationen und weitere praktische Übungen wichtiger Bestandteil des Kursprogrammes. Die Studierenden werden daher gebeten für eine optimale Verteilung der Teilnehmerzahlen Sorge zu tragen. Bitte tragen Sie sich nur auf einer der Wartelisten ein, wenn in Ihrem Fall nachweislich eine echte Überschneidungsproblematik mit anderen Pflichtveranstaltungen besteht. **Bitte beachten Sie, dass Anmeldung nur für jeweils einen Kurs erfolgen darf und Doppelbelegungen nicht berücksichtigt werden können. Zuteilung erfolgt in einem solchen Fall in einen der Kurse ohne weitere Rücksprache.**

**Lecturer: Jan Kulok**

**Wednesday, 17.30 – 19.00, KII, room 17.24**

## **Fachdidaktik Englisch I (zweiter Teil)**

### **Second Language Acquisition**

In this seminar we will explore what happens in the mind of the learner when learning a second or additional language. A special focus will be on what this means for the foreign language classroom.

#### **Required Texts:**

VanPatten, Bill/Williams, Jessica (eds.) (2015): Theories in Second Language Acquisition. Mahwah.

Keßler, J.-U. & A. Plesser (2011): Teaching Grammar. Paderborn: Schöningh/UTB.

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

**Tuesday, 16:15 – 17:45, weekly 17.10.17 – 30.01.18**

Die Veranstaltung findet statt an der PH Ludwigsburg, Reuteallee 46

Raum 1.318 (Gebäude 1)

SWS: 2 ; LPs: 4, Teilnehmer: 56

Informationen zur Veranstaltung bei Susanne Müller-Fritzsche (PH Ludwigsburg)  
fritzsche@ph-ludwigsburg.de

## **Fachdidaktik Englisch II**

This course provides an overview of the role of literary texts in language teaching and learning, paying particular attention to the importance of intercultural and transcultural learning in the context of second-language acquisition. We will focus on current theories, methodologies, and approaches to teaching literature and discuss their practical implications for the language classroom. In addition, this course will also focus on recent developments in foreign language teaching and film analysis.

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

GymPO / Technikpädagogik:

Semester: 9. Weekly Hours 2 Examination written Type: Pflichtmodul Prerequisites: Für GymPO / Technikpäd. Modul: Fachdidaktik Englisch I (Erster und Zweiter Teil) und Schulpraxissemester

### **Courses Offered:**

**Lecturer: Sylvia Loh**

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

**or**

**Lecturer: Andreas Sedlatschek**

**Thursday, 17.30 – 19.00, KII, Room 17.21**