Department of British Studies

Modules offered for incoming exchange students

Summer term 2025

Welcome to Leipzig and the English Department!

This document will provide you with information on courses we offer for incoming exchange students and how to enrol in these courses. If there are any additional questions, please contact our team at erasmus.anglistik@uni-leipzig.de.

General remarks:

While our regular students usually take complex modules consisting of several intertwined classes, our incoming exchange students pick individual lectures or seminars. You will usually get **5 ECTS** for a course if you pass the examination (normally either an exam or an essay) – details can be found in the module descriptions and will be specified by the individual lecturers.

Every year, the department offers the same or similar modules, but especially in seminar modules, individual topics will change. In this catalogue, you find both the general module descriptions and the specific course details for the upcoming term. In several instances, you will have to choose between various seminars in a module.

All our classes are taught in English. Please refer to the module descriptions for individual participation requirements. If you meet the participation requirements, we let you choose freely between modules on BA or MA level, but please check with your home university whether there are any restrictions for the recognition of your results.

The English Department offers modules in 5 different areas of study:

- Literary Studies
- Cultural Studies
- Linguistics
- Language Practice
- Teaching English as a Foreign Language (available for teacher students only, only in winter term)

Course enrolment

Incoming exchange students sign up for courses offered by the English Department via the online platform TOOL (https://tool.uni-leipzig.de), using your Leipzig University login data. Enrolment takes place from Tuesday, 1 April, 12:00 pm to Wednesday, 2 April, 11.59 pm. There is only a limited number of places available for exchange students in each class. If the class is fully booked, please choose an alternative one.

Together with the German Department, we offer a digital meeting on 17 March at 2 pm via Zoom to explain enrolment procedures. You will find the date, time and further details on our website (https://www.philol.uni-leipzig.de/institut-fuer-anglistik/studium/exchange-students).

In exceptional cases, changes can be made during the first two weeks of the term. For this, the first step will be to contact the lecturers of the respective classes.

Please note: The descriptions of the courses have been shortened in this module catalogue. Please refer to the official *Vorlesungsverzeichnis* to read the full descriptions for the courses you are interested in (the modules have slightly different titles there): https://www.philol.uni-leipzig.de/fileadmin/Fakult%C3%A4t_Philo/Anglistik/Studium/VVZ/VVZ_Anglistik_SoSe25.pdf

LITERARY STUDIES

MODULES AT BA LEVEL

<table>
<tr><td rowspan="2">A04-ANG-1102-LV
Introduction to English Literary History
(5 ECTS)</td><td>It is the aim of this lecture course to provide an introduction to the literary history of Great Britain and Ireland. Covering literary texts from the Middle Ages to the present day, this broad overview will give students an insight into the development of important literary genres, key texts, and significant authors.</td><td><u>Participation requirements</u>:
English B2 (CEFR)
<u>Examination</u>: Oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Introduction to English Literary History Haekel, Ralf
Wednesdays 11.15-12.45h Hörsaalgebäude HS 9

The course will provide students a basic knowledge of literary periods – the Old and Middle English period, the Early Modern period, the Enlightenment, Romanticism, Victorianism, Modernism, Postmodernism, as well as contemporary literature.</td></tr>
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<tr><td rowspan="2">A04-ANG-1104-LS
English Literatures: Theoretical Approaches and Case Studies
(5 ECTS)</td><td>The intermediate-level seminars in this module focus on the various theoretical approaches to literary texts. Particular emphasis may be placed on genre or historical contexts. The seminars on offer change regularly and may cover topics such as narratology, feminist literary practices, travel writing, media theory, world-building, postcolonialism, etc.</td><td><u>Participation requirements</u>:
English B2 (CEFR); some prior knowledge of literary studies is required
<u>Examination</u>: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Please choose <u>one</u> of the following options:
• 1104-2a, The Secret Scripture – Mythology in 19th-Century Literature
Haekel, Ralf
Tuesdays 15.15-16.45h Seminargebäude S 120

Classical Greek and Roman mythology has served as an inspiration for British and Irish authors as well as a structuring device for works from the Early Modern period to the present. In this seminar we will focus on texts written in the 19th century, i.e. the Romantic and Victorian periods. The classical myths of Prometheus, Orpheus and Eurydice, Demeter and Proserpine, and Psyche will provide the background to our analysis of selected poems, plays, and fiction. You can download the reader from Moodle, but please purchase a critical edition of Tess of the D'Urbervilles.

• 1104-2b, Victorian Poetry and Pre-Raphaelite Art: Intermedial Relations
Georgi, Claudia
Wednesdays 17.15-18.45h Seminargebäude S 120

Reading list:
POETRY: Alfred Lord Tennyson, "Mariana" and "The Lady of Shalott"; Dante Gabriel Rossetti, "The Blessed Damozel" and "Proserpina"; Christina Rossetti, "Song"; William Morris, "King Arthur's Tomb"
SHORT FICTION: Dante Gabriel Rossetti, "Hand and Soul"
CRITICAL WRITING: John Ruskin, Modern Painters and Pre-Raphaelitism (excerpts); Frederic G. Stephens, "The Purpose and Tendency of Early Italian Art"</td></tr>
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	THEORY: Irina O. Rajewsky, "Intermediality, Intertextuality, and Remediation: A Literary Perspective on Intermediality" and *Intermedialität* (excerpts); Elizabeth Prettejohn, ed., *The Cambridge Companion to the Pre-Raphaelites* (excerpts). All texts will be provided via Moodle. The Victorian Age features a particularly close relation between literature and the visual arts. The Pre-Raphaelite Brotherhood, for instance, was a group of British artists, writers and critics formed in 1848 whose work is characterised by an interdependence of different arts and media. In order to understand how the Victorians conceived of such intermedial relations, we will start out from critical writing of the period and compare it with contemporary theories of 'intermediality.' We will consider Victorian poetry and Pre-Raphaelite art in their historical context and will become acquainted with their main representatives. With a view to comprehending the underlying creative ideals, we will focus in more detail on notions of artistic 'truth,' the representation of women and the use of religious motifs and medieval legends.

A04-ANG-1106-LV **Periods of English Literary History** (5 ECTS)	This lecture course looks at specific periods in English literary history, such as Modernism, and explores their particular characteristics. Special attention will be paid to the relationship between literature and the relevant social norms and worldviews of the time in which it was produced.	Participation requirements: English B2 (CEFR) Examination: Essay or oral exam
	Summer term 2025: **Literary Modernism in England** Welz, Stefan Thursdays 9.15-10.45h Hörsaalgebäude HS 13 Reading list: Gary Day (2010): *Modernist Literature*: 1890 to 1950. London: York Notes., Michael Levenson, ed. (1999): *The Cambridge Guide to Modernism*. Cambridge: Cambridge UP. Modernism is certainly one of the most thrilling chapters of literary history. It has yielded a rich and diverse heritage whose intimate knowledge seems to be indispensable for the appreciation and evaluation of our contemporary culture. The lecture's objectives are threefold: First, enabling a profound understanding of the period of Modernism and its far-reaching aesthetic conceptions; second, presenting new theoretical approaches to select aspects of this period; and third, providing a detailed insight into the literary achievements of the leading figures of this time, such as Virginia Woolf, James Joyce, T.S. Eliot, D.H. Lawrence and others. Since Modernism is not just a literary phenomenon, there will also be references to developments in the arts in order to broaden the approach.	

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<tr><td rowspan="2">A04-ANG-1106-LS
English Literatures: New Approaches
(5 ECTS)</td><td>This intermediate-level seminar explores current literary approaches and their developments based on suitable example texts. The seminars on offer change regularly and may cover topics such as multiperspectivity or Shakespeare's relevance today. They may also put the focus on one literary genre in particular, such as biographies, poetry, comics and graphic novels, etc.</td><td><u>Participation requirements</u>:
English B2 (CEFR); some prior knowledge of literary studies is required
<u>Examination</u>: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Please choose <u>one</u> of the following options:
• 1106-2a, Literatures in the Digital Age Fleischhack, Maria
Tuesdays 13.15-14.45h Seminargebäude S 120
Reading list: Primary and secondary texts will be made available on Moodle.
With the accessibility of the internet to private users in the 1990s, literature changed. While much of what has been done digitally already existed in a multitude of forms, the rise of internet communication and creativity offered new ways of thinking, writing and reading literature. This course will offer an overview over the development and history of internet literatures with a focus on collaborative writing, hypertext fiction and transmedial storytelling as well as digitisation projects, discussion forums and internet archives. We will consider how digital literature has changed over the last 30 years and look at successful and unsuccessful models, attempting to place the discussion in the larger context of access, control and capital. We will be reading theoretical texts by, among others, Aarseth, Landow, Zimmermann, Hammond and Jenkins.
• 1106-2b, Contemporary Travel Writing Lampadius, Stefan
Thursdays 15.15-16.45h Seminargebäude S 120
Reading list: Sara Wheeler: Terra Incognita: Travels in Antarctica (1996), Caryl Phillips: The Atlantic Sound (2000), Ewan McGregor/Charley Boorman: Long Way Round (2004), Helen Lloyd: Desert Snow (2013), Ali Smith et al.: Refugee Tales (2016). Most texts (sometimes excerpts) can be found in the seminar reader, which will be available via Moodle, while Wheeler’s Terra Incognita and McGregor & Boorman’s Long Way Round should be obtained by students. The reader also includes secondary literature on theoretical approaches to travel writing and selected historical aspects to support a better understanding of the primary texts.
This course serves as an introduction to contemporary travel writing and important theoretical approaches to this fascinating genre. Travelling often means meeting the other and being confronted with one’s own identity and perspective. We will see how much travel writing tells us not only about the travel destinations but also about the travelling subject and the dynamics of British culture. As a form of (self-)discovery, travelogues often provide new views of the world and are highly intertextual. We will discuss a diverse range of travel narratives and explore the genre as an intersection between literary, journalistic, autobiographical and historical writing. We will also consider a number of recent developments, such as the growing importance of digital texts for travel writing and cross-media travelogues.</td></tr>
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<tr><td>A04-ANG-1107-LS
English Literatures in a Global Context</td><td>This intermediate-level seminar on literature examines English-speaking literature within its complex global structure and in the context of ongoing discourses about globalisation and their meaning for the British Isles and the postcolonial world. The seminars on offer change regularly. In recent years, students could choose between</td><td><u>Participation requirements</u>:
English B2 (CEFR); some prior knowledge of literary studies is required
<u>Examination</u>: Essay or oral exam</td></tr>
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(5 ECTS)	environmental literature, Canadian literature, contemporary Australian novel writing or writing in the Pacific.	

Summer term 2025:

Please choose <u>one</u> of the following options:

- 1107-2a, **Canadian Literature Today** Welz, Stefan
  Thursdays 11.15-12.45h Seminargebäude S 124

  Reading list: Alice Munro/ Margaret Atwood: Selected Short Stories; Contemporary Canadian Short Stories (Selection)
  Further Reading: Faye Hammill (2007): *Canadian Literature*. (Edinburgh Critical Guides) Edinburgh: Edinburgh UP. *The Cambridge Companion to Canadian Literature*. Cambridge: Cambridge University Press, 2004.
  Texts will be provided on MOODLE.

  Canadian Literature is still a comparatively young cultural phenomenon. Only a few decades ago in her critical study *Survival: A Thematic Guide to Canadian Literature* (1972) Canadian writer Margaret Atwood fused the conception of Canadian literature with notions of national identity. Today, the question of identity still seems to be on the agenda while we are witnessing an ever growing, stylistically diverse, and thematically rich literary output from this vast country. The course provides a first approach to Canadian literature in English via a selection of shorter prose texts of several contemporary authors. Textual analyses will emphasize conflicts such as man vs. nature, the urban vs. the rural, mass society vs. individual isolation.

- 1107-2b, **Writing the Pacific** Lampadius, Stefan
  Fridays 9.15-10.45h Seminargebäude S 123

  Reading list: A course reader with selected texts by writers such as J. Cook, R.L. Stevenson, A. Wendt, E. Hau'ofa, K.H. Thaman, J. Pule and S. Figiel will be provided via Moodle. The reader also includes secondary literature on theoretical approaches and historical aspects that support the understanding of the primary texts and relevant discourses. Herman Melville's *Typee* (1846) should be obtained by students.

  This course provides an introduction to the Pacific as a cultural space, which has been shaped by imagination, colonisation and representation, through a discussion of influential Anglophone writings. Beginning with the growing British interest in the so-called South Sea in the 18th century (e.g. D. Defoe, J. Cook), we will discuss 19th-century texts at the intersection of life writing, adventure story and anthropological report (e.g. H. Melville, R.L. Stevenson), which tend to criticise Western colonisation, while raising interest in the Pacific as a new world. Our main focus is on 20th-century and contemporary Anglophone literature from the South Pacific, where the British impact has been considerable (e.g. Samoa, Tonga, Cook Islands, Niue, New Zealand), covering a variety of genres, themes and authors, including the intersection of indigenous oral traditions with new modes of writing. The discussion of fiction and non-fiction by Pacific authors such as Albert Wendt, Epeli Hau'ofa, John Pule, and Sia Figiel will be supported by introductions to theoretical approaches and historical aspects. We will pay particular attention to the discursive potential of literature for understanding national, multiethnic and pan-Pacific identities that consider the vast ocean a connection rather than a boundary. Overall, we will explore key issues and motifs in writings about and from the Pacific, from the pervasive images of the island paradise, the 'noble savage' and the mythical trickster Maui, to hybridity, diaspora and different ways of 'writing back'.

MODULES AT MA LEVEL

A04-ANG-2002-LW **Early English and Renaissance Studies – Literary Studies** (5 ECTS)	This advanced seminar offers in-depth analyses of late medieval and Early Modern literary texts. A specific focus is on the English Renaissance, and in particular the works of William Shakespeare and his contemporaries. Previous seminars have focussed on Elizabethan and Jacobean revenge tragedies or Shakespearean comedies.	Participation requirements: English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required Examination: Essay or oral exam
	Summer term 2025: **John Milton's *Paradise Lost* in Context** Haekel, Ralf Thursdays 11.15-12.45h Seminargebäude S 125 Reading list: Please purchase and read the following edition before the beginning of term: John Milton. *Paradise Lost*. Ed. Stephen Orgel and Jonathan Goldberg. Oxford: Oxford UP, 2008. John Milton's epic poem *Paradise Lost* was almost immediately regarded as a classic when it was first published in 1667. Although the text is generally considered to be the greatest epic in the English language, its universal acclaim has also meant that its greatness has tended to obscure the fact that it is an intensely political poem, rooted in the culture and society of the 17th century. During the English Civil War and the ensuing Interregnum, Milton was one of the most important spokesmen for the republican cause and a defender of the rebellion against King Charles I. In the early years of the Restoration of the monarchy when he wrote the poem, Milton's life was therefore in grave danger. Reading Paradise Lost against this background, the fact that Satan is the most fascinating and even appealing character takes on an immensely political dimension. Focussing on the main theme of freedom, we will examine the poem's many intertextual references: biblical, literary and philosophical. Furthermore, we will try to understand the epic in the context of the social, cultural, and political conditions in which it was created.	

A04-ANG-2103-LW **Text, Media, Society – Literary Studies** (5 ECTS)	This advanced seminar examines the concepts of orality and literacy as well as the relationship between literature and the media. Selected works of literature will be investigated in their historical, social and medial contexts. Special emphasis is placed on literature and film, and literature and the new media. Seminar topics in recent years have included crisis literature, adaptations of Victorian literature, and refugee literature of the 21st century.	Participation requirements: English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required Examination: Essay or oral exam
	Summer term 2025: **BrexLit – Literary Reflections on the Brexit Referendum** Fleischhack, Maria Tuesdays 15.15-16.45h Seminargebäude S 104 Reading list: Literature: *Ghostwall* by Sarah Moss, *All Among the Barley* by Melissa Harrison, *Middle England* by Jonathan Coe, as well as Ian McEwan's *The Cockroach*. Newspaper articles and other primary texts connected to Brexit as well as secondary sources will be made available on Moodle. BrexLit is a term that encompasses works written after the 2016 referendum which directly reference the referendum and Brexit. Often dystopian or satirical, BrexLit as a whole is rather critical of Brexit and reflects on questions of British – or, more specifically – English identity, anxiety and nationalism. This seminar will take a closer look at a selection of novels that address these questions in very different ways, but which all refer back to the referendum and	

	its possible consequences. At the same time, we will also take a closer look at other medial representations of the Brexit discourse in order to be able to analyse these novels within their complex sociocultural and political context.

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<tr><td rowspan="2">A04-ANG-2104-LW
Difference in Literature
(5 ECTS)</td><td>This advanced seminar on literature focuses on the way cultural and social differences are constructed, negotiated, and contested cultural differences in literary texts. The seminars on offer change regularly and in recent years have dealt with contemporary South African literature, Black and Asian British fiction and the representation of care-giving in feminist literature.</td><td>Participation requirements:
English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required
Examination: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
South Africa: Diversity in Literature and Culture Welz, Stefan
Mondays 11.15-12.45h Seminargebäude S 124

Reading list: J.M. Coetzee: Disgrace (1999). Zakes Mda: The Heart of Redness (2000). Zoe Wicomb: Playing in the Light (2006). Kopano Matlwa: Coconut (2007). Nadine Gordimer: Selected Short Stories, Diverse: Selected Poetry
Further reading: Heywood, Christopher (2010): A History of South African Literature. Cambridge: Cambridge UP.

I recommend the purchase of the two novels by Wicomb and Coetzee; other reading matter will be available on MOODLE.

How to present the literature of a country with eleven official languages? This is just one of the particularities, which make South Africa a very special case within the contemporary conception of New English Literatures. Although it seems almost impossible to do justice to the diversity of South African literature and culture today, the English language is still a common denominator allowing foreigners to get into contact with this important country. Based on a choice of literary texts written in or translated into English, this course aims at discussing historical, cultural and literary issues of one of the leading states in Africa. The novels, short stories and poems of acclaimed South African authors allow a first approach to both the cultural richness and the ethnic diversity of a nation in the making.</td></tr>
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CULTURAL STUDIES

MODULES AT BA LEVEL

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<tr><td rowspan="2">A04-ANG-1102-KV
Introduction to Cultural Theory
(5 ECTS)</td><td>This lecture course is designed to introduce the basic concepts, methodologies and objectives of British Cultural Studies. It surveys definitions of culture through the ages and explores sign systems, power and ideology, identity politics, culture and ethnicity/gender/sexuality. It also examines the role that the media plays in our understanding of the production, distribution and reception of cultural products.</td><td><u>Participation requirements</u>:
English B2 (CEFR)
<u>Examination</u>: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
An Introduction to British Cultural Studies Elze, Jens
Wednesdays 13.15-14.45h Hörsaalgebäude HS 9

What is culture? What are cultural products and how can we assess their effects? What is the relationship between representation and reality? How is (popular) culture linked to power? This lecture is designed to introduce the basic concepts, methodologies and objectives of British Cultural Studies. It surveys definitions of culture through the ages and explores aspects such as sign systems, power and ideology, identity politics, culture and ethnicity/gender/sexuality and, last but not least, the role of the media in our understanding of the production, distribution and reception of cultural products.</td></tr>
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<tr><td rowspan="2">A04-ANG-1104-KS
British Cultural Studies: Theoretical Approaches and Case Studies
(5 ECTS)</td><td>In this intermediate-level seminar, one or several theoretical approaches from British Cultural Studies are introduced, and then illustrated with appropriate case studies from British and other English-language cultures. The seminars on offer change regularly and may cover topics such as masculinity studies, studies of the body, cultural memory, comics and graphic novels, books, national and regional identities, adaptation studies, film studies, social class, etc.</td><td><u>Participation requirements</u>:
English B2 (CEFR); (some) basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended
<u>Examination</u>: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Please choose <u>one</u> of the following options:
• 1104-1a, Researching Victorian Culture de Waal, Ariane
Tuesdays 9.15-10.45h Seminargebäude S 405

Reading list: tba

The Victorian period gave rise to some of the most treasured research objects amongst scholars of English Studies, including, for instance, the novels of the Brontës, Charles Dickens, George Eliot, or Elizabeth Gaskell. What seems to demand particular scrutiny from the point of view of the British Cultural Studies scholar or student, however, are the era's broader cultural contexts. Here, we might think of the expansion of the British Empire and the associated exploitation of colonised populations and resources, the spectacle of the Great Exhibition of 1851, the public health crises surrounding the various cholera epidemics and sanitary failures leading, for example, to the so-called Great Stink of 1858, the growth of working-class movements including the uprisings by the Luddites and Chartists, or the beginnings of fossil fuel extraction that laid the groundwork for the current</td></tr>
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climate predicament. How can we unpack the period's entwined colonial, sanitary, industrial, and ecological histories from a British Cultural Studies perspective? Which materials can we work with, and where do we find our research objects, once we begin to look beyond the towering presence of the Victorian novel? This seminar will equip students with the tools to carry out their own Victorian Studies research projects. It will also involve attendance at a half-day virtual conference hosted by the DACH Victorianists network on 27 June 2025. Students are kindly asked to save the date for this event when registering for the seminar.

- 1104-1b, **The Body in Culture and the Culture of the Body: Theory and Practice**

  Nisters, David

  Tuesdays 17.15-18.45h Seminargebäude S 223

  Reading list: tba

  At the beginning of chapter eight of his *Consumer Society* (originally published in 1970 as *La société de consommation*), Jean Baudrillard asserts: "The body is a cultural fact", and he goes on to state that "[i]n a capitalist society, the general status of private property applies also to the body, to the way we operate socially with it and the mental representation we have of it". While Baudrillard's notion of the cultural status of the body certainly finds resonance in several discourses within the field of cultural studies, we may still wish to pause right there to ask a number of innocuous questions. For example, what exactly does it mean to consider the body a 'cultural fact'? And what are the implications of this idea for the way of life of a group of people who accept this assumption? More specifically, and in terms of the 'circuit of culture', how is the body produced, regulated, represented and consumed? And in how far does it play a role in the construction of cultural identities? In the course of our seminar, we shall address these questions by looking into a variety of theoretical perspectives on the cultural concept of the body, applying these perspectives so as to discuss a selection of cultural texts from the twentieth and twenty-first centuries, such as video footage, advertisements or pulp-fiction magazines, in order to arrive at a better understanding of the practices that construct and reproduce the body as a 'cultural fact'. The essential reading for our course will be made available on moodle.

- 1104-1c, **National Identities in the British Isles - Theoretical Approaches and Case Studies**

  Hofmeister, Frauke

  Fridays 11.15-12.45h Seminargebäude S 425

  Recommended preparation: Please brush up your knowledge of UK history and of basic concepts of Cultural Studies.
  Recommended literature: Kenny, Michael (2024), *Fractured Union: Politics, Sovereignty and the Fight to Save the UK*. Hurst, 2024. McCrone, David, und Frank Bechhofer. *Understanding National Identity*. Cambridge University Press, 2015. Spencer, Philip and Howard Wollman, *Nations and Nationalism: A Reader*, Edinburgh: Edinburgh University Press, 2005. Valluvan, Sivamohan. *The Clamour of Nationalism: Race and Nation in Twenty-first-century Britain*. Manchester University Press, 2019.

  National identities and nationalist movements continue to shape 21st-century politics and culture in various parts of the world, including the "British Isles". Ongoing calls for Scottish independence, debates on the future of the Irish border, school curriculum reform in Wales or nationalist ideas underpinning the 2024 UK riots are but a few examples from the last decade. Drawing on classic and more recent ideas on nations, identities and power, this class is set to investigate the formation of national identities in the past, but also their ongoing re-creation and change in everyday representations and cultural practices. We will discuss selected theoretical approaches and their applications to a wide range of primary material such as popular music, film, political speeches, newspapers, teaching material or tourism marketing tools, thereby encountering different methods of cultural studies. This theoretical and

	methodological input shall enable students to develop and conduct their own analyses in individual case studies.

A04-ANG-1106-KS **British Cultural Studies: New Approaches** (5 ECTS)	This intermediate-level seminar explores current approaches and topics in Cultural Studies and their developments based on suitable examples. The seminars on offer change regularly and may cover different cultural environments or communities, e.g. the Victorians, Jewish life in Britain, and Scotland, but may also focus on a theory such as Economic Criticism. Topics from recent years also include Robinsonades, publishing in the 19th century, etc.	Participation requirements: English B2 (CEFR); (some) basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended Examination: Essay or oral exam

Summer term 2025:

Please choose one of the following options:

- 1106-3a, **Scottish Studies Now: History, Politics, Culture, Identity**

  Böhnke, Dietmar
  Wednesdays 11.15-12.45h Seminargebäude S 223

  Reading list: Carruthers, Gerard (2009), *Scottish Literature*. Edinburgh UP; Devine, T. M. (1999), *The Scottish Nation 1700 – 2000*. London: Allen Lane/Penguin; ---- (2016), *Independence or Union? Scotland's Past and Scotland's Present*. Allen Lane; Gardiner, Michael (2005), *Modern Scottish Culture*. Edinburgh UP; Houston, Rab (2008), *Scotland: A Very Short Introduction*. Oxford UP; Keating, Michael, ed. (2020), *The Oxford Handbook of Scottish Politics*. Oxford UP; McCrone, David (2017), *The New Sociology of Scotland*. Los Angeles: Sage; Mitchell, James (2014), *The Scottish Question*. Oxford UP.

  Scotland seems to be facing (once again) a momentous turning point in its history and identity. After the Referendum for Independence was narrowly defeated in 2014, Scotland voted overwhelmingly to stay in the EU in the Brexit Referendum of 2016 but was nevertheless taken out with the help of the larger numbers of mostly English voters. Together with the landslide victories of the Scottish National Party in the 2015 and 2019 elections, this opens the door to a possible second "Indyref", and certainly exacerbates the tensions within the (dis)United Kingdom. Alongside these developments, there has been a cultural and literary 'renaissance' in Scotland, including a revision of Scotland's history by a new generation of ('post-British') historians. At the same time, Scottish identity has been popularised globally in such media texts as *Brave, Outlander, Reign, T2 Trainspotting* or *Mary Queen of Scots*. In this course, therefore, we will be discovering and analysing the exciting field of Scottish Studies today, including approaches in literary studies, history, politics and popular culture (e.g. film and TV). Finally, this will lead us to consider what we can learn for our own research from this (e.g. term papers, BA theses, projects/presentations etc.).

- 1106-3b, **British Queer Cinema** Pittel Harald
  Fridays 9.15-10.45h Seminargebäude S 324

  Recommended preparation: Griffiths, Robin, ed. (2006), *British Queer Cinema*. Abingdon: Routledge; Griffiths, Robin, ed. (2008), *Queer Cinema in Europe*. Bristol: Intellect; Rich, B. Ruby (2013), *New Queer Cinema. The Director's Cut*. Durham, NC: Duke UP.

  In this seminar, we will take a 'skewed' look at the history of (mostly) British cinema, understanding it as an art form in which queer representations, undermining the very idea of a binary order imposed on gender and sexuality, have played a prominent part. We will explore explicit representations of homosexuality since the 1960s (starting with *Victim*, 1961). More specifically, we will look at the role played by

	cinema and video in working against the discrimination of LGBTIQA+ people, also highlighting cinema's vast potential for developing queer identities. As a general rule, films will be discussed in their social, cultural, legal and political contexts, paying attention to changing discourses/mentalities in a transforming society. Spotlights will include films made on the life of Oscar Wilde across the decades, cinematic reflections of AIDS (like Derek Jarman's *Blue*, 1993) and responses to Thatcherism (such as *My Beautiful Laundrette*, 1985, or *Pride*, 2014). We will also engage with more recent approaches to queerness in the digital age (such as the Netflix series *Heartstopper*, 2022-).	

A04-ANG-1107-KS **British Cultures in a Global Context** (5 ECTS)	This intermediate-level seminar on Cultural Studies examines English-speaking cultures within their complex global structure and in the context of ongoing discourses about globalisation and their meaning for the British Isles and the postcolonial world. The seminars on offer change regularly. In recent years, students could choose between Neo-Victorianism, Indian cinema, analyses of British political speeches or food cultures.	Participation requirements: English B2 (CEFR); (some) basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended Examination: Essay or oral exam

Summer term 2025:

Please choose one of the following options:

- 1107-1a, **Black British Cultural Studies** de Waal, Ariane
  Tuesdays 11.15-12.45h Seminargebäude S 405

  Reading list: tba

  "Black British Cultural Studies … is perhaps now over", is the harsh assessment offered by Dhanveer Singh Brar and Ash Sharma in an article entitled "What Is This 'Black' in Black Studies?" from 2020. They trace the beginnings of Black British Cultural Studies (BBCS, to coin an abbreviation for the purposes of this seminar) to black struggles and political movements in the 1950s, which coalesced into a vibrant field of critical enquiry in the 1980s and 1990s, with the leading figures of Stuart Hall and Paul Gilroy. BBCS was never formally instituted as an academic discipline, yet its undeniable critical relevance was cemented in a collection of articles from 1996, entitled *Black British Cultural Studies: A Reader*, edited by Houston A. Baker Jr. and others. By this time, however, the momentum of BBCS had already begun to wane in the UK, as Brar and Sharma argue, due to the rising dominance of US-based Black Studies, amongst other factors. This seminar takes up Brar and Sharma's suggestion to 1) work through the formation of BBCS from the 1980s to the 2000s and trace the lasting impact of Hall's and Gilroy's work; 2) enquire into the "afterlives" of BBCS in current black cultural production, with a focus on the artistic and intellectual interventions of, e.g., John Akomfrah and Kodwo Eshun; 3) understand the new directions of black cultural thought, especially through queer phenomenologies and speculative frameworks, drawing on the work of Sara Ahmed, Hannah Black, and others. Participants should be willing to engage with complex theories.

- 1107-1b, **Food Cultures** Pittel, Harald
  Thursdays 13.15-14.45 Seminargebäude S 223

  Recommended preparation: Ashley, Bob et al. (2004), *Food and Cultural Studies*. London: Routledge; Collingham, Lizzie (2018), *The Hungry Empire: How Britain's Quest for Food Shaped the Modern World.* London: Vintage; Jackie, Maguire (2000), *Food and Drink in Britain*. Oxford: Oxford UP; Mukherjee, Ayesha, ed. (2019), *A Cultural History of Famine: Food Security and the Environment in India and Britain.* London: Routledge; Panayi, Panikos (2018), *Spicing Up Britain: The Multicultural History of British Food*. London: Reaktion Books; Poole, Gaye (1999),

	Reel Meals, Set Meals: Food in Film and Theatre. Sydney: Currency Press; Vogler, Pen (2020), Scoff: *A History of Food and Class in Britain*. London: Atlantic Books. The phrase 'you are what you eat' (derived from the 19th-century German philosopher Ludwig Feuerbach, who probably adapted it from the French gastronomic writer Jean Anthelme BrillatSavarin) implies the uncanny destabilization of an overly humanistic mind-centredness, opening up to the wider material dimensions of culture. It is in this sense that food (and drink) is a topic par excellence for Cultural Studies. More specifically, this class will be following the circuit of culture – production, consumption, regulation, representation and identity – to explore the meanings and practices around food, its role and relevance in various cultural contexts and historical conjunctures. Not only will we look at British food in the four kingdoms but also take into account larger contexts such as the relations between Britain and the US, Continental Europe as well as their former colonies. Media representations (literature, film/TV and other visual media in the digital age) will stand in the foreground, and points of attention will include aspects such as class, gender, nation, migration and ecology, also considering more foodspecific issues like eating disorders, food activism and human-animal relationships.

MODULES AT MA LEVEL

<table>
<tr><td rowspan="2">A04-ANG-2002-KS
Early English and Renaissance Studies – Cultural Studies
(5 ECTS)</td><td>This advanced seminar offers an overview of historical and cultural phenomena on the British Isles in the Middle Ages and the Renaissance up until approx. 1660. Aspects such as the development towards nations, collective identities and parliamentarianism will be analysed based on selected examples. Seminars from previous semesters have focussed on the construction of Englishness c.1350-c.1550.</td><td>Participation requirements:
English C1 (CEFR); basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended
Examination: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Model and Anti-Model: Consolidating, Negotiating and Undermining Power Structures in English Cultural Texts, c.1350-c.1550 Nisters, David
Tuesdays 13.15-14.45h Seminargebäude S 223

Suggested Reading: TBA

In the first chapter of his book Image on the Edge: The Margins of Medieval Art (first published in 1992), Michael Camille states: “The medieval image-world was, like medieval life itself, rigidly structured and hierarchical. For this reason, resisting, ridiculing, overturning and inverting it was not only possible, it was limitless. Every model had its opposite, inverse antimodel”. In the course of our seminar, we shall use Camille’s notion of model and anti-model as a pivotal perspective for analysing and discussing the many ways in which English cultural texts dating from the period between the mid-fourteenth and the mid-sixteenth century consolidate, negotiate or undermine power. This approach will be instrumental in achieving two related aims: first, to become independent readers of late medieval and (very) early modern English texts, getting as close as we can to the historical source material; secondly, to establish a productive background that will serve as a frame of reference when making sense of the cultural developments of later periods, such as the religious and political conflicts of the seventeenth century or the ideologies of Enlightenment society.

The material to be discussed in class will be made available on moodle.</td></tr>
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<tr><td rowspan="2">A04-ANG-2103-KS
Text, Media, Society – Cultural Studies
(5 ECTS)</td><td>This advanced seminar deals with institutions and traditions on the British Isles as well as contemporary society and its historical background. The United Kingdom will be examined as a multicultural society and how this is reflected in the media. Furthermore, the relationship between media, society and ideology is explored. Seminar topics in recent years have been fictionalising British politics on TV, the British Fin de Siècle and Jack the Ripper in the context of Neo-Victorianism.</td><td>Participation requirements:
English C1 (CEFR); basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended
Examination: Essay or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Screening the Past: British History on Film and TV Böhnke, Dietmar
Wednesdays 9.15-10.45 Seminargebäude S 223

Reading List: Cannadine, David, ed. (2004), History and the Media. Palgrave; Chapman, James (2005), Past and Present: National Identity and the British Historical Film. I.B.Tauris; De Groot, Jerome (2009), Consuming History: Historians and Heritage in Contemporary Popular Culture. Routledge; Fischer, Thomas and Thomas Schuhbauer (2016), Geschichte in Film und Fernsehen: Theorie, Praxis, Berufsfelder. A. Francke Verlag; Gray, Ann, and Erin Bell, eds. (2013), History on Television. Routledge; Higson, Andrew (2011), Film England.</td></tr>
</table>

	I.B.Tauris; Monk, Claire (2012), *Heritage Film Audiences: Period Films and Contemporary Audiences in the UK.* Edinburgh UP; ---- and Amy Sargeant, eds. (2002), *British Historical Cinema*. Routledge; Trimm, Ryan (2018), *Heritage and the Legacy of the Past in Contemporary Britain.* Routledge. The UK is often seen as a country 'steeped in the past', and historical narratives certainly play a big part in British culture, politics and identity. For most people, access to these historical discourses is through the media, in particular film and (streaming) television. In the past decade or so, there have been many films and series about the British past which were at once (sometimes hugely) successful, innovative and controversial: *Belfast, Belle, Bridgerton, The Crown, Darkest Hour, Downton Abbey, Dunkirk, Mary & George, Taboo* and *Wolf Hall*, to name only a few examples. In this course, we are going to watch and analyse some of these in order to find out how and to what ends they construct British history, and how this fits into the contemporary political and social climate. Alongside this, we will be tackling theoretical concepts such as representation, adaptation, cultural memory, national identity, genre, heritage film/culture and industry etc.

A04-ANG-2104-KS **Difference in Culture** (5 ECTS)	This advanced seminar on culture focuses on cultural differences in society, especially with regards to typologies and stereotypes. The relations between religions, cultures, ethnicities, genders and individuals in cultural texts will be analysed. The seminars on offer change regularly and in recent years have dealt with British-German intercultural connections, pop music in the 21st century, British cinema of the 90s and forgotten feminist Cicely Hamilton.	Participation requirements: English C1 (CEFR); basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended Examination: Essay or oral exam
	Summer term 2025: **Housing Designs and Urban Environments in British Culture** Elze, Jens Tuesdays 11.15-12.45h Seminargebäude S 221 (tbc) Reading list: tba Beginning with the Victorian Age this course will look at designs, materialities, and representations of housing and city planning across the last 130 years. A strong focus will be placed on the role of council housing and on the diverse architectures and social designs it proposed and actualised across the twentieth century. Aside from studying actual designs, we will look at cultural representations of council housing in cartoons, political statements, literature, photography, film, TV or memes. We will discuss how these representations positioned council housing, its architectural forms, it real and projected inhabitants and the social ideas underpinning it in relation to other forms of housing and ideas of the home and of the social. Our reflections on housing will also repeatedly connect to wider social debates in 20th-century Britain around the welfare state, multiculturalism, neoliberalism, or gentrification. The class will also investigate the role of modernism and postmodernism in 20th-century planning and introduce you to key design movements like Arts-and-Crafts, Bauhaus, the International Style, or Brutalism. Throughout the semester we will repeatedly turn to theories of space from the fields of anthropology, philosophy, design theory, sociology or ecocriticism in order to discuss the usefulness of concepts such as "dwelling", "non-place," "environment" or "affordance" for debates on housing.	

LINGUISTICS

MODULES AT BA LEVEL

A04-ANG-1301-VL **Introduction to Synchronic Linguistics** (5 ECTS)	This basic-level lecture introduces students to the study of language with a focus on English. The different levels of linguistic analysis will be discussed: phonetics/phonology, morphology, syntax, semantics, and pragmatics. Central concepts and tools for language description and analysis will be introduced.	Participation requirements: English B2 (CEFR) Examination: Written exam
	Summer term 2025: **Introduction to Synchronic Linguistics** Lohmann, Arne Tuesdays 13.15-14.45h Hörsaalgebäude HS 3 The lecture assumes linguistic competence in English, but does not presuppose any previous study of grammar or other aspects of linguistics.	

A04-ANG-1304-S1 **English Linguistics – Language System** (5 ECTS)	This intermediate-level seminar offers an in-depth examination of topics and problems in one of the linguistic sub-categories of the language system, e.g. phonology, morphology, semantics, or syntax (e.g. The grammar of conversation; English morphology, syntax or phraseology; Sociophonetics, English-German contrasts).	Participation requirements: English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed Examination: Research paper or oral exam
	Summer term 2025: **Grammatical variation** Zingel, Roman Mondays 9.15-10.45h Seminargebäude S 125 Reading list: required readings will be made available on Moodle. This course explores grammatical variation in English through an empirical, data-driven approach. This concerns phenomena in which two seemingly synonymous constructions are used by speakers to convey grammatical meaning. We will investigate classic alternation phenomena, including the use of will vs. going to for future temporal reference, the genitive alternation (e.g. *my parent's house* vs. *the house of my parents*) and the variation in dative constructions (e.g. *He gave her a pen* vs. *He gave a pen to her*). By employing corpus linguistics methods, you will learn to analyse large amounts of natural language data to uncover patterns and contextual factors influencing grammatical choices. Understanding grammatical variation is a cornerstone of language study. This topic not only deepens our understanding of English but also provides tools and methods that are broadly applicable to the study of any language. The systematic study of variation challenges rigid grammatical models by showing that speakers do not always follow prescriptive rules. Instead, they make context-sensitive choices. This has implications for developing more accurate linguistic theories that account for variability and fluidity in language. The course includes hands-on training in corpus analysis with a focus on practical tools and techniques. We will work with spreadsheet software to process and interpret corpus data. By the end of the course, you will be equipped to conduct your own empirical research on linguistic variation.	

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<tr><td rowspan="2">A04-ANG-1304-S2

English Linguistics – Diachronic Approaches

(5 ECTS)</td><td>This intermediate-level seminar is dedicated to one of the historical periods of English (e.g. Old, Middle or Early Modern English), or deals with the historical development of a linguistic sub-category (phonetics, morphology, syntax, lexicon, etc.) or one particular variety (e.g. American English).</td><td><u>Participation requirements</u>:

English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed

<u>Examination</u>: Research paper or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:

Old English Schäfer, Martin
Thursdays 9.15-10.45h Seminargebäude S 403

Old English is the earliest form of English recorded in writing and the language spoken in Anglo-Saxon England from about the 5th to the later 11th century. You will learn the basics of English as it was then - a very different language from what it is now. We will study the morphological and syntactic structure of the language, and you will learn to read, translate and pronounce a variety of texts. This class requires systematic and diligent study throughout the term, but it gives you access to a very interesting linguistic and historical period. Through studying an older stage of the language, you will also be able to view modern English in a new light.</td></tr>
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MODULES AT MA LEVEL

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<tr><td rowspan="2">A04-ANG-2002-SW
Early English and Renaissance Studies – Linguistics
(5 ECTS)</td><td>In this advanced seminar, selected texts from earlier stages of English will be read and analysed, and grammatical, semantic and phonological phenomena will be discussed in their historical context. This includes comparisons with Modern English and methodological challenges posed by historical data.</td><td>Participation requirements:
English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.
Examination: Research paper or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Early Modern English Neels, Jakob
Fridays 9.15-10.45h Seminargebäude S 305

Reading list: The required readings will be made available on Moodle.

“O, good my lord, no Latin! … Pray, speak in English.” This single Shakespeare quote can be used to allude to several topics that this seminar on Early Modern English is to explore, such as changing attitudes towards the English vernacular, the so-called inkhorn controversy and, of course, Shakespeare’s lasting impact on the English language. This seminar will first explore the socio-cultural history of Early Modern English, including early standardisation processes, the effects of the Renaissance as well as other social developments at the time. Course participants will then learn about the inner structure of the English language spoken between 1500 and 1700, studying its changing pronunciation, lexicon and grammar. By complementing structural and socio-cultural contents with primary textual resources, this course will put participants in a position to investigate selected aspects of Early Modern English in greater detail in term papers.</td></tr>
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<tr><td rowspan="2">A04-ANG-2301-S1
Diachronic Linguistics
(5 ECTS)</td><td>This advanced seminar consolidates students' understanding of language change, characteristics of a particular period of English (e.g. Old or Middle English) or of historical developments on a particular language level (e.g. syntax, phonology or semantics).</td><td>Participation requirements:
English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.
Examination: Research paper or oral exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Please choose one of the following options:
• 2301-1a, Old English Schäfer, Martin
Mondays 11.15-12.45h Seminargebäude S 403

Old English is the earliest form of English recorded in writing and the language spoken in Anglo-Saxon England from about the 5th to the later 11th century. You will learn the basics of English as it was then - a very different language from what it is now. We will study the morphological and syntactic structure of the language, and you will learn to read, translate and pronounce a variety of texts. This class requires systematic and diligent study throughout the term, but it gives you access to a very interesting linguistic and historical period. Through studying an older stage of the language, you will also be able to view modern English in a new light.

• 2301-1b, Origins of Human Communication Quick, Antje
Mondays 11.15-12.45h Seminargebäude S 301</td></tr>
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Reading list: will be announced in class

Language is a remarkable feat of human development, and these are some of the questions which we will address in the course. This seminar provides an overview of language acquisition in children from birth through the preschool years. We will learn about origins of human communication, the milestones and content of what children acquire, beginning with the communicative skills that develop in infancy and then following the development of phonological, lexical, morphological, and syntactic skills acquired in young childhood. Finally, we will explore the major theoretical approaches that have been proposed to account for language acquisition.

- 2301-1c, **Language Contact Phenomena** Quick, Antje
  Mondays 13.15-14.45h Seminargebäude S 301

  Reading list: will be announced in class

  Many nations have more than one official language, and quite possibly most of you acquired English as a second language - Language contact is literally everywhere. Languages in contact almost always influence each other and the impacts are manifold such as structural and lexical borrowing, code-mixing or even the evolution of new languages. Many different disciplines have investigated these issues and each discipline has come up with their own explanations. In this course, we will explore societal and individual multilingual settings, will talk about situations in which different people and their languages come into contact and explore these issues from psycholinguistic, sociocultural and theoretical perspectives. Key topics will include the nature of major contact phenomena, such as lexical borrowing, codemixing, contact induced change, individual and societal multilingualism, mixed languages, the development of pidgin and creoles, and endangered languages and/or language death.

- 2301-1d, **Investigating recent change in the English language**
  Lohmann, Arne
  Wednesdays 11.15-12.45h Seminargebäude S 414

  In this course, we will investigate phenomena of recent change in English. We will cover different areas of diachronic research: One of these is grammaticalization, the emergence of grammatical constructions from lexical items of the language, one example being the going to future. We will also deal with colloquialization, which is the diffusion of colloquial patterns in language and their usage in more formal genres. Beyond these research domains further interesting phenomena of recent change will be discussed.

  Students will be guided to conduct their own small-scale research projects. To that end this course will introduce participants to working with electronic corpora to investigate phenomena of language change. Corpora are large collections of texts that are accessible electronically. Participants will get to know the basics of diachronic corpus-linguistic analysis including data extraction, coding and (basic) statistical analysis.

- 2301-1e, **African American English: Its structure and sociolinguistic history**
  Neels, Jakob
  Thursdays 9.15-10.45h Seminargebäude S 305

  Reading list: will be made available on moodle

  “African American Vernacular English is not Standard English with mistakes” – although this point was made compellingly by eminent linguist Geoffrey Pullum in response to the 1996 Oakland school board controversy, the current status of this English sociolect is still riddled with public misconceptions. Among scholars, also the diachronic evolution of African American English (AAE) in the context of colonial slave trade and US history is controversially debated, leading this variety to

	be sometimes classified as a creole language. Through its long history, AAE developed into a fairly stable contemporary variety that differs, in many features of language structure, from the prestigious White norms codified as Standard (American) English. The global visibility and diffusion of features of AAE have recently reached new heights via various media and movements, above all via hip-hop music. Covering historical, structural, typological, attitudinal, educational and media perspectives, this course introduces students to AAE from multiple angles and puts participants in a position to investigate selected aspects in greater detail. • 2301-1f, **Language change: Attitudes, motivations and mechanisms** Neels, Jakob Fridays 11.15-12.45h Seminargebäude S 305 Reading list: The required readings will be made available on Moodle Languages change all the time in all aspects. While the emergence of new words is a relatively sudden process that we are usually aware of, changes in pronunciation and grammar often go unnoticed, as they tend to progress very gradually over several decades or centuries. If there is a certain degree of social awareness of a linguistic variant involved in change, people can have strong opinions about whether their communal language is decaying or changing for the better. In this course, we will discuss such linguistic attitudes and explore the what, why and how of language change. Theories seeking to explain sound change, grammaticalisation and other types of change draw on insights from various disciplines within but also outside of linguistics, such as evolutionary biology. Course participants will learn about these theories and how they apply to specific instances of change from the history of English. The aim of this course is thus to foster participants' understanding of the dynamic interplay between cognitive, pragmatic and social factors that constantly reshape language as a complex adaptive system.

A04-ANG-2301-S2 **Synchronic Linguistics** (5 ECTS)	This advanced seminar consolidates students' understanding of different linguistic knowledge models (e.g. cognitive-functional linguistics) or of fields of applied linguistics (e.g. psycholinguistics, pragmatics, stylistics, translation studies) and their application.	Participation requirements: English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended. Examination: Research paper or oral exam
	Summer term 2025: Please choose one of the following options: • 2301-2a, **English-German Contrasts** Schäfer, Martin Mondays 9.15-10.45h Seminargebäude S 227 By comparing two languages with each other one can gain a better understanding of each one of the languages under comparison. This is one of the main objectives of contrastive linguistics. In this course, we will carry out a detailed comparison of English and German, focusing on those aspects of analysis that reveal interesting differences between the two languages. • 2301-2b, **Discourse Analysis** Thorwarth, Claudia Tuesdays 13.15-14.45h Seminargebäude S 221 This seminar offers an in-depth exploration of Discourse Analysis (DA), a key approach in understanding how language is used to construct meaning in various social and cultural contexts. Participants will gain insights into how discourse shapes and is shaped by power, identity, and social pratices. After exploring the theoretical foundations and different methodological techniques of DA, the students will be	

equipped with the necessary skills to analyze both spoken and written texts. The required literature will be available digitally on the Moodle platform.

- 2301-2c, **English Phraseology** Fiedler, Sabine
  Wednesdays 9.15-10.45h Seminargebäude S 410

  The seminar is intended for students who wish to expand their understanding of phraseology. In the blossoming, relatively new field of phraseology, widely differing views are held as to the nature and naming of the linguistic categories involved. The following expressions are often used synonymously: *cliché*, *fixed expression*, *multi-word lexeme*, *phraseme*, *set phrase*, *phraseological unit*, *phraseologism*, *idiom*, *formulaic sequence*, *lexicalized sentence stem*, *prefabricated language*, and *lexical bundle*. We will discuss the widely varying definitions proposed by a number of researchers and try to find out how the different notions of phraseology are related both conceptually and historically. In addition, special attention will be given to cross-cultural perspectives, to the translation of phraseological units, their role in discourse organisation, use by non-native speakers and the influences of English phraseology on European languages.

- 2301-2d, **Investigating English-German Contrasts**
  Lohmann, Arne
  Wednesdays 9.15-10.45h Seminargebäude S 414

  Learning at least one foreign language yourself, you probably have compared your own mother tongue against the peculiarities of that foreign language in one way or another. Curiously enough, relatively few scholars lately choose to utilize this approach for the scientific study of English and German. This is somewhat surprising, as the two languages are ideal candidates for such a contrastive analysis, as they are rather closely related yet have moved apart considerably over the course of their history.

  This course will familiarize students with a contrastive approach to linguistics, focusing on a comparison of English and German. The goal is to identify and explain characteristics of the English language through cross-linguistic comparison. In doing so, we will take a tour through different levels of linguistic analysis. Students will be guided towards carrying out their own research projects. Linguistic competence in German is not a prerequisite for this course, however an interest in the German language is, as we will use it as the primary language for comparison.

- 2301-2e, **Empirical Pragmatics** Schäfer, Martin
  Thursdays 11.15-12.45h Seminargebäude S 403

  Pragmatics is one of the most fascinating fields in linguistics. Going beyond the literal meaning of utterances, it is concerned with the study of phenomena that crucially rely on context and speaker intentions. Recent years have seen a shift in focus to empirical investigations of core phenomena ranging from conversational implicature to politeness. In this seminar, we will take a close look at selected studies, and you will develop your very own study to investigate politeness.

- 2301-2f, **Learner Language** Schmidtke-Bode, Karsten
  Fridays 9.15-10.45 Seminargebäude S 224

  Learners of a given language often show peculiarities in their language production. For children acquiring their native language, forms like *goed*, *feets* or *He giggled me!* tend to be seen as "cute" little slip-ups on their way to becoming a competent native speaker. By contrast, learners of English as a second language do not normally receive such favourable treatment when they produce the same forms, even though they might be making these mistakes for similar reasons as the children. This seminar will give us a chance to learn about typical linguistic patterns in both L1 and L2 acquisition and to understand what these reveal about the underlying learning mechanisms. We will see that many errors are perfectly reasonable solutions from

	the perspective of psycholinguistics and linguistic typology (i.e. what is generally (dis)preferred in the world's languages). Above all, the seminar will enable teacher-training students to reactivate their foundational knowledge of linguistics and apply it systematically to a type of data that is relevant to their envisioned profession.

LANGUAGE PRACTICE

<table>
<tr><td rowspan="2">A04-ANG-1104-SP
Culture and Grammar in German-to-English Translation
(5 ECTS)</td><td>This course uses translation as a practical tool to support students in improving their writing skills with a view to producing clear, coherent, grammatically correct texts. Students will familiarise themselves with different types of texts (journalistic, academic, and literary) on various topics and explore issues of cultural translation between German and English.</td><td><u>Participation requirements</u>:
German B2 (CEFR) and English C1 (CEFR)
<u>Examination</u>: Written exam</td></tr>
<tr><td colspan="2">Summer term 2025:
Please choose <u>one</u> of the following options:
a) Wednesdays 9.15-10.45h Seminargebäude S 105 Allen, Thandi
b) Thursdays 11.15-12.45h Seminargebäude S 222 Schmidt, Bradley
c) Thursdays 15.15-16.45h Seminargebäude S 222 Schmidt Bradley
This course uses translation as a practical tool to support students in improving their writing skills with a view to producing clear, coherent, grammatically correct texts. The course primarily involves translating texts that address contemporary political issues in the UK and the US, although some class time will be dedicated to the translation of literary texts. Each week, students work on the translation of texts from German into English. These translation exercises serve as the starting point for exploring (i) issues of L1 interference when translating into English, (ii) necessary structural shifts owing to differences in the grammar or culture of the target language, and (iii) key points of English grammar. Students are introduced to a variety of online translation aids and given the opportunity to explore the benefits and pitfalls of using machine translation and artificial intelligence. Student presentations throughout the semester provide opportunities to expand knowledge of various topics in translation.</td></tr>
</table>