

**Fachgruppe Anglistik und Amerikanistik**  
**Englische und amerikanische Literatur**  
**Sprachwissenschaft**

**Courses with comments**  
**SS 2025**

BA Anglistik/Amerikanistik, BA Intercultural Studies  
MA Intercultural Anglophone Studies  
Lehramtsstudiengänge Englisch

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## GENERAL INFORMATION

### Areas of Research and Teaching

For information on the different **areas of research and teaching** (incl. research focus and contact information for staff members) please see the following links:

#### English Literary and Cultural Studies

- [English Studies and Anglophone Literatures \(Prof. Dr. Susan Arndt\)](#)
- [English Literature \(Prof. Dr. Florian Klaeger\)](#)

#### American Literary and Cultural Studies

- [American Studies / Anglophone Literatures and Cultures \(Prof. Dr. Sylvia Mayer\)](#)
- [Amerikanistik / North American Studies \(Prof. Dr. Jeanne Cortiel\)](#)

#### Linguistics

- [English Linguistics 1 \(Prof. Dr. Susanne Mühleisen\)](#)
- [English Linguistics 2 \(Prof. Dr. Markus Bieswanger\)](#)

#### Fachdidaktik

- [Fachdidaktik Englisch \(Dr. Sylvia Fehling\)](#)

### Types of Courses

Ü = Übung (exercise), V = Vorlesung (lecture), PS = Proseminar (lower level seminar),  
HS = Hauptseminar (advanced seminar), OS = Oberseminar (upper level advanced seminar)

### Modules

For information on how the different courses can be used for the respective **modules**, please see the table at the end of this document (Module Overview).

Please register for all course(s) on cmlife

## BRITISH LITERATURE AND CULTURE

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<b>41142</b>	<b>Vorlesung</b>	<b>Kläger</b>
	<b>Survey of British Literature: From Chaucer to Shakespeare</b>	
	<b>2 SWS, Fr 12-14, Room</b>	

Four Plays by Eugene O'Neill (Beyond the Horizon, The Emperor Jones, Anna Christie, The Hairy Ape), edited by A. R. Gurney, Signet, 2009. [ISBN-13: 978-0451526670]

This introductory lecture course offers a survey of British literature in English from the late Middle Ages to the age of Shakespeare. We shall consider the contexts of humanism, the Renaissance and early modernity, as well as developments in literary production and reception in the period. This entails explorations of the political, social, theological, technological, and (natural) philosophical dimensions of early modern British literature. While major emphasis will be placed on the theatre of Shakespeare and his contemporaries, our readings will also explore various forms of poetry as well as fictional and non-fictional prose writing.

Reading assignments will be made available digitally.

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<b>41146</b>	<b>Übung/ Seminar</b>	<b>Arndt</b>
	<b>Cultural Theories and Research Methods</b>	
	<b>2 SWS, Fr 14-17, Room</b>	

This seminar will introduce major methods and theories in cultural studies with a focus on popular film. The seminar is project-based and will connect attention to film form with current theories of culture. After the introductory session, students will work in groups to develop original, methodologically sound readings of a contemporary film grounded in close shot-by-shot analysis and current theories of film and culture. Different presentation modes are applied, including a finalising (public) round table discussion.

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<b>41110</b>	<b>Proseminar Literary Studies</b>	<b>Habinek</b>
	<b>"Things unattempted yet in prose rhyme": Milton's Paradise Lost</b>	
	<b>2 SWS, Mo 10-12, Room</b>	

Famed encyclopedist Samuel Johnson terms him "an acrimonious and surly republican"; T. S. Eliot laments the fact that he had been "withered by book-learning": John Milton, man of letters, Englishman, poet of and for his country. Milton was an insightful observer of human relationships

and particularly, of man's relationship to God. In this course, we will study Milton's essential poem *Paradise Lost* (first edition 1667; second edition 1674), in which he seeks to "justify the ways of God to men" and imagines life before the opening of Genesis. We will anchor our analysis of the poem with some of the history of mid-17th-century England – its religious controversies, the Civil Wars, the nature of intellectual debate – the better to illuminate the careful crafting of Milton's epic.

Please obtain the Oxford World's Classics edition of *Paradise Lost*, edited by Jonathan Goldberg and Stephen Orgel (ISBN: 9780199535743). Hard copy required.

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<b>41111</b>	<b>Proseminar Literary Studies</b>	<b>Habinek</b>
	<b>Exploring self, other, and home: The global short story</b>	
	<b>2 SWS, Mo 14-16, Room</b>	

This course will engage with short fiction by Diasporic, Indigenous, and POC writers, with an emphasis on intersectionality and global literature. Works by Soon Ai Ling, Makeda Silvera, Jhumpa Lahiri, Michael Ondaatje, as well as by Julia Alvarez, Carmen Maria Marchando, Ellen van Neerven, Ambelin Kwaymullina, Stephen Graham Jones, and others will provide us with a rich and dense tapestry with which to ask whether we can or should weave broad global connections. We will consider not only authorial biography, but the broader patterns of writing in which these authors engage, both historically and geographically.

All required material will be available on the E-Learning site.

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<b>41116</b>	<b>Proseminar Literary Studies</b>	<b>Habinek</b>
	<b>The rise of the neuro-novel</b>	
	<b>2 SWS, Mo 16-18, Room</b>	

A literary genre has materialized in the past fifteen years that, as Marco Roth (with some notoriety) puts it, is marked by "the novel of consciousness or the psychological or confessional novel — the novel, at any rate, about the workings of a mind." This category of narrative documents the workings and misfirings of the mind alongside emerging ideas of a new means of accessing and dramatizing

interiority. Works marked as neuro-novels include novels by Ian McEwan, Mark Haddon, Nathan Filler, and Haruki Murakami. We will also consider the picture of a currently unmapped but potentially fully knowable brain; what would such a model of the mind do to ideas of agency, selfhood, and even free will? Alongside the novels, we will consider secondary literature by authors and researchers such as Oliver Sacks and Raymond Tallis.

Please obtain copies of:

- Ian McEwan's *Enduring Love* (ISBN: 0099276585);
- Mark Haddon's *The Curious Incident of the Dog in the Night-Time* (ISBN: 9780099572831);

- Nathan Filer's *The Shock of the Fall* (ISBN: 9780007491452); and
  - Haruki Murakami's *Hardboiled Wonderland and the End of the World* (ISBN: 9780099448785).
- Hard copies strongly encouraged. Other required material will be made available on the E-Learning site

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<b>00117</b>	<b>Proseminar Literary Studies</b> <b>Illness as Metaphor. Medicine and Narrative</b> <b>2 SWS, Mo 12-14, Room</b>	<b>Matzke</b>
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Following the rapidly developing subject area of Medical and Health Humanities in the Anglophone world, this course introduces students to the study of representational and cultural practices in literature concerning health care and the body. We will be looking at socio-cultural constructions of illness, well-being and medical practice in these works; at ethical dilemmas, corruption and global health issues. Set texts deal with a diversity of contexts - 20th century US, 21st century Britain, and a fictional West African country during the oil-boom years - and cover a variety of genres, amongst others crime fiction and drama.

-Michel Foucault, *The Birth of the Clinic* (1976)

The following texts will be considered:

- Tony Marinho, *The Epidemic* (1992) (out of print, text will be provided)
- Margaret Edson, *Wit* (1993)
- Abraham Verghese, *Cutting for Stone* (2009)
- Lucy Prebble, *The Effect* (2012)

Recommended preparatory reading:

- Deborah Lupton, *Medicine as Culture*, 3rd ed. (2012)
- Susan Sontag, *Illness as Metaphor* (1977)
- Michel Foucault, *The Birth of the Clinic* (1976)

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<b>00845</b>	<b>Proseminar Literary Studies</b> <b>British Poetry I. 17th Century to Romantic Period</b> <b>2 SWS, Tue 10-12, Room</b>	<b>Matzke</b>
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This seminar provides an introduction to selected British poetry from the seventeenth century to the Romantic period. We will engage in close readings of these texts and look at their historical and cultural contexts. Following Billy Collins' "Introduction to Poetry" (1986), we will 'hold' these poems 'up to the light', 'drop' questions into them, 'walk inside their rooms and feel the walls for a light switch', perform them and read them aloud, and we will think about what reading poetry means to us today.

This is part two of a two-semester introduction to British poetry. Each course can also be taken separately.

Reading assignments will be made available on the e-learning platform.

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<b>41134</b>	<b>Proseminar Literary Studies</b> <b>British Drama I. 1890s-1950s</b> <b>2 SWS, Tue 12-14, Room</b>	<b>Matzke</b>
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This course provides an introduction to major British dramatists and plays from the 1890s to the 1950s. We will look at texts and contexts, and trace patterns of development in British theatre over a period of sixty years. We will also attend a production and/or a guided backstage tour at the Staatstheater Nürnberg (dates tba).

The following plays will be considered:

- Oscar Wilde, *The Importance of Being Earnest* (1895) (text will be provided)
- George Bernard Shaw, *Pygmalion* (1912) (text will be provided)
- Sean O'Casey, *Juno and the Paycock* (1924)
- J.B. Priestley, *An Inspector Calls* (1946)
- Samuel Beckett, *Waiting for Godot* (1953)

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<b>41017</b>	<b>Proseminar Literary Studies</b> <b>Dystopian Novels</b> <b>2 SWS, Tue 10-16 + Block, Room</b>	<b>Krstic</b>
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In this seminar, we will explore “the most significant subgenre of the British novel to emerge” in the twentieth century – dystopia. Through close reading of some of the key texts spanning from the early twentieth to the early twenty-first century, we will examine how this narrative form portrays (bleak) futures highlighting the dangers of technological advancement, oppressive systems of governance, and sociocultural practices that sustain power inequalities. The seminar aims at developing skills of critical analysis of narrative texts in their literary, cultural, and historical contexts.

The following texts will be considered:

E.M. Forster, *The Machine Stops* (1909)

George Orwell, *1984* (1949)

Naomi Alderman, *The Power* (2016).

Secondary reading material will be made available on the e-learning platform.

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<b>41130</b>	<b>Advanced Seminar Literary Studies</b> <b>Reading Course: A History of Intersectionality Studies</b> <b>2 SWS, Thu 12-14, Room</b>	<b>Arndt</b>
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Intersectionality is a tool to dismantle the multifacetedness of power and domination, of inequality and oppression as well as of respective resistance and intervention. The colloquium will focus on theories and methods that enable to grasp given complexities without taming them into the logics of superficial orders. In doing so, we read core texts of intersectionality all from the scratch. All participants are also asked to bring selected case studies (a question, a fictional text, an interview, a piece of art etc.), in order to talk about given intersectional complexities, while applying the texts.

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<b>41144</b>	<b>Advanced Seminar Literary Studies</b> <b>Writing writing. Performances of literary authorship in British literature</b> <b>2 SWS, Wed 10-12, Room</b>	<b>Kläger</b>
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What does it mean to be a writer? No one can answer this question better than writers. No one believes more strongly in the power of writing, nor satirises it more fiercely. In this course, we undertake to examine literary representations of writers and writing from early modernity through Romanticism to the present day. How, we shall ask, has the idea and cultural performance of authorship transformed over time, what discourses have historically been linked to it, and what has literary studies made of it? Among other things, we shall discuss the concept of authorship in terms of gender, economics, and law, as well as in terms of aesthetics, epistemology, and ethics. Readings will include sonnets by Shakespeare and his contemporaries; excerpts from eighteenth-century novels by Charlotte Lennox and Laurence Sterne; poetry and poetological writings by William Wordsworth and P.B. Shelley; excerpts from nineteenth-century novels by George Eliot and Charles Dickens; as well as contemporary short stories by Martin Amis and Ali Smith.

Reading assignments will be made available from the e-learning workspace.

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<b>41145</b>	<b>Advanced Seminar Literary Studies</b> <b>Shakespeare and Genre</b> <b>2 SWS, Thu 10-12, Room</b>	<b>Kläger</b>
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In this course, we shall explore Shakespeare's use of, and experimentation with, dramatic genres such as comedy, tragedy, and the history play. This entails studying the generic conventions of the Elizabethan stage, such as they were, but also the specific deviations from them in Shakespeare's plays. In our readings of *Richard II*, *The Merchant of Venice*, *Hamlet*, and *Troilus and Cressida*, among others, we shall examine his combinations of existing forms as well as his innovations. Viewing genre as a convention for meaning-making, and the use of genre as always motivated by particular intentions and pressures, we will consider the interactions between form and its social, political, and philosophical contexts.

To be purchased:

- William Shakespeare, *King Richard II* (Arden Third Series), ed. Charles R. Forker (A&C Black, 2002, ISBN 9781903436332)
- ---, *The Merchant of Venice* (Arden Third Series), ed. John Drakakis (A&C Black, 2011, ISBN 9781903436813)
- ---, *Hamlet* (Arden Third Series), rev. ed., ed. by Ann Thompson and Neil Taylor (Bloomsbury Academic, 2016, ISBN 1472518381)

- ---, Troilus and Cressida (Arden Third Series), rev. ed., ed. by David Bevington (Bloomsbury Academic, 2015, ISBN 9781472584748)

Hard copies required. Further reading assignments will be made available from the e-learning workspace.

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<b>41100</b>	<b>Advanced Seminar Literary Studies</b>	<b>Arndt</b>
	<b>Reconfiguring the Canon.Strategies of Rereading and Teaching British Fiction</b>	
	<b>Fr 12-14, Room</b>	

Fictional texts have been impacted by the discourses and mainstream norm/alities of their time. Authors might have intended some kind of interventional poetics, but they have also reproduced mainstream knowledges. The latter is often resonating with and thus reproducing discrimination. How can we deal with such texts today? How can we talk about discrimination without reproducing its codes? How can respective dialogues in society and institutions like libraries or schools be moulded? The aim of the course is to built a website/ an app to share respective arguments. Also, we will write comments and trigger warnings for selected books. To do so, we start off from intersectional readings of, for example, British novels like Daniel Defoe's Robinson Crusoe, Joseph Conrad's Heart of Darkness or William Golding's Lord of the Flies.

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<b>4118A</b>	<b>Übung</b>	<b>Arndt</b>
	<b>Vorbereitung auf die Erste Staatsprüfung (Britische Literaturwissenschaft)</b>	
	<b>Wed 17-20, Room</b>	
	<b>(Block Meetings, zweiwöchentlich)</b>	

Die Übung bereitet Lehramtsstudierende auf ihre Abschlussprüfungen – auf die literaturwissenschaftliche Klausur und gegebenenfalls auf die Erstellung der literaturwissenschaftlichen BA-Arbeit – vor. Zur Vorbereitung der Klausur werden anhand der vorgegebenen Themenbereiche (d.h. Epochen- und Gattungsschwerpunkte) die Kompetenzen im Bereich der Analyse narrativer, dramatischer und lyrischer Texte sowie Kenntnisse der britischen und anglophonen Literatur- und Kulturgeschichte weiter vertieft



## AMERICAN LITERATURE AND CULTURE

41102 Vorlesung

Mayer

**The Literary and Cultural History of Nature: An Introduction to the Environmental Imagination in North America****2 SWS, Mon 10-12, Room**

The Covid-19 pandemic and global anthropogenic climate change are only the most current examples of environmental crisis on a planetary scale that have made us recognize the inextricable connectedness of human life and history with nonhuman nature. These crises show that if we are to understand and cope with them fully, we have to rely on scientific knowledge, but must also locate them within larger historical, societal, and cultural settings. Environmental crises are always cultural crises, caused not only by specific (economic) practices, but also by the concepts, ideas, and values that legitimize and shape them. These concepts, ideas, and values become manifest in stories and images, in cultural narratives, in different media and genres, in verbal and visual texts, both factual and fictional. Together they constitute the environmental imagination of countries and cultures as they develop over time.

This series of lectures introduces the environmental imagination in North America, of the United States and Canada, from the colonial period up to the present. The lectures will first introduce the field of ecocriticism – environmental literary and cultural studies –, which has drawn attention to the importance of the cultural work of literature and the arts for understanding environmental histories and environmentalist movements around the globe. In the weeks following, we will proceed with the discussion of texts that have shaped the cultures of the two countries since the 17th century: literary texts, painting, photography, and film. We will address the oral literatures of the indigenous populations of North America, the printed literature of European colonization, the novelistic production of a variety of ethnic voices, genres like environmental utopias and dystopias as well as the climate change novel, landscape paintings, “green” Hollywood movies, nature documentaries, and Anthropocene photography. Central to all discussions will be the specific aesthetics and ethics of the texts, their potential rhetorical power, and their contribution to the ongoing history of defining such fundamental concepts as “nature,” “culture,” and “the human.”

Materials will be made available on E-learning.

First Meeting: Monday, April 28, 2025

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<b>41125</b>	<b>Vorlesung</b>	<b>Cortiel</b>
	<b>Survey American Literary and Cultural History (IV: American Literature and Popular Culture since 1945)</b>	
	<b>2 SWS, Wed 10-12, Room</b>	

This lecture provides a survey of important developments in US-American literature and popular culture over the past 60 years. Grounded in a number of selected primary readings, we will cover established literary periods and movements such as the Beat Generation, New Journalism, the Black Arts Movement and the way in which Postmodernism breaks with and continues Modernism in literature; at the same time, we will examine the rise of television, the Civil Rights Movement, the movements of the Counterculture, Feminism, Popular Music, Film and other developments that have shaped American culture since the end of World War II. All information, including the course format, schedule, requirements, and materials will be available on our e-learning platform.

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<b>40026</b>	<b>Übung</b>	<b>Mayer</b>
	<b>Thesis Work: BA, MA</b>	
	<b>1 SWS Tue 14-16, Room</b>	
	<b>Block Meetings; First meeting 29 April 14-16</b>	

In this class, students writing their BA or MA thesis with Prof. Mayer will introduce their thesis project and present their work-in-progress.

The class will start with a first meeting on April 29, 2025, 14:15 - c. 15:00.

In this meeting we will plan and organize the following meetings.

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<b>40004</b>	<b>Proseminar Literary Studies</b>	<b>Borchardt</b>
	<b>“Romanticism, Realism, Naturalism: Exploring 19th Century American Short Stories”</b>	
	<b>2 SWS, Wed 12-14, Room</b>	

For close to two centuries, short fiction has held a prominent place in the American literary tradition. As some scholars argue, around the 1820s American writers virtually invented what has since come to be known as ‘the short story’ in its modern literary sense. In this course, tracing the genre from its very beginnings, we will explore a selection of 19th-century US American short stories by authors such as Washington Irving, Nathaniel Hawthorne, Edgar Allen Poe, Herman Melville, and Kate Chopin. First, students will be introduced to the theory and generic distinctiveness of the American short story. Thus equipped with the terminology that allows for critically engaging with selected texts, we will explore the stories’ cultural and historical significance, particularly with regard to the three prominent literary periods of the 19th century – romanticism, realism, and naturalism. In this way, as

Joyce Carol Oats writes in *The Oxford Book of American Short Stories*, a “tale will unfold, by way of numerous tales, that is uniquely and wonderfully American.”

All reading material will be made available on the e-Learning platform.

Please note that we will NOT meet in the first week of the semester due to overlaps with introductory events for first-semester students. Our first meeting will therefore be on April, 30.

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<b>40016</b>	<b>Proseminar Literary Studies</b>	<b>Kristic</b>
	<b>“(Beyond) Realism: Eugene O’Neill’s Modernist Plays”</b>	
	<b>2 SWS, Tue 12-14, Room</b>	

Eugene O’Neill is widely considered a revolutionary American playwright who “invented” modern American drama and moved it into the American literary mainstream. This seminar explores a representative selection of O’Neill’s plays aiming to develop an in-depth understanding of modernism in early twentieth-century American drama: *Beyond the Horizon* (1920), *The Emperor Jones* (1921), *Anna Christie* (1922), and *The Hairy Ape* (1923). We will examine how O’Neill engages with the realities of his time by experimenting with language and form using techniques of theatrical modernism like symbolism and fragmentation transcending the conventions of “the reigning cup and saucer realism.” The seminar will focus on developing skills of drama analysis, and it will discuss the plays within their literary, cultural, and historical contexts.

Text to be purchased:

Four Plays by Eugene O’Neill (*Beyond the Horizon*, *The Emperor Jones*, *Anna Christie*, *The Hairy Ape*), edited by A. R. Gurney, Signet, 2009. [ISBN-13: 978-0451526670]

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<b>40001</b>	<b>Proseminar Literary Studies</b>	<b>Medina</b>
	<b>“American Ecohorror”</b>	
	<b>2 SWS, Wed 8-10, Room</b>	

Of all the crises heralded by the Anthropocene – from political strife to pandemics – few are as ubiquitous or as seemingly inevitable as climate change. The narrative of an encroaching catastrophe is ever-present, warning of an increasingly inhospitable planet. Doom is around the corner... or is it? The monster stalking us through the undergrowth may be a vengeful doppelgänger, but it may also be a promise of metamorphosis, of new growth, of a different way of life (and death). In this seminar, we will explore the way the slow terror of climate change - what risk scholars like Gerry Canavan call “necrofuturological dread” – combines with what ecocritic Natalie Dederichs terms “the uncanny climate of contemporary fiction” to create an emerging genre: ecohorror. We will engage critically with two contemporary American novels, Jeff VanderMeer’s *Annihilation* (2014) and Clare Beams’ *The Garden* (2024), through the theoretical lenses of ecocriticism, horror, and

posthumanism to explore questions of how space, knowledge, and even humanity itself is produced through narrative.

Texts to be purchased (please acquire these exact editions):

Jeff VanderMeer. *Annihilation*. Farrar, Straus and Giroux, 2014. [ISBN: 978-0-374-10409-2]

Clare Beams. *The Garden*. Doubleday, 2024. [ISBN: 978-0-385-54818-2]

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<b>40006</b>	<b>Proseminar Literary Studies</b> <b>“Leslie Marmon Silko: Narratives of Magic and memory in the American Southwest”</b> <b>2 SWS, Tue 10-12, Room</b>	<b>Medina</b>
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Impressive, challenging, moving, insightful – for decades, Leslie Marmon Silko’s writings have captivated readers and engaged with what Edward Said called the “reinscription” of Indigenous lands in America. As a Native American, Laguna Pueblo writer who engages indigenous culture and history in the American Southwest, Silko’s style interweaves oral storytelling forms into her narratives to show that stories serve not only an aesthetic or entertainment function, but also connect one generation to the next and to the land. Much of her fiction therefore engages with questions of memory, of the magic of language and connection, and with the geography of the American Southwest – and does so with an ethical, political purpose.

In this seminar, we will read Silko’s much-anthologized novel *Ceremony* (1977), as well as a selection of her short stories, and explore the themes of magic and memory as they connect with (and spring from) the land. We will analyze the texts as exemplary of Native American narratives, not only as literary texts, but also as artefacts of resistance, decoloniality, and what Gerald Vizenor calls “survivance.”

Text to be purchased (please acquire this exact edition):

Leslie Marmon Silko. *Ceremony*. Penguin Books, 1986. [ISBN: 0-14-00-8683-8]

All other reading material will be made available on E-learning.

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<b>40025</b>	<b>Advanced Seminar Literary Studies</b> <b>(Inter-)Planetary Thought Experiments: World Building in Ursula K. Le Guin’s Science Fiction</b> <b>Modules – see Module Overview- AS LIT AM</b> <b>HS, 2 SWS, Mo 14-16, Room</b>	<b>Mayer</b>
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The last two decades have witnessed an intensifying interest in future-oriented writing, not least as a response to a widening sense of crisis – political, economic, social, cultural, and ecological – that manifests locally, but is, ultimately, planetary in scale. A lot of this writing comes in the form of science fiction and speculative fiction, genres that focus on the question of how humans can organize their worlds peacefully, sustainably, and acknowledging cultural and species diversity. A writer that has for decades been central to the development of science fiction (and fantasy) writing was Ursula K. Le Guin (1929-2018), whose novels, stories, and essays have been extensively analyzed for their innovative narrative strategies of world building, including the exploration of themes such as gender, ecology, and alternative sociopolitical structures.

In this seminar we will discuss three of her novels: *The Left Hand of Darkness* (1969),

In this seminar we will discuss three of her novels: *The Left Hand of Darkness* (1969), *The Word for World is Forest* (1972), and *The Dispossessed* (1974) – all thought experiments that are set in Le Guin’s Hainish universe that engage social, economic, political and environmental issues, but also cultural issues relating to conceptualizations of gender, sexuality and, last but not least, “the human.” Set on the icy world of the planet Gethen, *The Left Hand of Darkness* focuses on societal interactions impacted by harsh environmental conditions on the one hand, but also by the fluidity of gender. Set on planet Athshe, a planet lush with forests that have vanished from the earth, *The Word for World is Forest* explores the conflict between a native population, whose civilization rests on the recognition of the interrelatedness of humans and their nonhuman environments, and a militaristic colonial power from earth that regards nonhuman nature exclusively as a resource. Finally, set on the twin planets Anarres and Urras, *The Dispossessed* focuses on the contrast between anarchism and capitalism and their impact on the relationships between humans and between humans and the more-than-human world.

The first meetings will focus on conceptual, most significantly genre issues. The remainder of the meetings will be devoted to the discussion of the novels.

Texts (please, make sure – by using the ISBN number information – to buy exactly these editions):

Ursula K. Le Guin. *The Left Hand of Darkness*. New York: ACE, 2019. [ISBN: 978-044148125]

Ursula K. Le Guin. *The Word for World is Forest*. London: Gollancz, 2022. [ISBN: 978-1399607797]

Ursula K. Le Guin. *The Dispossessed*. London: Gollancz, 2002. [ISBN: 978-1857988826]

First Meeting: Monday, April 28, 2025

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<b>40000</b>	<b>Advanced Seminar Literary Studies</b> <b>“Space, Place, Migration in Contemporary American Novel”</b> <b>2 SWS, Wed 10-12 Room</b>	<b>Mayer</b>
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This seminar has a double focus. It will discuss three novels by contemporary American novelists that address the complex experience of migration: Toni Morrison’s *A Mercy*, which focuses on the experience of slavery as a form of forced migration, Bharati Mukherjee’s *Jasmine*, which engages issues of immigration and mobility, and Steven Amsterdam’s *Things We Didn’t See Coming*, which explores the phenomenon of climate-induced migration. In addition, seminar discussions will have an additional focus on the role that spaces and places play in processes of migration, mobility, but also inhabitation.

The first meetings will discuss conceptual issues related to issues of migration, mobility and to the social and cultural production of space and place as they have been developed as analytical lenses on literary texts. The meetings that follow will then be devoted our discussions of the novels.

Texts (please, make sure – by using the ISBN number information – to buy exactly these editions):

Amsterdam, Steven. *Things We Didn’t See Coming*. New York: Vintage, 2011.

[ISBN-13: 978-0099547044]

Morrison, Toni. *A Mercy*. New York: Vintage, 2009. [978-0307472342]

Mukherjee, Bharati, *Jasmine*. New York: Grove/Atlantic, 1999. [978-0802136305]

First Meeting: Wednesday, April 30, 2025

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<b>41133</b>	<b>Advanced Seminar Literary Studies</b>	<b>Cortiel</b>
	<b>Pandemic Fiction: Outbreak and Narrative from the 18<sup>th</sup> Century</b>	
	<b>2 SWS, Mo 12-14, Room</b>	

This advanced seminar explores the social, political, and material implications of pandemic fiction going back to the 18th century – but with a focus on COVID-19. Through a reading of selected recent novels, short stories, and film alongside earlier works of contagion fiction, we will trace the evolution of narrative strategies used to engage with disease, societal breakdown, and human resilience. Beginning with the 2009 film *I Am Legend*, a key text at the intersection of "last man" narratives and millennial zombie fiction, we will investigate how anxieties about isolation, survival, and the potential end of humanity have shaped the discourse around viral contagion. The seminar will then turn to contemporary fiction, including selected short stories from *The Decameron Project* (2020) and Jodi Picoult's novel *Wish You Were Here* (2021). Through close readings and critical discussions, we will analyze how these texts participate in imagining the pandemic's impact on social structures, political discourse, and individual lives. Key themes include the role of isolation and connection, the exacerbation of existing social inequalities, and the reimagining of community in times of crisis. More information and all materials will be available on e-learning.

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<b>40133</b>	<b>Advanced Seminar Literary Studies</b>	<b>Cortiel</b>
	<b>"The Tortured Poets Department": Taylor Swift as Singer-Songwriter</b>	
	<b>2 SWS, Tue 16-18, Room</b>	

Rumored to be a distant relative of the nineteenth-century poet Emily Dickinson, Taylor Swift is a cultural phenomenon of interest to both literary studies and musicology. This course examines Swift from both perspectives, focusing on the poetic dimension of her lyrics, their relation to the music, as well as the development of her public persona from a country "girl" to a pop icon. Genre questions, the development of her music and lyrics, and narratives around her relationships with other musicians like Kanye West will also come into play. Themes of gender and race, especially how they are negotiated through popular genres, will be integral to our exploration. At the end of the semester, students will present their ideas at a student conference. All information and materials will be available on e-learning.

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41123

Übung

Cortiel

Vorbereitung auf das Staatsexamen

2 SWS Tue 10-12, Room

Die literaturwissenschaftliche Klausur für das Staatsexamen stellt hohe Anforderungen an textanalytische Kompetenzen und literaturgeschichtliches Wissen der Studierenden. Diese Lehrveranstaltung unterstützt Lehramtsstudierende dabei, sich gezielt auf diese Prüfung vorzubereiten, mit dem Fokus auf der amerikanischen Literatur- und Kulturgeschichte. Weitere Informationen und Materialien zur Lehrveranstaltung finden Sie auf e-learning.

## LINGUISTICS

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<b>41153</b>	<b>Vorlesung/Übung</b>	<b>Maier</b>
	<b>Introduction to English Linguistics II</b>	
	<b>2 SWS, Mo 14-16, Room</b>	

This course is the second part of the introductory exploration of various fields of linguistics. The fields to be covered, among others, are Schools of Linguistics, Sociolinguistics, Language Contact and Change, Cognitive Linguistics, Corpus Linguistics, Written and Spoken Language, Text Linguistics, and First Language Acquisition. Course evaluation will take place via several assignments and a final written exam.

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<b>41150</b>	<b>Vorlesung/Übung</b>	<b>Laube</b>
	<b>Übung</b>	
	<b>Introduction to English Linguistics II</b>	
	<b>2 SWS, Wed 10-12, Room</b>	

This course is the second part of the introductory exploration of various fields of linguistics. The fields to be covered, among others, are Schools of Linguistics, Sociolinguistics, Language Contact and Change, Cognitive Linguistics, Corpus Linguistics, Written and Spoken Language, Text Linguistics, and First Language Acquisition. Course evaluation will take place via several assignments and a final written exam.

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<b>41151</b>	<b>Vorlesung/Übung</b>	<b>Reinhardt-Beiersdorfer</b>
	<b>Introduction to English Linguistics II</b>	
	<b>2 SWS, Thu 10-12, Room</b>	

This course is the second part of the introductory exploration of various fields of linguistics. The fields to be covered, among others, are Schools of Linguistics, Sociolinguistics, Language Contact and Change, Cognitive Linguistics, Corpus Linguistics, Written and Spoken Language, Text Linguistics, and First Language Acquisition. Course evaluation will take place via several assignments and a final written exam.



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<b>41182</b>	<b>Proseminar Linguistics</b>	<b>Anchimbe</b>
	<b>Textlinguistics</b>	
	<b>2 SWS, Mo 12-14, Room</b>	

How are written texts composed? Are texts within certain genres different from texts in other genres? These questions are very important to text linguistics. This course will focus on aspects of grammar beyond the sentence, especially cohesion, coherence intentionality, acceptability, informativity, contextuality and intertextuality, in different genres in English. We will also be concerned electronic text genres and how these have affected traditional text production at various levels: grammar, template, audience and medium.

Preparatory reading

De Beaugrande, Rober A. & Wolfgang U. Dressler 2001. Introduction to Text Linguistics. London: Longman.

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<b>40027</b>	<b>Proseminar Linguistics</b>	<b>Maier</b>
	<b>English as a Lingua Franca</b>	
	<b>2 SWS, Tue 10-12, Room</b>	

This course focusses on the use of English as a lingua franca (ELF). After defining ELF and situating it in relation to the World Englishes paradigm, we will look at phonological, lexical, grammatical features of ELF talk. We will also learn about ELF and identity and how ELF challenges the notion of the native speaker.

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<b>41184</b>	<b>Proseminar Linguistics</b>	<b>Reinhardt-Beiersdorfer</b>
	<b>Semantics</b>	
	<b>2 SWS, Thu 12-14, Room</b>	

This seminar explores the intriguing field of semantics, the branch of linguistics concerned with meaning in language. It provides an introduction to the fundamental concepts and methods in the analysis of natural language meaning. Students will examine the relationship between linguistic expressions and their meanings, how meaning is structured and how it is interpreted in context. We will examine various types and dimensions of meaning and discuss key theoretical frameworks, for example structural semantics (including lexical fields, componential analysis, sense relations) and cognitive semantics (including prototype theory, metaphors and metonymy). The seminar will also touch on early philosophical influences on semantics (for example the work of Aristotle and Frege). The question of how meanings change over time will be studied in a session on diachronic semantics. One session will focus on real-world applications of semantics addressing topics such as translation, artificial intelligence and language acquisition. The seminar combines theory with practice (in-class exercises) and is aimed at students who enjoy reading, active participation and critical engagement with language data and research.

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**41164    Proseminar Linguistics****Reinhardt-  
Beiersdorfer****Morphology****2 SWS, Wed 10-12, Room**

This seminar explores the intriguing field of morphology, the branch of linguistics concerned with understanding the structure and formation of words. We will analyse the morphological building blocks of words (morphemes) and investigate the rules and patterns that govern their combination. The seminar will cover inflectional morphology and its role in the history of the English language (including English morphology from a typological perspective). We will study in detail the various morphemic (compounding, prefixation, suffixation and conversion) and non-morphemic word-formation processes (back-formation, clipping, acronyms, blending and reduplication) that create new words in English. Students will be introduced to key concepts such as productivity and transparency and study important issues, for example the establishment of complex lexemes (lexicalisation, institutionalisation/conventionalisation and entrenchment) and morphophonemics (the interface between morphology and phonology). The seminar combines theory with practice (in-class exercises) and is aimed at students who enjoy reading, active participation and critical engagement with language data and research.

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**41157    Proseminar Linguistics****Trüdinger****Sociolinguistics****2 SWS, Wed 12-14, Room**

This seminar will focus on the influence of society, region and context on language use. We will discuss the key methods and findings of variationist linguistics and explore how context, regional background and social factors such as age, gender, socioeconomic status, ethnic group membership etc. can be connected to certain patterns of language use.

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**40030    Proseminar Linguistics****Laube****Pidgins and Creoles****2 SWS, Tue 14-16, Room**

Pidgin and creole languages are the result of extreme language contact. These languages typically arise in contact scenarios involving speakers of mutually unintelligible languages and no shared lingua franca. Many pidgins and creoles emerged in the wake of the European colonial expansion, very often as a direct result of the transatlantic slave trade. Today, a majority of English-lexifier creoles are spoken in the Americas, specifically the Caribbean, where millions of West Africans were transported to work in the plantations set up by the European colonial powers.

In this seminar, we will examine the specific circumstances and common outcomes of pidginization and/or creolization, taking into account proposed creole origins theories and discussing structural similarities between creole languages. In addition, we will look into the sociohistorical developments and linguistic properties of selected pidgin and creole languages from across the world, focusing

largely on the English-speaking Caribbean as well as West Africa. Of course, we will also listen to and linguistically analyze authentic speech data, which will serve as the basis for student work.

Suggested reading: Velupillai, Viveka. 2015. Pidgins, creoles, and mixed languages: An introduction. Amsterdam: Benjamins.

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<b>41156</b>	<b>Advanced Seminar Linguistics</b>	<b>Anchimbe</b>
	<b>Pragmatics and Discourse</b>	
	<b>2 SWS, Mon 10-12, Room</b>	

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Pragmatics studies language use in context and speakers' intentions when they make use of language. This course focuses on various pragmatic phenomena and applies these to discourses produced in particular contexts. The aim is to give participants first hand access to theory and practice in this subfield of linguistics. Besides basic pragmatic aspects like speech acts, deixis, implicatures, politeness, face, and discourse markers, attention will also be paid to conversational analysis and the analysis of other types of discourse.

Preparatory reading:

Thomas, Jenny. Meaning in Interaction: An Introduction to Pragmatics. London: Longman.

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<b>41189</b>	<b>Advanced Seminar Linguistics</b>	<b>Anchimbe</b>
	<b>World Englishes and Corpora</b>	
	<b>2 SWS, Tue 10-12, Room</b>	

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Corpora have become very central to linguistic analysis. In this course, we will investigate various linguistic aspects of World Englishes using established corpora with the help of corpus linguistic tools and methods. Focus will be on several corpora especially the International Corpus of English (ICE), GloWbE Corpus, BNC, COCA, etc. Participants are advised to consult these corpora online in advance.

Preparatory reading: Davies, Mark and Robert Fuchs. 2015. Expanding horizons in the study of World Englishes with the 1.9 billion word Global Web-based English Corpus (GloWbE). English World-Wide 36(1): 1–28.

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<b>40018</b>	<b>Advanced Seminar Linguistics</b>	<b>Mühleisen</b>
	<b>English in Asia</b>	
	<b>2 SWS, Tue 12-14</b>	

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In urban public space, we are surrounded by a multitude of written signs - shop names, advertisements, billboards, traffic signs, other regulatory signs, messages on walls, clothing, etc. Language in public space tends to be highly visual, playful, syntactically simple, pragmatically direct

and often multilingual. Choice of language, script, visual orientation and type of message may therefore be important clues to social and demographic structure as well as ideologies in public space, especially in inner city areas. This seminar will consist of preparatory sessions at UBT as well as, if the pandemic situation allows, an excursion where our theoretical foundation will be complemented by practical work.

Low, Ee Ling & Anne Pakir, eds. 2022. English in East and South Asia: Policy, Features and Language in Use. London: Routledge.

Hashim, Azirah & Gerhard Leitner, eds. 2021. English in Southeast Asia and ASEAN. Transformation of Language Habitats. London: Routledge.

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<b>41166</b>	<b>Advanced Seminar Linguistics</b> <b>Language in Public Space-Linguistic Landscape Studies</b> <b>2 SWS, Mon 16-18</b>	<b>Mühleisen</b>
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In urban public space, we are surrounded by a multitude of written signs - shop names, advertisements, billboards, traffic signs, other regulatory signs, messages on walls, clothing, etc. Language in public space tends to be highly visual, playful, syntactically simple, pragmatically direct and often multilingual. Choice of language, script, visual orientation and type of message may therefore be important clues to social and demographic structure as well as ideologies in public space, especially in inner city areas. This seminar will consist of preparatory sessions at UBT as well as, if the pandemic situation allows, an excursion where our theoretical foundation will be complemented by practical work.

Main texts:

Gorter, Durk & Jasone Cenoz. 2024. A Panorama of Linguistic Landscape Studies. Bristol: Multilingual Matters.

Schmitt, Holger. 2018. Language in the Public Space. An Introduction to the Linguistic Landscape. Independently Published.

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<b>40029</b>	<b>Vorlesung/Übung</b> <b>Vorbereitung auf die erste Staatsprüfung</b> <b>2 SWS, Thu 14-16, Room</b>	<b>Anchimbe</b>
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This class is specifically aimed at Lehramt students who intend to take their Staatsexamen in English linguistics with a synchronic focus (please consult the "Orientierungshilfe für das Staatsexamen in Englischer Sprachwissenschaft" on our Website). We will discuss a variety of central topics in linguistics and do exercises based on or taken from earlier Staatsexamen tests.

A certain degree of linguistic knowledge is indispensable for this course (at least Introduction to English Linguistics I & II and one Pro- or Hauptseminar in one of the core areas of part A of the Staatsexamensklausur) and there will be an informal entry quiz (equivalent to Introduction I and II class tests) in our first sessions, so brush up your Intro Linguistics knowledge before taking this class.

Note: this class will be conducted in English and German.

## FACHDIDAKTIK ENGLISCH

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<b>41113</b>	<b>Einführung in die Fachdidaktik Englisch</b>	<b>Fehling</b>
	<b>Module: siehe Modulübersicht – Einführung FD</b>	
	<b>2 SWS, Mi 16-18</b>	

Das Einführungsseminar stellt grundlegende Entwicklungen, Gebiete und Methoden der Fachdidaktik Englisch vor und beschäftigt sich u. a. mit Prinzipien des Fremdsprachenunterrichts, Spracherwerbstheorien sowie der Analyse zentraler Aspekte des Lern- und Lehrprozesses. Ferner wird auf Prozesse fokussiert, die bei den sprachlichen Fertigkeiten Hörverstehen, Hör-Seh-Verstehen, Lesen, Sprechen, Schreiben und Sprachmittlung ablaufen und auf deren didaktisch-methodische Umsetzung im Unterricht. Weitere Themen sind die Entwicklung von Medienkompetenz, die Arbeit mit literarischen Texten, bilinguales Lehren und Lernen sowie interkulturelles Lernen.

Anmeldung zum Seminar bitte über cmlife.

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<b>00101</b>	<b>Einführung in die Fachdidaktik Englisch</b>	<b>Fehling</b>
	<b>Module: siehe Modulübersicht – Einführung FD</b>	
	<b>2 SWS, Mi 18-20</b>	

Das Einführungsseminar stellt grundlegende Entwicklungen, Gebiete und Methoden der Fachdidaktik Englisch vor und beschäftigt sich u. a. mit Prinzipien des Fremdsprachenunterrichts, Spracherwerbstheorien sowie der Analyse zentraler Aspekte des Lern- und Lehrprozesses. Ferner wird auf Prozesse fokussiert, die bei den sprachlichen Fertigkeiten Hörverstehen, Hör-Seh-Verstehen, Lesen, Sprechen, Schreiben und Sprachmittlung ablaufen und auf deren didaktisch-methodische Umsetzung im Unterricht. Weitere Themen sind die Entwicklung von Medienkompetenz, die Arbeit mit literarischen Texten, bilinguales Lehren und Lernen sowie interkulturelles Lernen.

Anmeldung zum Seminar bitte über cmlife.

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<b>00513</b>	<b>Einführung in die Fachdidaktik Englisch</b>	<b>Groß</b>
	<b>Module: siehe Modulübersicht – Einführung FD</b>	
	<b>2 SWS, Do 12-14</b>	

Das Einführungsseminar stellt grundlegende Entwicklungen, Gebiete und Methoden der Fachdidaktik Englisch vor und beschäftigt sich u. a. mit Prinzipien des Fremdsprachenunterrichts, Spracherwerbstheorien sowie der Analyse zentraler Aspekte des Lern- und Lehrprozesses. Ferner wird auf Prozesse fokussiert, die bei den sprachlichen Fertigkeiten Hörverstehen, Hör-Seh-Verstehen, Lesen, Sprechen, Schreiben und Sprachmittlung ablaufen und auf deren didaktisch-methodische Umsetzung im Unterricht. Weitere Themen sind die Entwicklung von Medienkompetenz, die Arbeit mit literarischen Texten, bilinguales Lehren und Lernen sowie interkulturelles Lernen.

Anmeldung zum Seminar bitte über cmlife.

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<b>4113B</b>	<b>Einführung in die Fachdidaktik Englisch</b>	<b>Fehling</b>
	<b>Module: siehe Modulübersicht – Einführung FD</b>	
	<b>2 SWS, Fr 10-12</b>	

Das Einführungsseminar stellt grundlegende Entwicklungen, Gebiete und Methoden der Fachdidaktik Englisch vor und beschäftigt sich u. a. mit Prinzipien des Fremdsprachenunterrichts, Spracherwerbstheorien sowie der Analyse zentraler Aspekte des Lern- und Lehrprozesses. Ferner wird auf Prozesse fokussiert, die bei den sprachlichen Fertigkeiten Hörverstehen, Hör-Seh-Verstehen, Lesen, Sprechen, Schreiben und Sprachmittlung ablaufen und auf deren didaktisch-methodische Umsetzung im Unterricht. Weitere Themen sind die Entwicklung von Medienkompetenz, die Arbeit mit literarischen Texten, bilinguales Lehren und Lernen sowie interkulturelles Lernen.

Anmeldung zum Seminar bitte über cmlife.

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<b>41122</b>	<b>Seminar Fachdidaktik Englisch: Theorie und Praxis im Englischunterricht</b>	<b>Tchokothe</b>
	<b>Module: siehe Modulübersicht – Seminar FD</b>	
	<b>2 SWS, Mo 14-16</b>	

Das Seminar bietet in Anbindung an fachdidaktische Theorien eine praxisorientierte Auseinandersetzung mit zentralen Aspekten des Englischunterrichts wie der Unterrichtsplanung, der Vermittlung von sprachlichen Fertigkeiten und der Leistungsmessung. Der Schwerpunkt liegt dabei auf der inhaltlichen und methodischen Gestaltung von sprachlichen und kommunikativen Fertigkeiten.

Anmeldung zum Seminar bitte über cmlife.

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<b>00188</b>	<b>Seminar Fachdidaktik English:</b>	<b>Groß</b>
	<b>Kommunikative Kompetenz im Englischunterricht</b>	
	<b>Module: siehe Modulübersicht – Seminar FD</b>	
	<b>2 SWS, Di 8-10</b>	

Seit mehreren Jahren gilt der Kompetenzerwerb im Englischunterricht als zentrales Ziel. Doch was ist eigentlich mit dem Kompetenzbegriff gemeint und wie erreicht man als Lehrkraft die Vermittlung dessen in der Praxis? Diese und weitere Aspekte rund um die Thematik Kompetenz werden in dem Seminar theoretisch beleuchtet und anhand von praktischen Beispielen aus dem Unterrichtsalltag verdeutlicht. Im Fokus steht dabei die Vermittlung von kommunikativer Kompetenz im Englischunterricht.

Anmeldung zum Seminar bitte über cmlife.

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<b>00079</b>	<b>Seminar Fachdidaktik English:</b>	<b>Slawik-Wüllenweber</b>
	<b>Medien im Englischunterricht</b>	
	<b>Module: siehe Modulübersicht – Seminar FD</b>	
	<b>2 SWS, Mi 10-12</b>	

Medien sind ein wichtiger und nicht mehr wegzudenkender Bestandteil des zeitgemäßen Englischunterrichts. In diesem Seminar soll es darum gehen, geeignete Medien für den Englischunterricht mithilfe theoretischer Betrachtungen näher zu beleuchten. Darauf aufbauend werden die Funktionen von Medien als Unterstützung des Lehrens hinsichtlich der fünf Fertigkeiten untersucht, ehe die Medienkompetenz im Englischunterricht und damit zusammenhängende Kompetenzbereiche anhand praktischer Übungen behandelt werden.

Anmeldung zum Seminar bitte über cmlife.

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<b>41120</b>	<b>Seminar Fachdidaktik Englisch:</b> <b>Content and Language Integrated Learning (CLIL) und Bildung für nachhaltige Entwicklung (BNE)</b> <b>Module: siehe Modulübersicht – Seminar FD</b> <b>2 SWS, Do 10-12</b>	<b>Fehling</b>
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In dem Seminar wird auf den Umgang mit Heterogenität im Fremdsprachenunterricht fokussiert. Dabei werden sowohl theoretische Aspekte als auch Implementierungsmöglichkeiten für den Englischunterricht diskutiert. Die Schwerpunkte liegen dabei auf dem Thema Inklusion, kooperativen und interkulturellen Ansätzen sowie dem Aspekt Bildung für nachhaltige Entwicklung (BNE).

Anmeldung zum Seminar bitte über cmlife.

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<b>41117</b>	<b>Praxismodul</b> <b>Module: siehe Modulübersicht – Seminar FD</b> <b>2 SWS, Do 14-16</b>	<b>Fehling</b>
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Dieses Seminar beschäftigt sich mit der Erstellung und Analyse von Unterrichtseinheiten, dem Aufbau und Entwurf einer ausgearbeiteten Unterrichtsvorbereitung sowie der Analyse des Lehrplans. Zudem werden problematische Aspekte aus der Unterrichtspraxis des Englischunterrichts diskutiert und in Rückbindung an fachdidaktische Theorien Lösungswege dazu aufgezeigt.

Anmeldung zum Seminar bitte über cmlife.

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<b>00189</b>	<b>Seminar Fachdidaktik English:</b> <b>Literatur im Englischunterricht</b> <b>Module: siehe Modulübersicht – Seminar FD</b> <b>2 SWS, Mi 10-12</b>	<b>Slawik-</b> <b>Wüllenweber</b>
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Inhalt des Seminars sind die wesentlichen Aspekte der Behandlung von Literatur im Englischunterricht der Sekundarstufen I und II. Dabei liegt der Schwerpunkt auf der Unterrichtsgestaltung nach aktuellem fachdidaktischem Stand, unterschiedlichen Herangehensweisen an Literatur sowie der Frage nach der Auswahl geeigneter Werke.

Anmeldung zum Seminar bitte über cmlife



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<b>00044</b>	<b>Seminar zum studienbegleitenden fachdidaktischen Praktikum: Praktikumsschule Markfräfin-Wilhelmine-Gymnasium,Praxismodul</b>	<b>Slawik- Wüllenweber</b>
	<b>Module: siehe Modulübersicht – Seminar FD</b>	
	<b>2 SWS, Mi 8-10</b>	

Dieses Seminar beschäftigt sich mit der Erstellung und Analyse von Unterrichtseinheiten, dem Aufbau und Entwurf einer ausgearbeiteten Unterrichtsvorbereitung sowie der Analyse des Lehrplans. Zudem werden problematische Aspekte aus der Unterrichtspraxis des Englischunterrichts diskutiert und in Rückbindung an fachdidaktische Theorien Lösungswege dazu aufgezeigt.

Anmeldung zum Seminar bitte über cmlife.

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<b>00187</b>	<b>Seminar zum studienbegleitenden fachdidaktischen Praktikum: Praktikumsschule Johannes-Kepler-Realschule, Praxismodul</b>	<b>Groß</b>
	<b>Module: siehe Modulübersicht – Seminar FD</b>	
	<b>2 SWS, Do 14-16</b>	

Dieses Seminar beschäftigt sich mit der Erstellung und Analyse von Unterrichtseinheiten, dem Aufbau und Entwurf einer ausgearbeiteten Unterrichtsvorbereitung sowie der Analyse des Lehrplans. Zudem werden problematische Aspekte aus der Unterrichtspraxis des Englischunterrichts diskutiert und in Rückbindung an fachdidaktische Theorien Lösungswege dazu aufgezeigt.

Anmeldung zum Seminar bitte über cmlife.

**Module: Gym: EM FD****2 SWS, Do 12-14**

Die Veranstaltung dient der Vorbereitung auf das schriftliche Staatsexamen in der Fachdidaktik Englisch. Dabei werden Fragen der Examensvorbereitung und der Vorgehensweise in der Klausur sowie mögliche Prüfungsthemen aus den folgenden Bereichen diskutiert:

- a) Sprachlerntheorien und individuelle Voraussetzungen des Spracherwerbs
- b) Theorie und Methodik des kommunikativen Englischunterrichts
- c) Theorien und Ziele des interkulturellen Lernens
- d) Ziele und Verfahren der Textarbeit in Hinblick auf interkulturelle, literarische und sprachliche Bildungsziele

Anmeldung zum Seminar bitte über cmlife.

Die Veranstaltung dient der Vorbereitung auf das schriftliche Staatsexamen in der Fachdidaktik Englisch. Dabei werden Fragen der Examensvorbereitung und der Vorgehensweise in der Klausur sowie mögliche Prüfungsthemen aus den folgenden Bereichen diskutiert:

- a) Sprachlerntheorien und individuelle Voraussetzungen des Spracherwerbs
- b) Theorie und Methodik des kommunikativen Englischunterrichts
- c) Theorien und Ziele des interkulturellen Lernens
- d) Ziele und Verfahren der Textarbeit in Hinblick auf interkulturelle, literarische und sprachliche Bildungsziele

**MAIAS COURSES**  
**LITERARY STUDIES**

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<b>40017</b>	<b>Advanced Seminar Literary Studies</b>  <b>Utopianism in U.S. American Fiction: Traditions and Transformations</b>  <b>Modules: MAIAS D 2</b>  <b>HS, Tue 10-12 (Block Meetings), Room</b>	<b>Mayer</b>
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This seminar examines the history of scholarship on utopian writing in the United States through three interconnected lenses: the European-American literary tradition, the contributions of other ethnic literatures, and the influence of contemporary environmental crises. Adopting an interdisciplinary approach, we will trace how utopian and dystopian thought has developed across diverse literary traditions and analyze how authors have imagined ideal societies, criticized existing ones, and how they have more recently responded to (socio-)ecological challenges.

The seminar will have a double focus: engaging with both literary texts and significant scholarship. These discussions will shed light on the shifting conceptual paradigms of the utopian imagination over time.

The seminar will start with 3 weekly meetings, starting on April ???, 2025. The remaining meetings will be block meetings, with dates to be agreed upon within the group at the beginning of the semester. All materials will be made available via e-learning.

First meeting: Tuesday, April 29, 2025

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<b>41108</b>	<b>Advanced Seminar Literary Studies</b>  <b>Master Seminar</b>  <b>Modules: MAIAS E 1</b>  <b>OS, Tue 12-14, Room</b>	<b>Kläger</b>
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The course is designed for graduate students at MA level to deepen their understanding of the research methods and writing skills required for writing an MA thesis and to prepare and discuss their ongoing research in literary and cultural studies (either an ongoing MA thesis project or work on topics that will be part of the oral or written MAIAS exams). Based on these projects, the course offers space for discussions of and exercises in advanced academic writing with a focus on establishing a theoretical and methodological framework.

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<b>4114B</b>	<b>Advanced Seminar Literary Studies</b>	<b>Arndt</b>
	<b>Master Seminar and PhD Colloquium</b>	
	<b>Modules: KuGaA, PKIS</b>	
	<b>HS, Tue 14-16 (und Block Meetings), Room</b>	

In this post-graduate seminar, students of literary and intersectionality studies will introduce and discuss their projects and writing samples. We will discuss the designing of the objective and related research questions and how to translate this into an analytical argument. In doing so, we will focus on the theories and related concepts and how to mobilise them to prove a claim. Students are free to discuss either primary or secondary reading texts that are core to their theses, proposals or first drafts of a chapter.

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<b>41130</b>	<b>Advanced Seminar Literary Studies</b>	<b>Arndt</b>
	<b>Reading Course</b>	
	<b>Modules: MA KuGeA</b>	
	<b>HS, Thu 16-18 (und Block Meetings), Room</b>	

Intersectionality is a tool to dismantle the multifacetedness of power and domination, of inequality and oppression as well as of respective resistance and intervention. The colloquium will focus on theories and methods that enable to grasp given complexities without taming them into the logics of superficial orders. In doing so, we read core texts of intersectionality all from the scratch. All participants are also asked to bring selected case studies (a question, a fictional text, an interview, a piece of art etc.), in order to talk about given intersectional complexities, while applying the texts.

## LINGUISTICS

**41180 Master Seminar****Mühleisen****Research Master Thesis****Modules: MAIAS E 1, SprInK****OS, Tue 18-20, Room**

This seminar gives master students of linguistics (MAIAS, SprInK) the opportunity to develop, introduce, and discuss their MA theses. Particular attention will be paid to the use of theoretical concepts and their methodological application central to the thesis projects, but also to techniques of argumentation and written presentation. The first meetings of the seminar will deal with issues of theory, method, and academic research in general. The subsequent meetings will address the participants' individual fields and topics of interest. Participants will then develop and present their project proposal in class.

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**40028 Advanced Seminar Linguistics****Anchimbe****Linguistic Fieldwork Methods****Modules: MAIAS D 2, SprInK****HS, Thu 10-12, Room**

This course covers a variety of aspects related to linguistic fieldwork, such as different data gathering and elicitation techniques, including their respective advantages and disadvantages, the various roles of the fieldworker, organization of data and metadata, and ethical as well as legal issues related to all of the above.

**Readings:**

Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press.

Litosseliti, Lia (ed.) 2010. Research Methods in Linguistics. London: Continuum.

Podesva, Robert J. & Devyani Sharma (eds.) 2013. Research Methods in Linguistics. Cambridge: CUP.