Fachgruppe Anglistik und Amerikanistik
Englische und amerikanische Literatur
Sprachwissenschaft

Courses with comments
SS 2020

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

TABLE OF CONTENTS

General Courses 3
English Literature and Culture 3
American Literature and Culture 9
Linguistics 14
Fachdidaktik Englisch 21
BA Anglistik/Amerikanistik: Fachübergreifende Einheit / Interdisciplinary Orientation 26
MAIAS courses 27
  General Courses 26
  Literary Studies 27
  Linguistics 28
Module Overview 30
**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 CAMPUSOnline*
This introductory lecture course offers a survey of African literature from the early 20th century to the present. The lecture will feature different eras, languages, genres and respective historical contexts. In doing so, the subsequent sessions will be pillared on theories and concepts such as narratology, feminism, gender and sexuality, anti-colonialism and decolonisation, Afrofuturism and speculative fiction. There will be a Übung accompanying the lecture series.

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

This course aims at introducing students to the field of transcultural studies. Concepts such as culture, identity, position, belonging in the context of migration and diaspora and as caused by processes of globalisation and cultural encounters and entanglements are at the fore. These concepts will be mobilised for a literary analysis of Audre Lorde’s “Litany for Survival, Zadie Smith’s White Teeth and Philipp Khabo Koepsell’s Die Akte James Knopf. Writing in different academic formats is practiced throughout the course.
This course is designed to broaden one’s understanding of feminism by showing the inevitable entanglements of gender and race in few, but monumental literary examples and their significance to social discourse. Audre Lorde, as a writer and an activist calls attention to the significance of language as a means of resistance; her poetry echoes resistance of black women and invokes solidarity among them. Lorde coined the term “Afro-German” in 1984 and has been an influential figure for black women movements in Germany and beyond. Chandra Mahanty and Gayatri Spivak are two prominent scholars who framed postcolonial feminism in academia and beyond. In this course, the concept of postcolonial feminism is to be discussed in Chimamanda Ngozie Adichie’s *Americanah* (2013) and some of Audre Lorde’s poems: “A Litany for Survival”, “Power”, “Movement Song”, “A Woman Speaks” and “Father, Son and Holy Ghost”. These are few salient examples of postcolonial feminist writing that represent the heteronormative brotherhood of racism and sexism in global context.

---

**4112E Proseminar Literary Studies**  
Ali Smith; Scottish Short Stories  
Modules: see module overview – PS LIT  
PS, 2 SWS, Wed 12-14, block sessions

Ali Smith’s name cannot be undermined in English Literary Studies; although she is a Scot writer, her writing legacy goes beyond Scotland. She writes in many forms; from novel, short story and drama, to academic text and journal. Her language is inclusive, and her subject matters are relevant for different readers. This course aims to explore Ali Smith’s writing in a selection of short stories from different collections; In doing so, we flex our analytical muscles while gaining a perspective on her writing. A selection of her short stories along with further reading assignments will be made available on the e-learning platform.

---

**41127 Proseminar Literary Studies**  
“Resistance” in Diasporic Literature  
Modules: see module overview – PS LIT  
PS, 2 SWS, Thur 12-14, block sessions

Resistance is a double-faceted notion in the state of diaspora. The mechanism of Resistance, in the state of diaspora, mainly runs against the homogenizing apparatus of the nation-state. It hinders the integration of diasporic people into the receiving country, yet it is an integral part of diasporic identity. What is “resistance”? and how is it related to the notion of “agency”? are two questions that lead our literary investigation into Kamila Shamsie’s *Home Fire* (2017) and Leila Aboulela’s *Elsewhere, Home* (2018).
This seminar provides an introduction to selected British poetry from the 17th 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.

The course is limited to 20 participants.

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 might also attend a theatre production and/or guided tour at the Staatstheater Nürnberg (or elsewhere).

The following plays will be considered:

Oscar Wilde, *The Importance of Being Earnest* (1895)
George Bernard Shaw, *Pygmalion* (1912)
Sean O'Casey, *Juno and the Paycock* (1924)
J.B. Priestley, *An Inspector Calls* (1946)

Additional reading assignments will be made available on the e-learning platform. This is part two of a two-semester introduction to British drama. Each course can also be taken separately.

The course is limited to 20 participants.
41138  Proseminar Literary Studies  Matzke

A Beautiful Place to Die: Southern African Crime Writing

Modules: see module overview – PS LIT (also for KuGeA, AVVA)

PS, 2 SWS, Mon 12-14

With the publication of *A Survey of South African Crime Fiction* (2017) by Sam Naidu and Elizabeth le Roux, crime fiction aficionados are finally being presented with a study aid that provides guidance through the plethora of crime narratives emerging out of South Africa ever since the end of apartheid. In this seminar we will be looking at the genre’s publishing history, genre categories and the role of crime fiction in society; and we will critically analyse a selection of *krimi* texts, focusing among others on gender, ecocriticism, and the link between past and present.

The following texts will be considered:

Malla Nunn, *A Beautiful Place to Die* (2009)
Michiel Heyns, *Lost Ground* (2011)


Additional reading assignments will be made available on the e-learning platform. The course is limited to 20 participants.

41133  Proseminar Literary Studies  Matzke

Illness as Metaphor: Medicine and Narrative

Modules: see module overview – PS LIT (also for KuGeA, AVVA)

PS + Ü, 2 SWS, Mon 14-16, + 1 SWS (AfTA Conference 2020, Humboldt-University Berlin)

Following the rapidly developing subject area of Medical 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.

The following texts will be considered:

Tony Marinho, *The Epidemic* (1992) (out of print, text will be provided)
Margaret Edson, *Wit* (1993)
Zainabu Jallo, *We Take Care of Our Own* (forthcoming 2020) (text will be provided)
Recommended preparatory reading:
Susan Sontag, *Illness as Metaphor* (1977)
Michel Foucault, *The Birth of the Clinic* (1976)

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

The course is limited to 20 participants.

As part of this course students may join an excursion (optional Ü, 1 SWS) to this year’s AfTA conference, “Ageing, Old Age and Disability in African and African Diasporic Performance, Film and Festival”, Humboldt University Berlin, 23-25 July 2020.

---

**Proseminar Literary Studies**

*Vindicta mihi! – English Renaissance Revenge Tragedy*

Modules: see module overview – PS LIT

PS, 2 SWS, Do 16-18

Rübenthal

English Renaissance revenge tragedy as a genre is deeply concerned with questions of personal agency, transgressions, the question of what is ‘right’ (in the judicial as well as moral sense) and the handling of grief. At the same time, it is a genre defined by spectacular violence, transgressive acts (from necrophilia to incest) and a rather bleak sense of dark comedy. In this seminar, we will contextualize the treatment of revenge in its time; see how revenge tragedy relates to the theatre of its time; and trace the development of a ‘spectacular’ (in every sense of the word) genre from its inception to its eventual decline. We will also read in detail three revenge tragedies (*The Spanish Tragedy*, *The Revenger’s Tragedy* and *‘Tis Pity She’s a Whore*), noting the different ways that the ‘abstract model’ can look in practical terms.

To be purchased:


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

---

**Advanced Seminar Literary Studies**

*Intertextuality ’n William Shakespeare*

Modules: see module overview – AS LIT

HS, 2 SWS, Wed 12-15

Arndt

This seminar offers an introduction to intertextuality as a core concept of literary and cultural studies as well as pillars of Shakespeare source studies. Focussing on Othello and Romeo and Juliet, both established and silenced sources are discussed. Likewise, we will analyse respective adaptations.

This seminar is designed to introduce the theoretical and conceptional approaches of Critical Whiteness Studies. Thus framed, whiteness will be employed as a critical category of (literary) analysis when rereading Shakespeare’s The Tempest (c 1611), Defoe’s Robinson Crusoe, Joseph Conrad’s Heart of Darkness (1899), William Golding’s Lord of the Flies (1954), Fred d’Aguiar’s The Longest Memory (1994) and Bernadine Evaristo’s Blonde Roots (2013). Thus tuned, the negotiation of colonialism, race and racism in British literary history will be revisited from an intersectional perspective.

In addition to the texts provided in the class reader, we will work with the following texts:

- William Shakespeare, *The Tempest* (c. 1611), EAN: 9781408133477
- Fred d’Aguiar, *The Longest Memory* [1994], ISBN 9780099462217
This lecture class is the first in a cycle of four that introduce students to the literary and cultural history of the United States. In the first meetings, the lectures will discuss major texts of the colonial period (early 17th century to 1776), introducing English/British colonization in the wider context of the European colonization of the Americas. The lectures will, however, focus on the period of the early American republic (1770s to 1820s) which saw the emergence of the modern United States. Political independence, combined with the ideology of equality, unleashed a burst of energy and expansion unimaginable during colonial times and led to far-reaching social, economic, ecological, and cultural changes. The lectures trace the contributions of many artists and intellectuals to this process in which a unique, dynamic, and always conflicted national cultural identity developed from a diversity of contributing voices. While the focus of attention will be on literary texts, on narrative and drama, the cultural work of the arts and of non-fictional texts such as the Declaration of Independence will also be addressed.

Many of the texts discussed in the lectures can be found in *The Norton Anthology of American Literature* (any edition). Additional materials (e.g. the syllabus and weekly handouts) will be made available on the UBT E-learning Server. Students who will take the written exam (“Klausur”) at the end of the semester will be informed in the first lecture which materials are relevant. The written exam will focus only on a selection of the texts and issues discussed in the lectures.

From the 19th century, narratives of slavery have been integral in discussing race and identity of enslaved Africans in the “New World”. From their inception, these narratives played a role in the social and political struggles of the African diaspora which produced them. “Slave narratives” functioned as a mouthpiece for abolition in the 19th century. Twentieth century “neo-slave narratives” were likewise integral to Civil-Rights activism in the United States. We will discuss in this seminar narratives of slavery from the 19th, 20th and 21st centuries to fully understand the tradition of the genre and its cultural-historical development. We will discuss how the genre transcends its immediate function as a text of antislavery and abolition or as “protest text” especially in the 21st century. This seminar will focus on the importance of
these narratives in the context of slavery, in terms of the complexities of race and identity and in terms of the cultural self-expression of the African diaspora.

Texts will be provided on E-learning. However, students must purchase the following editions of the novels:


---

The United States is a country of immigrants and everyone apart from Native Americans claim their ancestry “elsewhere”. From early immigrants to contemporary caravans, all have approached the U.S. as a land of new beginnings, responding to the promises of cultural concepts such as the “American Dream,” which continually fuel immigration. We will discuss in this seminar contemporary novels of immigration. We will focus on how they imagine America as an immigrant country through the experiences of immigrants, through their struggles, their hopes and dreams, and especially their longing for an “elsewhere” beyond their present situations, inside and outside of the U.S. The first meetings will introduce the topic of immigration in an American Studies context and issues of genre. The following meetings will discuss the novels and pay particular attention to issues of genre and narrative technique for the purpose of understanding how the texts engage with the immigrant experience.

Secondary texts will be provided on E-learning. However, students must purchase the following editions of the novels:


41119 Proseminar Literary Studies
Foltinek
Non-(Hetero)Normative Discourses of Desire and Belonging in Postwar US-American Fiction
Modules: see module overview – PS Lit
PS, 2 SWS, Tue 10-12

This course offers an introduction to theoretical concepts as well as close readings of literary texts that discuss discourses of gender, sexuality, and belonging. We will look at US-American literary representations of same-sex desire and (institutionalized) power structures after the end of World War II. Students will discuss key terms such as heteronormativity, home, or privilege, their critical reception, and their wide range of applicability in a variety of contexts. We will analyze narrative and aesthetic techniques, the significance and creative potential of literature, questions of (sub-)genre (e.g. autobiography) as well as the cultural and literary contexts of the respective texts (e.g. McCarthyism, neoliberalism, feminist movement, civil rights and gay rights movement) and situate them in a history of resistance and struggle for visibility of minorities in the US. In this seminar, we will critically investigate how we can approach literary texts with concepts that are crucial in gender and queer studies. Students will develop an understanding of key concepts and investigate intersections of gender, sexuality, race, and class. We will read Patricia Highsmith’s *The Price of Salt* (1952) and Audre Lorde’s *Zami* (1982). Secondary texts and the syllabus will be made available on E-learning.

Please buy the following editions (for comparison in class):

41125 Cultural Theories and Research Methods: Reading Contemporary Popular Film
Cortiel
Modules: SM KULT
HS, 2 SWS, Do 10-12

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. While each group will develop its own approach using a selection of theoretical angles as a starting point, we will all analyze the same film, Ryan Coogler’s *Black Panther* (2018). Active participation in and completion of the project is required for taking the final exam (B2c/SM Kult).

Please purchase a copy of the film and watch it before the beginning of the semester.
Comics as a medium requires specific imaginative work to piece together its narratives, making it particularly adapted to speculation. This has to do with the way in which comics combine the visual and the verbal, but also with the history and development of comics as a medium in the United States: Since the late 1980s, dystopian and postapocalyptic science fiction has been among the dominant genres (next to autobiography) in American Comics. Focusing on comics as medium of speculation, this seminar will explore ways in which comics enable a particular type of speculation that combines the verbal and the visual, time and space in unique ways. Each student will work on a small research project focusing on one comic in this context and present their results in a student symposium at the end of the semester.

From Puritans’ investment in North American colonies as a religious utopia to the current political climate of nostalgia for a bygone era of assumed American greatness, from Afrofuturism to retro-aesthetics, from feminist utopias to queer nostalgia, idealized visions of past and future have been and continue to be central to US American identity, politics, and culture.

To make sense of their continued prominence as well as their shifting politics, this seminar will first introduce the seemingly disparate temporal projections of utopia and nostalgia via theoretical discussions and historical contextualization. The second half of the seminar will be dedicated to the analysis of specific contemporary examples of nostalgia and utopia. Overall, this seminar is designed to 1) familiarize students with two key terms of American Studies, 2) support students in their independent research on these concepts, and 3) foster critical engagement with and informed discussion of various aspects of US American culture, from film and art to religion and political campaigns.

All material will be made available on the e-learning platform;
This seminar is dedicated to the tacit, private, uncertain, hidden, fabricated, and otherwise illicit forms of knowledge and communication known as rumor and gossip. Whether we look at historical events or cultural products, politics or love, public scandals or intimate affairs, rumor and gossip play a key role in almost all aspects of US American life. Due to their connection to intrigue, insider knowledge, and informational bias, however, they have long been disregarded as objects of study. In this seminar, in contrast, students will discuss theoretical texts which not only define rumor and gossip as complex and relevant modes of communication, but tie their analysis to key concerns of American literary and cultural studies, such as the analysis of narrative form, the study of popular culture, and the examination of gendered and racialized power imbalances. Based on introductory readings, we will analyse and discuss historical events as well as cultural products whose construction and perception have been shaped by rumor and gossip, among them: abolitionist publications, the Beecher-Tilton-scandal (1875), *The Age of Innocence* (Wharton, 1920), and tabloid magazines.

Please buy and read: Edith Wharton, *The Age of Innocence*.

*All other material will be made available on the e-learning platform;*
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 exam.

This block seminar introduces students to the collection and management of digital data for linguistic research. In this course, participants will learn to create and curate their own corpora of digital material via a multitude of hands-on exercises. This includes the transcription of audio and video material as well as data enrichment with XML annotation and mark-up. Our explorations of digital data management will be guided by the creation of a corpus of online cooking shows which will subsequently be made available to the seminar participants for their own research projects.
This course is a complement to the advanced seminar *Talking about Food* (see Kommentiertes Vorlesungsverzeichnis or CampusOnline).

Please register for this course via CampusOnline until April 30.

---

41182  Proseminar Linguistics

**Text linguistics**

Modules: see module overview – PS LING

PS 2 SWS Mon 14-16

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 study electronic text genres and how these have affected traditional text production at various levels: grammar, template, audience and medium.

**Preparatory reading:**


---

41183  Proseminar Linguistics

**Language and religion**

Modules: see module overview – PS LING

PS 2 SWS Thur 10-12

This course is concerned with several aspects of religious language both across religions and cultures. Using religious texts and church sermons, attention will be on lexical, semantic, and pragmatic choices and their intended effects on followers. We will also examine the place of religious texts in language change, language elaboration and standardisation, especially through the translation of such sacred texts, e.g. the Bible.

**Preparatory readings:**


This seminar will focus on the complex interrelationship of language and society. We will discuss the key methods and findings of variationist sociolinguistics and explore how social factors including age, gender, socioeconomic status, ethnic group membership etc. can be connected to certain patterns of language use.

Please note: This class can be helpful for students preparing for Staatsexamen Lehramt.

How do children acquire language? Finding answers to this question is what this course aims for. The seminar offers an introduction to first language acquisition (FLA). After exploring the foundations of the field, we are going to continue with an overview of the key approaches to FLA (behaviorism, nativism, cognitivism, interactionism, usage-based, etc.). Another main pillar of the seminar will be the acquisition of phonology, lexicon, morphology, syntax, pragmatics, etc. and the stages of how children acquire a language.

In this seminar, we will discuss the structure of words and the various processes of creating new words in the English language. We will examine the notion of productivity and discuss its constraints and measurement. We will then discuss how word-formation process such as affixation, compounding, conversion, blending and truncation work in the English language. Lastly, we will explore how these word-formation processes are used in first and second English varieties.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>41184</td>
<td>Proseminar Linguistics</td>
<td>Spoken and Written English</td>
<td>PS, 2 SWS, Mon 16-18</td>
</tr>
<tr>
<td>41185</td>
<td>Proseminar Linguistics</td>
<td>Semantics</td>
<td>PS, 2 SWS, Thur 12-14</td>
</tr>
<tr>
<td>41156</td>
<td>Advanced Seminar Linguistics</td>
<td>World Englishes and corpora</td>
<td>HS 2 SWS Tue 10-12</td>
</tr>
</tbody>
</table>

**Spoken and Written English**

English is one of the world languages that is used in both speech and writing. In this seminar, we will begin with the discussion of theoretical approaches in the study of spoken and written language in general. We will then discuss the difference between spoken and written English by looking at both functional and linguistic feature approaches. This will be followed by the analysis of cohesion and coherence in spoken and written English. Lastly, we will discuss some major issues in text linguistics and conversation analysis with some examples of written texts and speech samples.

**Semantics**

Semantics deals with meaning of words, phrases, and sentences. In this seminar, we will explore the linguistic approaches and theories of meaning advocated by Empiricists, Rationalists, and Platonists. We will look at the meaning relation among words such as synonymy, antonymy, hyponymy, polysemy, and meronymy. We shall further look at sentence meaning and the principle of compositionality and the semantic relations among sentences such as paraphrase, entailment and contradiction. Lastly, we shall look at the semantic field theory and discuss the concepts of categorisation and prototypes.

**World Englishes and corpora**

Corpus linguistics has recently 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. The main corpora of focus will be the International Corpus of English (ICE) together with its regional sub-corpora, GloWBE, BNC, and COCA. Participants are advised to consult the corpora online in advance.

Preparatory reading:

**41194 Übung**  
Anchimbe  

_Vorbereitungskurs Englische Sprachwissenschaft (für die Erste Lehramtsprüfung)_  
Ü 2SWS Tue 14-16

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

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 indispensible 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

**41177 Advanced Seminar Linguistics**  
Bieswanger  

_Issues in Intercultural Anglophone Communication_  
**Modules:** see module overview – AS LING  
**HS, 2 SWS, Tue 12-14**

Communication between cultures, i.e. communication between people with different cultural and linguistic backgrounds, has become an everyday occurrence in an increasingly globalized world. Such communication takes place in a variety of different settings, including face-to-face interaction as well as mediated communication. In this course, we will look at key issues in intercultural anglophone communication, identify problems that can arise when communicating between cultures, and discuss explanations as well as possible solutions.

**41188 Project Work and Final Thesis Preparation**  
Bieswanger  

_BA Angl/Am., Lehramt, MA (MAIAS and SprInK), PhD_  
Ü, 2 SWS, Tue 14-16

This course is meant to give students an opportunity to develop and discuss their project work papers (Projektseminar, BA Anglistik/Amerikanistik B3) as well as their final thesis projects (Bachelor thesis, MA thesis, Zulassungsarbeit) in English linguistics. – Please note: This is not the exam preparation class
for the written Lehramt Staatsexamen (please attend the class specifically designed for StEx candidates).

41165  Advanced Seminar Linguistics  Mühleisen

**English in Africa**

Modules: see module overview – AS LING

AS, 2 SWS, Tue 14-16

In this seminar we will look at the structure, status, functions and uses of English in various parts of Africa. Particular regional focal points of English in Africa (East Africa, West Africa, South Africa) will be used to discuss theoretical concepts such as types of multilingualism, code switching, pidginization, creolization. Special emphasis will also be placed on the discussion of particular uses of English in institutional contexts (education, media, literature). Key points of this seminar are:

- Status and function of language in multilingual societies
- Language politics in a postcolonial environment
- Language contact and its effects
- The pragmatics of English in Africa
- Language use in literature and the media

Please register for this course via CampusOnline until April 17.

41166  Advanced Seminar Linguistics  Mühleisen

**Talking about Food**

Modules: see module overview – AS LING

AS, 2 SWS, Wed 10-12

Everybody eats and everybody uses language – activities which in social life often, but not always, co-occur. Indeed, foodways and language are both considered distinguishing traits between humans and animals. We talk while eating and drinking with friends, family members, casual acquaintances, and colleagues, but food is also a prominent literal and metaphorical discursive topic which contributes to establishing communities and creates a sense of identity: Both talk about food and alignments with certain foods are constitutive for the belonging or unbelonging to a particular community.

In this course, we will delve into the language of, about, and surrounding food. We will explore the role of food (and its discursive enactment) in community-building, lifestyles, and the creation of social elites. Other topics include food performances (e.g. cooking and eating shows), dinner talk and socialization, and food and language in the public landscape.

Participants of this course are advised to take part in the accompanying block seminar (Ü) “Digital Data Management” (see Kommentiertes Vorlesungsverzeichnis or CampusOnline for description).
Note: Part of this course is a half-day excursion to the Fränkisches Bierfest in Nürnberg on June 12. Please register for this course via CampusOnline until April 17.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>41189</td>
<td>Advanced Seminar Linguistics</td>
<td>Ssempuuuma</td>
</tr>
<tr>
<td></td>
<td>Lexical variation in varieties of English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modules: see module overview – AS LING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HS, 2 SWS, Wed 12-14</td>
<td></td>
</tr>
</tbody>
</table>

English as used world-wide does not only differ at the phonological and morpho-syntactic levels but also at the lexical level. Through language contact, new words have entered the English lexicon and other English words gained new meanings. In this course, we will look at how language contact has enriched the English language with words from different cultures and countries. In addition, using the ICE-corpora, we will investigate how various lexemes are used in the varieties of English.

Anmeldung zum Seminar bitte über CAMPUSonline.

---

Das Seminar beginnt am 8.5.2020

Anmeldung zum Seminar bitte über CAMPUSonline.

---

Anmeldung zum Seminar bitte über CAMPUSonline.

<table>
<thead>
<tr>
<th>41114</th>
<th><strong>Vorbereitung für die Erste Lehramtsprüfung: Fachdidaktik Englisch</strong> Fehling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Module:</strong> Gym (alt): B2d, freier Wahlbereich; Gym (neu): EM FD</td>
</tr>
<tr>
<td></td>
<td>2 SWS, Mi 18-20</td>
</tr>
</tbody>
</table>

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:

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

Anmeldung zum Seminar bitte über CAMPUSonline.

<table>
<thead>
<tr>
<th>41115</th>
<th><strong>Vorbereitung für die Erste Lehramtsprüfung: Fachdidaktik Englisch</strong> Fehling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Module:</strong> Gym (alt): B2d, freier Wahlbereich; Gym (neu): EM FD</td>
</tr>
<tr>
<td></td>
<td>2 SWS, Do 12-14</td>
</tr>
</tbody>
</table>

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

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

Anmeldung zum Seminar bitte über CAMPUSonline.
Seminar zum studienbegleitenden fachdidaktischen Praktikum: Praxismodul
Module: GYM (neu): PM FD
2 SWS, Do 14-16

Anmeldung zum Seminar bitte über CAMPUSonline.

Seminar zum studienbegleitenden fachdidaktischen Praktikum: Praktikumsschule Markgräfin-Wilhelmine-Gymnasium (MWG), Praxismodul
Module: GYM (alt): freier Wahlbereich; GYM (neu): SPM FD, PM FD
2 SWS, Do 14-16

Anmeldung zum Seminar bitte über CAMPUSonline.

Seminar Fachdidaktik Englisch: Kommunikative Kompetenz im Englischunterricht
Module: siehe Modulübersicht – Seminar FD
2 SWS, Mi 10-12

Anmeldung zum Seminar bitte über CAMPUSonline

Anmeldung zum Seminar bitte über CAMPUSonline.

Texte in unterschiedlichen Formen – vom einfachen Lehrbuchtext über diskontinuierliche Sachtexte hin zu komplexen Romanen – spielen im Englischunterricht eine zentrale Rolle. Für die Schülerinnen und Schüler bedeutet dies, dass sie sowohl lernen müssen, Texte zu lesen als auch selbst Texte zu schreiben. Der Schwerpunkt des Seminars liegt dabei auf der Unterrichtsgestaltung nach aktuellem fachdidaktischem Stand, unterschiedlichen Herangehensweisen an Texten sowie der Frage, wie notwendige Kompetenzen geschult werden können.

Anmeldung zum Seminar bitte über CAMPUSonline.


Anmeldung zum Seminar bitte über CAMPUSonline.
Seminar Fachdidaktik Englisch: Intercultural Learning
Module: siehe Modulübersicht – Seminar FD
2 SWS, Fr 10-12
The seminar starts on May 8th 2020

This class contains a theoretical and practical approach to intercultural learning in the foreign language classroom. A main focus of this class will be on Schmidt's ABC's of Cultural Understanding and Communication. Every participant of this class will write an autobiography (Step A), conduct an interview (Step B) and write a cross-cultural analysis (Step C). In addition, theoretical aspects of intercultural learning will be focused on. Finally, it will be discussed how intercultural learning can be implemented into the foreign language classroom. This seminar is suitable for international students.

Please register for this course via CAMPUSonline.
Die Module der Fachübergreifenden Einheit („Modulbereich E“, BA Anglistik/Amerikanistik alt) bzw. Interdisziplinäre Orientierung/weitere Fremdsprache (BA Anglistik/Amerikanistik neu) ermöglichen die individuelle Profilbildung im Studium über das Fach hinaus. Das heißt hier werden fachübergreifende Kompetenzen aus angrenzenden Disziplinen erworben, die auch für die anglistische bzw. amerikanistische Literatur- und Kulturwissenschaft relevant sind. Im Modul „Weitere Fremdsprache“ kann alternativ dazu auch eine weitere Fremdsprache erworben oder vertieft werden.

Die Fächer Geschichte und politische Soziologie öffnen hierzu einzelne Veranstaltungen. Sie können aber auch selbständig Lehrveranstaltungen aus anderen Fächern, die in Ihre Studien- und Berufsplanung passen (außerhalb des eigenen Kern- und Kombinationsfachs), auswählen.

So gehen Sie vor:

1. Informieren Sie sich zunächst über das Lehrveranstaltungsangebot angrenzender Fächer. In Frage kommen vor allem Module im BA Europäische Geschichte (z.B. im Bereich Geschichte der frühen Neuzeit) oder aus dem Bereich C im Fachstudium Soziologie des BA Kultur und Gesellschaft im Themenbereich politische Soziologie.

2. Sie können auch relevante Module in anderen Fächern belegen. Die Studiengangsmoderatorin Prof. Dr. Jeanne Cortiel nimmt die Anrechnung vor und berät sie bei der Auswahl.

3. Kontaktieren Sie in jedem Fall individuell die Lehrende oder den Lehrenden, um zu fragen, ob Sie die Veranstaltung belegen können und welche Anforderungen Sie erfüllen müssen.

**General Courses**
MAIAS courses

Literary Studies

41128 Research Colloquium Transcultural English Studies/Master Seminar Postcolonial & Intersectionality Studies

Modules: MA KuGeA (and other MA programs; BIGSAS)
OS, 2 SWS, Thur 12-14

In this graduate seminar, students of literary and cultural studies will be able to introduce and discuss their MA and PhD theses and to develop their analytical argument. We will discuss theoretical and literary/filmic texts that are at the fore of the participants’ work and/or excerpts of the thesis projects as work-in-progress.

41140 Seminar Core Issues: Chance, Risk and Uncertainty in Nineteenth-Century American Literature

Modules: MAIAS A2
HS, 2 SWS, Do 14-16

This advanced seminar deals with cultural transformations in the nineteenth century that lead to new ways of thinking about and planning for the future in American culture. While divine predestination continued to have a powerful sway in nineteenth-century notions of futurity, probability calculation in insurance and gambling served to reduce the growing sense of uncertainty. This class will thus look at nineteenth century cultural history—including core issues such as slavery, Westward expansion (colonization), and the industrial revolution—informed by the theory of uncertainty. We will read short stories by Edgar Allan Poe (“The Murders in the Rue Morgue,” 1841; “The Mystery of Mary Roget,” 1842-43, and “The Purloined Letter,” 1845), Frederick Douglass (“The Heroic Slave,” 1852), and Herman Melville (“Bartleby, the Scrivener,” 1853), as well as poetry by Walt Whitman and Emily Dickinson. You will find further information about required readings for this class online.

41139 Advanced Seminar I: Planetary Posthumanism

Modules: MAIAS D1
HS, 2 SWS, Mo 10-12

This advanced seminar in American Studies focuses on the theories that have interrogated the human and humanism since the 1980s. Concepts such as the cyborg and the "posthuman" or "transhuman" have served to reinvent the body, gender, race, sexuality, and reproduction and have reconfigured the relationship between the human and the non-human world. We will read (excerpts from) classics of posthumanist theory such as Donna Haraway's "A Cyborg Manifesto" (1985), N. Katherine Hayles, How We Became Posthuman (1999), and Cary Wolfe's What is Posthumanism (2010), but also theoretical scholarship that carries posthumanism further such as Rosi Braidotí’s “A Theoretical Framework for the Critical Posthumanities” (2019). Grounded in these theories, we will work with and analyze three

---

**4112D**  
**Research Colloquium American Studies / Master Seminar**  
Cortiel/Mayer  
*Modules: MAIAS E1 (and other MA programs)*  
*OS, 2 SWS, Mon 14-16*

In this graduate seminar, students of literary and cultural studies will be able to introduce and discuss their MA and PhD theses and to develop their analytical argument. In particular, we will focus on the theoretical concepts central to the thesis projects, but also address how to apply them in textual analysis. The first meetings of the seminar will deal with issues of theory, method, and academic research in general.

The following meetings will focus on the thesis projects as work-in-progress.

---

**4119A**  
**MAIAS Advanced Seminar I**  
Bieswanger  
*Analyzing Pragmatic Variation*  
*Modules: MAIAS D1, MA SprInK*  
*HS, 2 SWS, Thur 10-12*

Variational pragmatics is a fairly new field of inquiry, aiming at the systematic investigation of previously neglected intra-lingual variation at the pragmatic level. We will focus on the theoretical framework of variational pragmatics and the empirical analysis of pragmatic variation concerning varieties of pluricentric languages such as English.

---

**41186**  
**Master Seminar**  
Mühliesen  
*Research Master Thesis*  
*Modules: MAIAS E1 (and other master programs, SprInK)*  
*OS, 2 SWS, Tue 18-20*

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 have to present their MA thesis as work-in-progress. Requirement: written thesis proposal.

Please register for this course via CampusOnline until April 17.
## Module Overview

All courses may be open to further BA and MA programmes, please contact the instructor.

This applies, among others, to BA Theater und Medien, BA/MA African Verbal and Visual Arts, MA Kultur und Gesellschaft Afrikas, MA Literatur und Medien, and MA Literatur im kulturellen Kontext.

<table>
<thead>
<tr>
<th>Module key</th>
<th>BA Ang/Am old</th>
<th>BA Ang/Am new</th>
<th>BA ICS old</th>
<th>BA ICS new</th>
<th>LA Gym old</th>
<th>LA Gym new</th>
<th>LA Real</th>
<th>MAIAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S &amp; P</td>
<td>D2</td>
<td>WK</td>
<td>WK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTRO LIT</td>
<td>A1 (Ang/Am)</td>
<td>GM LIT 1 (Ang/Am)</td>
<td>A1.1 (Ang/Am)</td>
<td>GM LIT 1 (Ang/Am)</td>
<td>A1</td>
<td>GM Lit</td>
<td>A1</td>
<td>A4</td>
</tr>
<tr>
<td>SURVEY LIT</td>
<td>A3 (Ang/Am), A7, B1.1, B2.1, B3 (2)</td>
<td>GM LIT 2 (Ang/Am), GM Wahl, SM WP1, VM LIT HIST</td>
<td>A1.2 (Ang/Am)</td>
<td>GM LIT 2 (Ang/Am)</td>
<td>A3</td>
<td>GM Lit</td>
<td>-</td>
<td>A5</td>
</tr>
<tr>
<td>INTRO LING 1</td>
<td>A2</td>
<td>GM LING 1</td>
<td>A1.1</td>
<td>GM LING 1</td>
<td>A2</td>
<td>GM Ling</td>
<td>A2</td>
<td>A4</td>
</tr>
<tr>
<td>INTRO LING 2</td>
<td>A5, A7 (Kombi)</td>
<td>GM LING 2</td>
<td>A2.1</td>
<td>GM LING 2</td>
<td>A5</td>
<td>GM Ling</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>VL LING HIST</td>
<td>A7, B1.1, B2.1, B3 (2)</td>
<td>SM WP 1, VM LING HIST</td>
<td>A1.2</td>
<td>-</td>
<td>A5a</td>
<td>VM Ling</td>
<td>-</td>
<td>A5</td>
</tr>
<tr>
<td>PS LIT</td>
<td>A4, A7, B1.1, B2.1, B3 (2)</td>
<td>VM LIT, VM LIT HIST*, GM Wahl, SM WP1</td>
<td>A1.3 (Ang/Am)</td>
<td>VM LIT</td>
<td>A4, A4a, B2d</td>
<td>VM Lit, WM FW, WM FW/FD</td>
<td>A4, B2d</td>
<td>A4, C3</td>
</tr>
<tr>
<td>AS LIT</td>
<td>B1, B1.1, B2, B2.1, B3 (1), B3 (2)</td>
<td>SM WP1, SM HA LIT (Ang/Am), SM SP LIT (Ang/Am)</td>
<td>A2.1, A2.2, A2.5</td>
<td>SM HA LIT</td>
<td>B2a, B2d</td>
<td>SM Lit, WM FW, WM FW/FD</td>
<td>B2d, B2e</td>
<td>A2, A4, A5, C1, C2, C3, D1</td>
</tr>
<tr>
<td>Module key</td>
<td>BA Ang/Am old</td>
<td>BA Ang/Am new</td>
<td>BA ICS old</td>
<td>BA ICS new</td>
<td>LA Gym old</td>
<td>LA Gym new</td>
<td>LA Real</td>
<td>MAIAS</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>AS LING</td>
<td>B1, B1.1, B2, B2.1, B3 (1), B3 (2)</td>
<td>SM WP1, SM HA LING1, SM SP LING</td>
<td>A2.1, A2.4, A2.5</td>
<td>SM HA LING</td>
<td>B2b, B2d</td>
<td>SM Ling, WM FW, WM FW/FD</td>
<td>B2d, B2e</td>
<td>A2, A4, A5, C1, C2, C3, D1</td>
</tr>
<tr>
<td>SM KULT</td>
<td>-</td>
<td>B1</td>
<td>GM KULT</td>
<td>B2c</td>
<td>SM Kult</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Einführung</td>
<td>-</td>
<td>-</td>
<td>GM KULT</td>
<td>DI1</td>
<td>GM FD1, GM FD2</td>
<td>DI1</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>FD</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>DI2, B2d</td>
<td>GM FD1, WM FW/FD, VM FD</td>
<td>DI2a, DI2b</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Seminar FD</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

* applies to courses with a focus on the history of the English language / literature only.