

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

**Courses with comments**  
**SS 2026**

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

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**Proseminar Literary Studies**

**Habinek**

**Early modern revenge tragedies**

**2 SWS, Mo 10-12, Room:**

Clandestine murders, otherworldly revenants, disguise, madness, and a final scene of brutal bloodshed: these characterize the revenge tragedy, a form of drama extremely popular in Elizabethan and Jacobean England. Revenge tragedies function not only as a form of social critique - they also speak to the anxieties and wonder that accompanied new modes of understanding the physical world, human emotion, and individual accountability. This proseminar will explore the Senecan context of 16th- and 17th-century British revenge plays, utilizing and developing techniques of drama analysis and cultural interpretation. Please purchase the following texts, either in hard copy (preferred) or electronic form: Shakespeare, *Titus Andronicus* (ISBN: 1350030910); Four Revenge Tragedies, ed. Katharine Maus (ISBN: 0199540535); John Ford, *'Tis Pity She's a Whore and Other Plays* (ISBN: 0199553866); and John Webster, *The Duchess of Malfi and Other Plays* (ISBN: 9780199539284). Other primary and secondary readings will be available on the E-Learning website.

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**Proseminar Literary Studies**

**Habinek**

**Global short stories**

**2 SWS, Mo 14-16, Room:**

Exploring self, other, and home: The global short story

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 website.

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**Proseminar Literary Studies**
**Habinek****Introduction to the analysis of narrative texts: postcolonial fiction****2 SWS, Mo 16-18, Room:**

This course will examine literature, both short-form and novels, written in English from nations formerly colonized by the British Empire, considering the idea of postcolonialism as a critical approach. Taking as a starting step critical work by Edward Said and Homi Bhaba (among others), the course will engage with key debates and concepts in the field of postcolonial studies, considering in particular questions of history, culture, language, and literary form. Please purchase the following texts, either in hard copy (preferred) or electronic form: Chinua Achebe, *Things Fall Apart* (ISBN: 0323613012); Jean Rhys, *Wide Sargasso Sea* (ISBN: 0141182857); Arundhati Roy, *The God of Small Things* (ISBN: 978-0007383948); Ngũgĩ wa Thiong'o, *A Grain of Wheat* (ISBN: 0141186992). Other primary and secondary readings will be available on the E-Learning website.

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**Proseminar Literary Studies**
**Matzke****Niqabi Ninja and Other Plays: An Introduction to African Drama****2 SWS, Mon 12-14, Room:**

African theatre and performance cultures are some of the richest of the world. In this seminar, we will look at selected playwrights and theatre makers from across the continent since the 1970s to discover some of the continent's theatrical treasures. Dramatists and directors considered will be Ama Ata Aidoo (Ghana), Sara Shaarawi (Egypt), Alemseged Tesfai (Eritrea), Wole Soyinka (Nigeria), Fatima Dike and the trio Percy Mtwa, Mbongeni Ngema and Barney Simon (all South Africa).

Suggested preparatory reading:

Contemporary *African Plays*, eds. Martin Banham & Jane Plastow (1999)  
 Black South African Women: An Anthology of Plays, eds. Kathy A. Perkins (1996) and  
 Contemporary Plays by African Women, eds. Yvette Hutchison & Amy Jephta (2019)

All plays will be made available in the "Semesterapparat". It might help to get hold of a second-hand copy of Contemporary African Plays (1999) as the volume contains four of the six playtexts we are going to read.

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**Proseminar Literary Studies**
**Matzke****Introduction to British Drama I- 1890s to the 1950s****2 SWS, Tue 12-14, Room:**

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 various productions and a guided backstage tour at the Staatstheater Nürnberg (dates tba).

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)

Samuel Beckett, *Waiting for Godot* (1953)

Preparatory reading:

Jean Chothia, *English Drama of the Early Modern Period, 1890-1940* (2017 [1996])

Rebecca D'Monté, *British Theatre and Performance 1900-1950* (2015)

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

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**Proseminar Literary Studies**
**N.N****Renewed Borders: Contemporary British Fiction and the Politics of Migration****2 SWS, Tue 10-12, Room:**

In this course, we shall explore contemporary British prose fictions of migration. We will be interested in how migration and mobility orchestrate prevailing divisions and separations in contemporary British society through concerns such as belonging, race, identity, class, and other markers of difference. In selected fictions, we will interrogate formal strategies for representing divisions and migratory precarious realities. Importantly, we will be concerned with how form in these fictions portrays and critiques prevailing aspects of divisions and borders (boundaries) sustained by migration. Reading and analysing fiction by Samuel Selvon, Andrea Levy, Zadie Smith, and Ali Smith, we shall examine uncertainties, fears, and vulnerabilities that different categories of (im)migrants encounter in everyday life because of divisions and borders. The course also probes the migrant-to-migrant relations canvassed by the borders existing among them.

To be purchased:

- Ali Smith, *Spring* (2020) (Penguin Books, ISBN 978-0-241-97335-6)
- Sam Selvon, *The Lonely Londoners* (1956) (Penguin Books, ISBN: 978-0-14-118841-6)

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

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**Proseminar Literary Studies**

**Matzke**

**Double Vision: Twins in Literature**

**2 SWS, Wed 8-10, Room:**

From Romulus and Remus in Roman mythology to the unnerving nine-year-olds in Ian McEwan's *Atonement*, twins have often served as a motif for the exploration of multiple issues in literature: questions of good and evil, gender and identity, belonging and unbelonging, doubling or splitting in multiple cultural and (trans-)national imaginaries. In this class we will be looking at some 21st-century twin tales and discuss the narrative use to which this topos has been put, particularly in contemporary coming-of-age novels.

The following novels will be considered:

Diane Evans, *26A* (2006)

Helon Habila, *Measuring Time* (2007)

Abraham Verghese, *Cutting for Stone* (2010)

Recommended preparatory reading:

Juliana de Nooy, *Twins in Contemporary Literature and Culture: Look Twice* (2005)

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**Proseminar Literary Studies**

**Matzke**

**Introduction to British Poetry I - 17<sup>th</sup> Century to the Romantic Period**

**2 SWS, Wed 12-14, Room:**

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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**Lecture course literary studies**
**Kläger****Survey of British Literature: The Romantic Period****2 SWS, Fr 12-14, Room:**

This introductory lecture surveys British literature from the mid-eighteenth to the mid-nineteenth century, focussing on 'Romanticism(s)' across a range of literary genres. We shall consider the processes by which Romanticism was constructed as an object of scholarly inquiry and discuss the late eighteenth- and early nineteenth-century historical and cultural context, including contemporary reflections on poetics, on developments in society, the sciences, and technology, with a particular focus on colonialism and gender.

Readings for this class will be made available digitally.

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**Advanced Seminar Literary Studies**
**Kläger****Fin de siècle fiction****2 SWS, Thu 10-12, Room:**

In this course, we shall explore late Victorian prose fiction in the context of dominant social discourses such as class, race, gender, empire, and science. How, we will ask, does fiction respond in formal terms to the challenges of the late nineteenth century? How does it articulate and negotiate cultural pessimism? In fiction by Thomas Hardy, Bram Stoker, Arthur Conan Doyle, Oscar Wilde and others, we examine growing apprehensions about former social, religious, and philosophical certainties, the legitimacy of imperial ambitions and the dangers and advantages of scientific and technological progress.

To be purchased:

- Thomas Hardy, *Tess of the D'Urbervilles*, ed. Tim Dolin (Penguin, 2003, ISBN 9780141439594)
- Bram Stoker, *Dracula* [1897], ed. Roger Luckhurst (Oxford UP, 2011, ISBN 9780199564095)
- Oscar Wilde, *The Uncensored Picture of Dorian Gray* [1890], ed. Nicholas Frankel (Harvard UP, 2011, ISBN 9780674066311)

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

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**Advanced Seminar Literary Studies**
**Kläger****Romantic Poetry and Poetics****2 SWS, Tue 10-12, Room:**

In this class, we shall examine some developments in the practice and theory of lyric poetry from the middle of the eighteenth century to the middle of the nineteenth. Based on readings from key British Pre-Romantic and Romantic poets – including, but not limited to the ‘Big Six’, Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron – we shall explore their conceptions of the nature and purpose of poetry, and specifically their attitudes towards the imagination, politics, science, gender, and the natural world.

Readings will be made available digitally.

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**Advanced Seminar Literary Studies**
**Kläger****“The error of our mind directs our eye”: Scepticism on the Early Modern English Stage****2 SWS, Thu 12-14, Room:**

In English Renaissance literature, we frequently encounter sceptical attitudes towards the nature, value and reliability of knowledge. Writers such as Spenser, Shakespeare, Donne, and Milton engage problems like the reliability of sense perception, the possibility of truly knowing oneself or others, the implications of passing judgment on the basis of doubtful information, and the epistemological status of poetry. In this class, we will consider the revival of classical scepticism in the writings of Michel de Montaigne and Francis Bacon in order to explore the reception of scepticist ideas on the late sixteenth- and early seventeenth-century English stage.

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

- Christopher Marlowe: Doctor Faustus, ed. David Scott Kastan – Norton Critical Edition, ISBN 978-0393977544
- William Shakespeare: Othello, ed. E.A.J. Honigman, rev. Ayanna Thompson – Arden Third Series, ISBN 978-1472571762
- William Shakespeare: Troilus and Cressida, ed. David Bevington, rev. – Arden Third Series, ISBN 978-1472584748

Please make sure to purchase these exact editions!



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**Proseminar Literary Studies**
**Arndt****Introduction to Transcultural and Postcolonial Studies****2 SWS, Fr 17-20 (not weekly and 2 blocked sessions)**

This course aims at introducing students to the pillars of transcultural and postcolonial studies. It pursues a focus on respective concepts such as power, privilege, discrimination, positionality, identity, migration and diaspora. In doing so, we will engage with Édouard Glissant, Gayatri Spivak, Gerald Prince and Sara Ahmed by reading their texts or watching documentaries about these scholar activists. In a contrapuntual reading, we will engage with prose texts by Pauline Melville and Zadie Smith as well as poetry by Philipp Khabo Koepsell.

Readings for this class will be made available in the form of a digital reader.

The following texts will be considered:

- Édouard Glissant, *Poetics of Relation* (1995)
- Gayatri Spivak, *Death of a Discipline* (2003)
- Gerald Prince, *On a Postcolonial Narratology* (2005)
- Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (2015)
- Zadie Smith, *White Teeth* (2000)

Readings for this class will be made available digitally.

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**Spezialseminar**
**Arndt****Cultural Theories and Research Methods****2 SWS, Fr 14-17 (not weekly) Room:**

This seminar will introduce major methods and theories in cultural studies with a focus on popular film. The seminar is project-based and will focus on skills of academic writing, applying theories for the analysis of films. 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 podcast/video and a finalizing (public) round table discussion.

The following texts will be considered:

- Sarah Casey Benyahia, Freddie Gaffney, and John White. "Film Form." In: Id. *AS Film Studies: The Essential Introduction*. London/New York: Routledge, 2006.
- Culler, Jonathan. "What is Theory?" *Literary Theory: A Very Short Introduction*. London: Oxford University Press, 1997. Print. 1-17.
- Booth, Wayne, Gregory G. Colomb & Joseph M. Williams. "From Topics to Questions." In: Id.: *The Craft of Research*. Chicago & London, 2008: 35 – 50.

Readings for this class will be made available digitally.

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**Advanced Seminar Literary Studies****Arndt****Contemporary British Film****2 SWS, Fr 17-20 (not weekly) Room:**

This seminar will be dedicated to Shakespeare's sonnets. Starting off from the contextualisation and analysis of Shakespeare's sonnets by looking at poetry in the Renaissance and Shakespeare's innovative and ambiguous poethics, we will work with the poetics of translating Shakespeare's sonnets in general and into German in particular. We will focus on sonnets 127-144 in general and the sonnets 127, 130, 132 and 144 in particular.

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**Übung****Arndt****Vorbereitung für die Erste Lehramtsprüfung  
(Englische/Amerikanische Literaturwissenschaft)****(Britische Literatur)****Wed 17-20, (not weekly) Room:**

Diese Übung dient der Vorbereitung von Lehramtsstudierenden auf die literaturwissenschaftliche Klausur im Rahmen der Ersten Staatsprüfung. Literaturhistorisches Überblickswissen wird gefestigt, Instrumentarien der literaturwissenschaftlichen Analyse vertieft und der Umgang mit Klausurfragen geübt. Konkret werden anhand der vorgegebenen Epochen- und Gattungsschwerpunkte die Kompetenzen im Bereich der Analyse narrativer, dramatischer und lyrischer Texte sowie Kenntnisse der britischen Literatur- und Kulturgeschichte weiter vertieft. Gegenstand der Übung sind in diesem Kurs ausschließlich Texte der britischen und postkolonialen Literatur und die entsprechenden historischen Kontexte. Die Schwerpunkte des Seminars richten sich nach den Interessen der Studierenden.

Readings for this class will be made available digitally



## AMERICAN LITERATURE AND CULTURE

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### **Vorlesung**

**Mayer**

### **The Literary and Cultural History of Nature: An Introduction to the Environmental Imagination in North America II**

**2 SWS, Mon 10-12, Room:**

This series of lectures offers an introduction to the literary and cultural history of nature in North America from the interdisciplinary perspective of ecocriticism, environmental literary and cultural studies. Ecocriticism draws attention to the crucial role that literary texts, visual art such as painting and photography, film and digital media have played in shaping environments and environmental histories, ecological crises and environmentalist movements around the globe and over the centuries. The course examines how U.S. American and Canadian literature and culture have, over time, articulated, debated, and transformed concepts of human-nonhuman relations; how they have contributed to individual, collective, and national identity formation, and served both to legitimize and to challenge diverse land-use practices - thereby demonstrating the central role that "natureculture" (Donna Haraway) has played in understanding both cultural and environmental dynamics.

The lectures trace the development of the field from its institutional beginnings in the 1990s to some of its most recent theoretical developments. The first lectures provide students with basic knowledge of the field by tracing its development since the 1990s and by introducing central concepts and methodological debates. They discuss core concepts such as "nature," "culture," and "the human," which have been differently defined, depending on the knowledge systems from which they arise. Reflecting the multicultural and multispecies character of North America, the lectures engage with texts emerging from both Western scientific and philosophical traditions and a range of non-Western, Indigenous epistemologies that shed light on their environmentally shaping power.

The lectures that follow focus on conceptual frameworks that have developed more recently. Topics include New Materialism and the Energy Humanities, which study literary and cultural representations that question anthropocentrism and draw attention to the cultural significance of material processes, infrastructures, and energy regimes based, for instance, on coal, oil, or renewable resources. Further lectures introduce Critical Animal Studies and Critical Plant Studies, which focus on multispecies relationships and vegetal life, and Queer Ecocriticism, which emphasizes the intersections of ecological thinking with gender, sexuality, and normativity.

Materials will be made available on E-learning.

**First meeting: Monday, April 20, 2026.**

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**Vorlesung****Cortiel****Survey American Literary and Cultural History II****The 19th Century****2 SWS, Wed 10-12, Room:**

This lecture offers a structured introduction to major developments in nineteenth-century American literature and culture, alongside the analytical tools used to study them. Across the semester, we focus on the century's defining conflicts and transformations: slavery and racial violence, Indigenous dispossession and resistance, Westward expansion and empire, industrialization and social reform, changing concepts of gender and citizenship, and the emergence of a mass literary marketplace that is both national and transnational.

We will read literary texts in close dialogue with their political and cultural contexts. We will examine how different genres respond to and actively shape debates about national identity, liberation, belonging, progress, and violence.

The course is taught in a blended-learning format. Video lectures introduce key concepts and contexts; short analytical tasks help you practice methods and terminology; and regular discussion-based sessions build directly on your questions and observations from your own readings of the primary texts.

Please find more information such as required readings, weekly schedule, and requirements on our e-learning platform.

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**Übung****Mayer****Thesis Writing****1 SWS Tue Block Meetings, Room:****First meeting: April 21, 14:15- c. 15:45**

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

The class will start with a meeting on April 21, 2026, 14:15 - c. 15:45. In this meeting we will plan and organize the meetings that follow.

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**Proseminar Literary Studies****Borchardt****"From Page to Screen: Louisa May Alcott's Little Women in Literature and Film"****2 SWS, Wed 12-14, Room:**

This seminar focuses on Louisa May Alcott's *Little Women* (1868-69), a coming-of-age novel that follows the lives of the four March sisters in Concord, Massachusetts. Set against the backdrop of the American Civil War and its aftermath, the novel explores the complexities of domestic life,

economic precarity, gender norms, and social expectations. We begin with the novel's literary and historical context, situating it within 19th-century American literature, domestic fiction, sentimental writing, and transcendentalist thought. From there, we trace the novel's afterlife across more than a century of screen adaptations. Alongside the novel, we will focus on its most recent adaptation, Greta Gerwig's major feature film *Little Women* (2019). Theoretical readings in adaptation studies, feminist film theory, and girlhood studies will frame our discussions. The seminar's goal is to practice close reading and critical analysis in both literary and visual media and to develop an understanding of the ongoing dialogue between literature, film, and cultural history.

Please make sure to have read the novel and seen Gerwig's adaptation before our first meeting.

To be purchased:

Louisa May Alcott, *Little Women* (1868), (ISBN: 978-0-09-957296-1)

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**Proseminar Literary Studies**

**Kristic**

**"Rewriting the Bildungsroman: Women's Coming-of-age in the Twentieth-Century American Novel"**

**2 SWS, Tue 12-14, Room:**

In this seminar, students will be introduced to the genre "of enormous popularity" – the Bildungsroman. Originating in Europe and finding an important place in the American literary tradition, the Bildungsroman has been historically dominated by male characters and a plot that traces, in Mikhail Bakhtin's words, "the path of man's emergence from youthful idealism and fantasies to mature sobriety and practicality." As its German name suggests, the genre focuses on "life as experience, as school," which places many trials on a young man who passes into maturity through marriage or employment.

In this course, we will read two American novels – Willa Cather's *My Ántonia* (1918) and Toni Morrison's *Sula* (1973) – that challenge and rewrite this tradition of the Bildungsroman by giving central stage to girls and women, showing that growing up is a gendered experience. First, we will focus on the European origins of this narrative form and explore why the genre takes a prominent place in American culture. We will then, through close reading of these texts, investigate how gender, race, female friendship, and rural life shape alternative, female coming-of-age stories. The central question will be how Cather and Morrison use the genre of the Bildungsroman as a symbolic form to explore how different social, cultural, and historical contexts shape female experiences.

Texts to be purchased:

Willa Cather, *My Ántonia*. Oxford UP, 2009 [ISBN-13: 978-0199538140]

Toni Morrison, *Sula*. Vintage, 1998 [ISBN-13: 978-0099760016]

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

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**Proseminar Literary Studies**
**Medina****“Reading the Fungal in Contemporary American Novels”****2 SWS, Wed 8-10, Room :**

For the last decade, there has been a growing body of media and cultural productions that make use of fungi not only as productive metaphors for reconfiguring ways of thinking about and existing within the world, but also as material examples for “making-with” difference. The trend is interdisciplinary – connecting anthropologists like Anna Tsing and mycologists like Merlin Sheldrake with entertainment franchises like *The Last of Us*. This phenomenon has been called “the fungal turn,” and it shows up particularly prominently in works of 21st century speculative and weird fiction. The space created by “the fungal” celebrates and foregrounds modes of interaction and transformation, as well as non-normative approaches to knowledge production.

In this seminar, we will explore the way fungi shape, transform, and challenge narrative norms in two important contemporary novels: Rivers Solomon’s *Sorrowland* (2021) and Jeff VanderMeer’s *Annihilation* (2014). We will use close reading and textual analysis to explore the novels both in terms of the way they deal thematically with “the fungal,” as well as through their formal and aesthetic features.

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

Rivers Solomon. *Sorrowland*. Penguin Random House, 2021. [ISBN: 978-1-529-11875-9]

Jeff VanderMeer. *Annihilation*. 2014. Harper Collins 10th Anniversary Edition, 2024. [ISBN: 978-0-00-813910-0]

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

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**Proseminar Literary Studies**
**Medina****“Haunted Spaces in American Fiction”****2 SWS, Thu 10-12, Room:**

A dark and stormy night. An empty, misty moor. A creaking floorboard. A clattering window. An uncanny feeling of being watched. For centuries, ghost stories have relied on the spaces they inhabit to evoke a sense of horror, dread, and strangeness. In part for this reason, the haunted house has long occupied a privileged (even clichéd) place within Gothic narratives. Sigmund Freud even named his concept of the uncanny after the haunted house – das Unheimliche – to connote a sense of disrupted or malignant familiarity.

In this seminar, we will use close reading and textual analysis to explore two canonical narratives which deal with haunted houses: Edgar Allan Poe’s “*The Fall of the House of Usher*” (1839) and Shirley Jackson’s novel *The Haunting of Hill House* (1959). What the haunted house confronts us with is a problematization of the inside-outside binary, the sense of security a home ought to represent, an ambiguity of space and time, psychological uncertainty, and (perhaps most importantly) an (unwelcome) reminder that spaces are never merely static.

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

Shirley Jackson. *The Haunting of Hill House*. 1959. Penguin Modern Classics Edition, 2009. [ISBN: 978-0-141-19144-7]

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

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**Advanced Seminar Literary Studies**

**Mayer**

**“American Drama after World War II: Arthur Miller”**

**2 SWS, Mo 14-16, Room**

This seminar will discuss five plays by Arthur Miller, one of the preeminent American playwrights of the 20th century: “*All My Sons*,” “*Death of a Salesman*,” “*The Crucible*,” “*A Memory of Two Mondays*,” and “*A View from the Bridge*” (all texts are included in the edition given below). These plays were published in the immediate aftermath of World War II, between 1947 and 1955, contributing to key political and cultural discourses in post-war United States. Seminar discussions will first focus on central issues in American political and cultural history and, in particular, drama history, and will then move on to the analysis of central generic, aesthetic, and thematic features of Miller’s plays.

**Please purchase the following text (which contains all five plays):**

Arthur Miller. *Plays One*. Methuen Drama, 2009. [ISBN: 978-1408111307]

**First meeting: Monday, April 20, 2026.**

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**Advanced Seminar Literary Studies**

**Mayer**

**“Coping with Adversity: U.S. American Resilience Narratives”**

**2 SWS, Wed 10-12 Room**

In a cultural moment characterized by multiple crises and a pervasive sense of uncertainty, the concept of “resilience,” i.e. the capacity to persist and endure, but also to resist, adapt, recover, and transform, in the face of threat and disruption, has become increasingly central. Over the last decades, a variety of resilience discourses has been increasingly permeating public life: psychological, socio-ecological, economic and political resilience discourses, for instance, discourses to which literary texts have also contributed in specific ways. This seminar examines three contemporary novels that engage resilience as specifically situated processes and activities, shaped by specific socio-economic, environmental, and cultural conditions: Jesmyn Ward’s *Salvage the Bones* (2012), focusing on African American survival and transformation in the context of Hurricane Katrina, Jenny Offill’s *Weather* (2020), an exploration of everyday white, middle-class life in a context of escalating climate anxiety, and Imbolo Mbue’s *How Beautiful We Were* (2021), critically engaging the devastations of capitalist oil extraction in a fictional African village. While the novels present a variety of crises – from the personal to the collective, from the local to the planetary – they still all focus on forms of socio-ecological resilience, acknowledging that any kind of resilience



building must recognize how human and more-than-human worlds are entangled in experiences of risk, disaster, and survival.

The seminar will start out with the discussion of resilience as both conceptual framework and narrative form or genre. Then we will turn to the novels and examine them as resilience narratives that employ specific narrative and stylistic techniques to investigate resilience through their respective topic(s).

Please purchase the following editions of the novels:

Imbolo Mbue, *How Beautiful We Were*. Canongate, 2022. [ISBN: 978-183885-137-8]

Jenny Offill, *Weather*. Vintage, 2021. [ISBN: 978-0-345-80690-1]

Jesmyn Ward, *Salvage the Bones*, Bloomsbury, 2012. [ISBN: 978-1608196265]

**First meeting: Wednesday, April 22, 2026**

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**Advanced Seminar Literary Studies**

**Cortiel**

**“Displacement and Diaspora in Twenty-First Century American Fiction”**

**2 SWS, Mo 12-14, Room:**

This course looks at displacement and diaspora as defining conditions of twenty-first-century American fiction. Focusing on literary fiction in a broader field of contemporary culture, we will explore how American writers respond to (forced) migration, racial inequality, climate catastrophe, global insecurity, and transnational belonging. We will specifically focus on three perspectives: African American, Asian American, and Arab American literature, with particular attention to how historical legacies, political crises, and cultural imaginaries shape narrative form, voice, and temporality. How does displacement structure narrative perspective and address? How do different histories of movement – enslavement, migration, exile, and refuge – produce different literary forms?

Alongside close reading, we will develop a shared conceptual vocabulary for analyzing contemporary American fiction. Primary texts will include Mohsin Hamid’s *The Reluctant Fundamentalist* (2007), Jesmyn Ward’s *Salvage the Bones* (2011), Colson Whitehead’s *The Underground Railroad* (2016), and Ocean Vuong’s *On Earth We’re Briefly Gorgeous* (2019), as well as selected short fiction by Toni Morrison, Mia Alvar, Randa Jarrar, and others. Students will be expected to purchase the four novels; it is strongly recommended that you read at least one of them before the semester begins.

More information and study materials will be available online ([elearning.uni-bayreuth.de](https://elearning.uni-bayreuth.de)).

Please find more information on readings, schedule, and requirements on our e-learning platform.

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**Advanced Seminar Literary Studies****Cortiel****““The Swamp Thing: Comics, Plants, Humans” (interdisciplinary,  
with Ch. Hanke, media studies)****2 SWS, Tue 14-16, Room:**

Recent work in posthumanism, animal studies, and plant studies has made it harder to think of humans as separate from the rest of life. This course takes that shift as its starting point and asks how comics imagine these more-than-human relations, and how this matters in a moment shaped by ecological crisis. We bring together students from media studies and literary studies for an engagement with one comic series, Alan Moore’s run of *Saga of the Swamp Thing* (1984–1987). In the process, we will develop a precise, conceptually grounded vocabulary for analyzing comics as a medium, using both narrative theory and image studies (Bildwissenschaft) to examine how image and text work together to tell stories, build worlds, and create embodied reading experiences.

Working with concepts such as vegetal agency, companion species, animality, affect, the (eco)gothic, and ecomasculinity, we will see how the comic imagines more-than-human relations and how it unsettles dominant cultural models, including the figure of the white superhero and the (non-white, female) monster. We will also consider the comic’s institutional, economic, and publication contexts, though our primary focus remains on close reading, page analysis, and attentiveness to how the medium produces sensory effects in addition to telling stories.

Two field trips extend our work beyond the classroom. At the Comic Salon Erlangen, we will encounter contemporary comics culture and industry structures. During our visit to the University Botanical Garden, we will be able to reflect on how plants and fungi contribute to defining what counts as “human” and “alive.”

The course is co-taught by Prof. Cortiel (American Literary and Cultural Studies) and Prof. Hanke (Media Studies) as an interdisciplinary collaboration. It is open to students from both disciplines. Enrollment is capped, and places will be allocated on a first-come, first-served basis.

Students should purchase *Saga of the Swamp Thing: Book One* (trade paperback, ISBN 978-1-4012-2083-9) and have read it by the start of the semester. Additional readings will be available on our e-learning platform.

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**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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**Vorlesung/Übung****Maier****Introduction to English Linguistics II****2 SWS, Mo 14-16, Room:**

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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**Vorlesung/Übung****Reinhardt-  
Beiersdorfer****Übung****Introduction to English Linguistics II****2 SWS, Thu 10-12, Room:**

This course is the second part of the introductory exploration of key fields in linguistics. We will examine major areas such as Schools of Linguistics, Sociolinguistics, Language Contact and Change, Cognitive Linguistics, Language Acquisition, Written and Spoken Language, Text Linguistics, Corpus Linguistics and Conversation Analysis.

One session will introduce research methods in linguistics, providing students with tools to investigate language scientifically.

Course requirements: several assignments (including a bibliography and a short essay) and a final written exam (90 minutes)

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**Proseminar Linguistics****Maier****Pragmatics****2 SWS, Mon 10-12, Room:**

This course is the second part of the introductory exploration of key fields in linguistics. We will examine major areas such as Schools of Linguistics, Sociolinguistics, Language Contact and Change, Cognitive Linguistics, Language Acquisition, Written and Spoken Language, Text Linguistics, Corpus Linguistics and Conversation Analysis.

One session will introduce research methods in linguistics, providing students with tools to investigate language scientifically.

Course requirements: several assignments (including a bibliography and a short essay) and a final written exam (90 minutes)

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**Proseminar Linguistics**
**Anchimbe**
**Textlinguistics**
**2 SWS, Tue 10-12, Room:**

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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**Proseminar Linguistics**
**Anchimbe**
**Language and Identity**
**2 SWS, Tue 12-14, Room:**

The aim of this course is to examine the relationships between language and identity focusing especially on how language is a tool for constructing various types of identity in-groups. How do individuals and groups form a group through their choice or use of language, accent, dialect, etc.? To answer this, we will revisit the place of social factors like age, social status, race, ethnicity, gender, nationality, religion, etc. in the construction of identities and the emergence of social stereotypes.

Preparatory reading:

Tabouret-Keller, Andrée. 1998. "Language and identity." In: Coulmas, Florian (ed.), *Handbook of Sociolinguistics*. Oxford: Blackwell. 315–326.

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**Proseminar Linguistics**
**Reinhardt-  
Beiersdorfer**
**English Morphology and Word-Formation**
**2 SWS, Wed 10-12, Room:**

How are words built in English, what principles govern their formation and why is this important for understanding language?

This seminar explores the intriguing fields of morphology and word-formation, the branches 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 and active participation.

Course requirements: a short presentation (ungraded but must be passed) and a term paper (graded) OR an essay (ungraded).

The coursebook is included on the reading list for the Staatsexamen (vertieft A4).

Coursebook: Schmid, Hans-Jörg. 2016. *English Morphology and Word-Formation*. Berlin: Erich Schmidt.

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**Proseminar Linguistics**

**Trüdinger**

**Phonetics and Phonology**

**2 SWS, Wed 12-14, Room:**

This seminar will focus on the production of human speech and the sound system of the English language. Together we will explore what sound actually is, how humans create it and how we can analyse differences in speech sounds. We will discuss key methods and findings of phonetics and phonology, and investigate differences across the varieties of English.

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**Proseminar Linguistics**

**Trüdinger**

**Syntactic Analysis**

**2 SWS, Thu 10-12, Room:**

This course will introduce you to the linguistic subdiscipline of syntax - the study of sentences and phrases. We will explore the basic theoretical models and concepts of syntax, learn how to draw tree diagrams, and discuss various topics, such as phrases, clauses, constituents, word classes and wh-constructions. The theoretical part will be supplemented with weekly exercises. By the end of the course, you will know the fundamentals of syntactic theory and you will be able to conduct small scale syntactic research.

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**Advanced Seminar Linguistics**

**Anchimbe**

**Discourse Analysis**

**2 SWS, Mon 10-12, Room:**

Discourses are not produced in a vacuum but within societal spaces that inform and mitigate their content and form. Discourse analysis is an analytical approach that illustrates how language is used to shape reality thereby revealing dominant patterns of thinking and acting in society. This course studies the interface between discourses and society through the lens of a variety of discourse

analysis frameworks: critical discourse analysis, historical discourse analysis, political discourse analysis, etc. We will investigate issues of power, inequality, social status, race, minority-majority, gender and discrimination in media (film, newspapers), religious, political, government, advertisement, and other discourses.

Preparatory reading:

Fairclough, Norman. 2013. *Critical Discourse Analysis: The Critical Study of Language*. London: Routledge.

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**Advanced Seminar Linguistics**

**Anchimbe**

**The Language of Politics**

**2 SWS, Mon 12-14, Room:**

The aim of this course is to analyse the linguistic and rhetorical strategies used in political discourse. Direct focus will be on political (news) interviews, televised presidential debates, political monologues or speeches, parliamentary discourse and debates, press conferences, and political editorials. Using analytical frameworks like discourse analysis, critical discourse analysis and historical discourse analysis we will understand the place of spin in political discourse.

Preparatory readings:

Wilson, John. 2003. *Political Discourse*. In Schiffrin, Deborah et al. (eds.) *The Handbook of Discourse Analysis*. Oxford: Blackwell.

Discourse & Society <http://das.sagepub.com/>

Journal of Language and Politics ([www.benjamins.com/cgi-bin/t\\_seriesview.cgi?series=Jlp](http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=Jlp))

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**Advanced Seminar Linguistics**

**Bieswanger**

**Southern Hemisphere Englishes**

**2 SWS, Mon 14-16, Room:**

This course will explore and compare the status, function and features of Englishes in Australia, New Zealand, and Southern Africa. We will look at the historical development, current functions and uses as well as linguistic features of different varieties of English spoken in Australia, New Zealand and Southern Africa. The analysis of these issues will be connected to the discussion of theoretical concepts from areas such as language contact, multilingualism, and language policy. We will also identify and compare the main linguistic characteristics of these varieties with the help of available literature, linguistic corpora, authentic texts, recordings, and audio-visual material.

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**Advanced Seminar Linguistics**

**Bieswanger**

**English in Aviation Contexts**

**2 SWS, Tue 12-14, Room:**

Communication in international aviation is dominated by English. We will identify the different aviation-related contexts in which English plays an important role and analyse different aspects of the use of English in these circumstances. There will be a particular but not exclusive focus on the use of English in air-ground (or pilot-controller) communication, i.e. the use of English in air traffic management, and the role of language and communication in aviation incident and accident investigation. This reflects a recent trend towards increasing attention to human factors, including language and communication, as other issues such as mechanical failures feature less prominently in aviation incidents and accidents today. The participants get free access to the *International Applied Linguistics Conference on Aviation English Research* (IALCEAR), featuring leading experts from five continents and taking place on the UBT campus in summer 2026.

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**Advanced Seminar Linguistics**

**Language Acquisition**

**2 SWS, Thu 12-14, Room:**

**Reinhardt-  
Beiersdorfer**

How do humans acquire language – and what happens when they learn a second one?

This seminar explores the intriguing field of language acquisition, the area of linguistics that examines how humans develop and expand their linguistic knowledge.

We will look at key differences between L1 and L2 acquisition and critically discuss major theoretical frameworks, including the Universal Grammar approach, usage-based models and cognitive perspectives.

Topics include the acquisition of phonology, morphology, syntax, semantics and pragmatics, as well as central issues and concepts in second language acquisition (SLA) including, for example, interlanguage, learner language and transfer phenomena. Special attention will be given to contrasts between English and German in pronunciation, grammar, lexis and idiomaticity.

One session will focus on bilingualism and its implications for acquisition.

We will also consider factors influencing language acquisition, such as cognitive, social and affective variables.

In addition to theoretical foundations, the seminar introduces research methodologies for investigating (second) language acquisition.

Course requirements: a short presentation (ungraded but must be passed) and a term paper (graded) OR an essay (ungraded).

Readings include texts relevant for the Staatsexamen (vertieft B2).



This course is aimed at *Lehramt* students approaching their final exam (*Staatsexamen*) in English linguistics who intend to focus on synchronic linguistics. Based on the *Orientierungshilfe für das Staatsexamen in Englischer Sprachwissenschaft (Gymnasium)* and the *Anforderungsprofil L-UF Sprachwissenschaft (Realschule)*, we will discuss relevant topics in synchronic linguistics and exercises from previous *Staatsexamen*. An advanced level 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*), so please brush up your linguistics knowledge **before** taking this class!

This class will be conducted in German.

## FACHDIDAKTIK ENGLISCH

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### Einführung in die Fachdidaktik Englisch

Fehling

**Module: siehe Modulübersicht – Einführung FD**

**2 SWS, Mi 16-18**

**Das Seminar beginnt am 22.04.2026**

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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### Einführung in die Fachdidaktik Englisch

Groß

**Module: siehe Modulübersicht – Einführung FD**

**2 SWS, Do 12-14**

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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### Einführung in die Fachdidaktik Englisch

Fehling

**Module: siehe Modulübersicht – Einführung FD**

**2 SWS, Fr 10-12**

**Das Seminar beginnt am 24.04.2026**

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, bilinguals Lehren und Lernen sowie interkulturelles Lernen.

Anmeldung zum Seminar bitte über cmlife.

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**Seminar Fachdidaktik Englisch:**

**Tchokothe**

**Theorie und Praxis im Englischunterricht**

**Module: siehe Modulübersicht – Seminar FD**

**2 SWS, Mo 14-16**

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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**Seminar Fachdidaktik Englisch:**

**Groß**

**Kommunikative Kompetenz im Englischunterricht**

**Module: siehe Modulübersicht – Seminar FD**

**2 SWS, Di 8-10**

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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**Seminar Fachdidaktik Englisch:**
**Slawik-Wüllenweber**
**Medien im Englischunterricht**
**Module: siehe Modulübersicht – Seminar FD**
**2 SWS, Mi 8-10**

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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**Seminar Fachdidaktik Englisch:**
**Slawik-**
**Literatur im Englischunterricht**
**Wüllenweber**
**Module: siehe Modulübersicht – Seminar FD**
**2 SWS, Mi 10-12**

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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**Seminar Fachdidaktik Englisch:**
**Fehling**
**Content and Language Integrated Learning (CLIL) und Bildung für nachhaltige Entwicklung (BNE)**
**Module: siehe Modulübersicht – Seminar FD**
**2 SWS, Do 10-12**
**Das Seminar beginnt am 23.04.2026**

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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**Praxismodul**
**Fehling****Module: siehe Modulübersicht – Seminar FD****2 SWS, Do 14-16****Das Seminar beginnt am 23.04.2026**

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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**Seminar zum studienbegleitenden fachdidaktischen Praktikum:**
**Tschokote**
**Praktikumsschule: Markgräfin-Wilhelmine-Gymnasium,  
Praxismodul**
**Module: siehe Modulübersicht – Seminar FD****2 SWS, Mo 12-14**

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

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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**Vorbereitung für die Erste Lehramtsprüfung: Fachdidaktik Englisch****Fehling****Module: Gym: EM FD****2 SWS, Do 12-14****Das Seminar beginnt am 23.04.2026**

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.

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**Vorbereitung für die Erste Lehramtsprüfung: Fachdidaktik Englisch****Fehling****Module: Gym: EM FD, Fr 12-14****Das Seminar beginnt am 24.04.2026**

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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**Advanced Seminar Literary Studies**

**Mayer**

**“MAIAS Master Seminar”**

**Modules: MAIAS E1**

**OS, Tue 10-12, Room:**

In this graduate seminar in literary studies, students will present and discuss their MA thesis projects. They will introduce their analytical frameworks, outline their central arguments, and reflect on the theoretical concepts central to their MA project, with particular emphasis on how these concepts can be productively applied in textual analysis. The seminar will begin with meetings devoted to theory, conceptual framing, methodology and categories of analysis, and academic research practices more broadly, including the use of AI tools. The remainder of the seminar will be dedicated to work-in-progress presentations, offering opportunities for collective discussion and constructive feedback.

First meeting: Tuesday, April 21, 2026.

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**Advanced Seminar Literary Studies**

**Cortiel**

**“American Studies and the Planetary”**

**Modules: MAIAS D2**

**OS, Mon 14-16, Room:**

This seminar approaches contemporary American fiction through the concept of planetarity – understood as both a theoretical framework and a cultural configuration in tension with globalization, cosmopolitanism, and abstract models of bioconnectivity (Elias and Moraru). Planetarity serves as a critical vantage point for thinking relationality, alterity, and responsibility under conditions of ecological crisis, the continuity of colonial power relations, and uneven exposure to risk.

The seminar focuses on three central contemporary novels: Ruth Ozeki’s *A Tale for the Time Being* (2013), N. K. Jemisin’s *The Fifth Season* (2015), and Louise Erdrich’s *Future Home of the Living God* (2017). These texts articulate different planetary imaginaries, ranging from geological instability and extractive power to oceanic and transpacific connectivity, to Indigenous perspectives on sovereignty, reproduction, and environmental collapse. Together, they allow for sustained comparative work on how planetary relations are shaped by race, colonial history, migration, climate change, and more-than-human life. Students will be expected to purchase the three novels; it is strongly recommended that you read at least one of them before the semester begins.

Please find more information on the course format, readings, schedule, and requirements on our e-learning platform.



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**Advanced Seminar Literary Studies**
**Arndt****Intersectionality Methodologies****Modules: PKIS Coll, MAIAS****OS, Thu 14-16 (Not weekly) Room:**

Intersectionality is a tool to dismantle the multifacetedness of power and domination, of inequality and oppression as well as of respective resistance and intervention as coined and moulded by Black feminist epistemology. The seminar will focus on theories and methods that enable to grasp given complexities without taming them into the logics of superficial orders. All participants are 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. The seminar is organized as an interactive working space that aims at presenting the shared work in the course of a public workshop/performance.

**LINGUISTICS****Master Seminar****Bieswanger****Modules: MAIAS E1, SprInK****OS, Wed 10-12, Room:**

This course is meant to give MA level students an opportunity to develop and discuss final thesis projects in English linguistics. Advanced academic writing skills and the consideration of different methodological and theoretical approaches will be among the aspects covered in this seminar.

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**Advanced Seminar Linguistics**
**Anchimbe****Linguistic Fieldwork Methods****Modules: MAIAS D2, SprInK****OS, 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.