

Department of British Studies

Modules offered for incoming exchange students

Winter term 2024/25

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)

Course enrolment

From winter term 2024/25, 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, 08 October, 12 pm to Wednesday, 09 October, 11.59 pm. There is only a limited amount 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 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_Philol/Anglistik/Studium/VVZ/VVZ_Anglistik_WS2425.pdf

LITERARY STUDIES

MODULES AT BA LEVEL

<p>A04-ANG-1101-LV</p> <p>Introduction to Literary Analysis (5 ECTS)</p>	<p>This lecture course is designed to enable students to analyse and interpret literary texts and to introduce them to key concepts in literary study and theory. You will be introduced to the basic concepts and scholarly methodologies and learn how to apply them to the analysis of literary works of all genres and historical periods.</p>	<p><u>Participation requirements:</u> English B2 (CEFR)</p> <p><u>Examination:</u> Written exam</p>
<p>Winter term 2024/25:</p> <p>Introduction to Literary Analysis Mondays 15.15-16.45h Haekel, Ralf Audimax</p> <p>The lecture is concerned with four thematic blocks: poetry, interpreting narrative, drama and theory. You will also be introduced to scholarly research and to writing a term paper.</p> <p><u>Reading list:</u> Poetry: a reader will be available on Moodle, Narrative: Henry James, <i>The Turn of the Screw</i>, Drama: William Shakespeare, <i>Hamlet</i></p>		
<p>A04-ANG-1103-LV</p> <p>English Literatures: Key Topics (5 ECTS)</p>	<p>This lecture course offers an in-depth focus on and critical discussion of important moments in English literary history and the present day, as well as of specific aspects of British, Irish and postcolonial literature. Lecture topics in recent years have included an Introduction to Irish Studies, or an overview of South Asian Literature, in particular Indian Literature.</p>	<p><u>Participation requirements:</u> English B2 (CEFR)</p> <p><u>Examination:</u> Essay</p>
<p>Winter term 2024/25:</p> <p>New Approaches to Romanticism: British and Irish Literature and Culture around 1800 Wednesdays 09.15-10.45h Haekel, Ralf Hörsaalgebäude HS 11</p> <p>The Romantic period is often considered to be the hour of birth of modernity. The academic field of Romantic Studies has undergone fundamental changes in recent decades. In the wake of New Historicism and Gender Studies of the 1980s, a much wider range of genres and authors – male and female – were rediscovered and reintroduced to the canon. Today, Romanticism is studied in the light of many different theories, and prominent themes range from eco-criticism and the Anthropocene, literature and science, urban Romanticism, industrialisation, and media change to radical revolutionary politics. This lecture course will serve as an introduction to Romanticism and will also provide an overview of these recent developments.</p>		

<p>A04-ANG-1105-LS</p> <p>English Literatures: Selected Aspects</p> <p>(5 ECTS)</p>	<p>The intermediate-level seminars in this module discuss and analyse specific aspects of British and/or New English Literature, focusing on genres, motifs, themes and literary periods. The seminars offered cover a wide range of topics that change regularly. In recent years, topics have included for instance travel writing, modernist cultures, the Gothic, or Orientalism.</p>	<p><u>Participation requirements:</u></p> <p>English B2 (CEFR); some prior knowledge of literary studies is required</p> <p><u>Examination:</u> Essay or oral exam</p>
<p>Winter term 2024/25:</p> <p>Please choose <u>one</u> of the following options:</p> <ul style="list-style-type: none"> <p>• 1105-2a, Violence and Vulnerabilities in Contemporary Literature</p> <p style="text-align: right;">Nandi, Miriam</p> <p>Wednesdays 09.15-10.45h Seminargebäude S 303</p> <p>This seminar explores representations of violence and vulnerability in 21st century Anglophone literature, with a specific focus on gender, class, race, and environmental degradation. This course will also engage with critical theories of violence (Fanon) and vulnerability (Butler) and discuss the tensions between the potential of literature to foster an ethics of care toward vulnerable groups and the market-driven demand for sensationalized portrayals of suffering, which often lead to desensitization and commodification of vulnerability.</p> <p>Please note that this course carries a heavy reading load and that some passages in the texts can be distressing.</p> <p><u>Reading list:</u> Helon Habila. <i>Oil on Water</i>. Penguin, 2011. Sarah Hall. <i>The Carhullan Army</i>. Faber & Faber, 2017. Sarah Moss. <i>Ghost Wall</i>. Granta, 2018.</p> <p>• 1105-2b, Female Romanticism</p> <p style="text-align: right;">Haekel, Ralf</p> <p>Wednesdays 13.15-14.45h Seminargebäude S 125</p> <p>The clichés associated with Romanticism – a focus on nature, original creation and the poet as genius – are in many ways indebted to the traditional Romantic canon as shaped by mostly male authors. This seminar will explore alternative approaches to Romantic literature by focussing on women writers. We will read political pamphlets by Mary Wollstonecraft, novels by Frances Burney, Mariah Edgeworth and Jane Austen, travel books by Sydney Owenson (Lady Morgan) and poetry by Charlotte Smith, Anna Laetitia Barbauld, Mary Robinson and Felicia Hemans, among others.</p> <p>It is recommended (but not compulsory) that you attend the <i>New Approaches to Romanticism</i> lecture (Module 1103), as this will provide an introduction and further context to the Romantic period.</p> <p><u>Reading list:</u> Horace Walpole, <i>The Castle of Otranto</i> (1764); William Beckford, <i>Vathek</i> (1786); Ann Radcliffe, <i>The Mysteries of Udolpho</i> (1794); Jane Austen, <i>Northanger Abbey</i> (1818). The following additional reading will be provided via Moodle during the term: selected poems by Thomas Parnell, Robert Blair and Thomas Gray; excerpts from Edmund Burke, <i>A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful</i> (1757).</p> <p>Since some of the novels are rather long, please read them before the start of the term.</p> 		

MODULES AT MA LEVEL

<p>A04-ANG-2001-LW</p> <p>The British Empire and its Aftermath – Literary Studies</p> <p>(5 ECTS)</p>	<p>This advanced seminar deals with the long-term consequences of British colonialism. Specifically, it explores the ways colonialism is remembered and contested in a wide range of anglophone literatures from the 18th century to the present day. The seminar on offer varies and may deal with literature from the global South, either more generally or with the focus on a particular topic/genre, e.g. environmental literature. It may also deal with literature on the fall of the British Empire.</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required</p> <p><u>Examination:</u> Essay or oral exam</p>
<p>Winter term 2024/25:</p> <p>Postcolonial Environmental Literature Wednesdays 11.15-12.45h</p> <p>Nandi, Miriam Seminargebäude S 303</p> <p>The global South is experiencing environmental disasters in particularly painful and disruptive ways. This seminar explores a variety of literary voices from the global South that denounce and write back against what could be called environmental colonialism. We will analyse Nigerian petrofiction, investigate into the representations of nature in postcolonial Indian fiction, and discuss environmental essays by postcolonial authors. On a theoretical level, we will analyse the intersections (and possible tensions) between ecocriticism and postcolonialism as well as recent debates on the politics of form in telling stories of environmental degradation.</p> <p>The seminar carries a heavy reading load. Please reserve at least three hours for reading each week.</p> <p><u>Reading list:</u> Please buy: Helon Habila. <i>Oil on Water</i>. Penguin, 2011. Amitav Ghosh. <i>Gun Island</i>. Picador, 2019.</p>		
<p>A04-ANG-2102-LW</p> <p>Science and Literature</p> <p>(5 ECTS)</p>	<p>This advanced seminar explores the relationship between science and literature. The seminars look at British and English-language literature, culture and media, investigating the interrelations of imaginative and scientific worldviews. Examples of seminar topics from previous semesters include: 17th-century literature and science, posthuman futures, and the reception of literature, poetry and evolution after Darwin.</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required</p> <p><u>Examination:</u> Essay or oral exam</p>
<p>Winter term 2024/25:</p> <p>Posthuman Futures Fridays 11.15-12.45h</p> <p>Lampadius, Stefan Seminargebäude S 329</p> <p>In this course, we will explore seminal works of science fiction and utopian/dystopian literature from the last one hundred years that imagine a posthuman future from various angles, ranging from dreams of liberation to nightmares of oppression. We will discuss selected works in an interdisciplinary context, which also reveals how science and fiction can form a symbiosis regarding the question what it means to be human in a technological age of transgression. We will also consider philosophical and theoretical approaches to posthuman futures, from early advocates of trans- and posthumanism to some of its most influential critics. The course also considers representations in other narrative media.</p> <p><u>Reading list:</u> Aldous Huxley: <i>Brave New World</i> (1932), William Gibson: <i>Neuromancer</i> (1984), Greg Egan: <i>Diaspora</i> (1997) (excerpt), Margaret Atwood: <i>Oryx and Crake</i> (2003) (excerpts), <i>Ex Machina</i> (dir. Alex Garland, 2015), short fiction by Philip K. Dick and others. Huxley's <i>Brave New World</i> and Gibson's <i>Neuromancer</i> should be obtained by students, while the other texts will be provided in a reader (via Moodle), including secondary literature on posthumanism, science fiction and utopian/dystopian literature.</p>		

<p>A04-ANG-2105-LW</p> <p>Identities in British and Postcolonial Anglophone Literatures</p> <p>(5 ECTS)</p>	<p>This advanced seminar looks at British, Irish and postcolonial literature in its social and ideological context with particular attention to the discourses and theories of identity construction. Examples of seminars might include: South Africa today, the English essay, narrating autism, Shakespeare's comedies, and the legacy of war in modernist literature.</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required</p> <p><u>Examination:</u> Essay or oral exam</p>
	<p>Winter term 2024/25:</p> <p>Please choose <u>one</u> of the following options:</p> <ul style="list-style-type: none"> <p>• 2105-1a, Spy Fiction Welz, Stefan</p> <p style="margin-left: 20px;">Mondays 09.15-10.45h Seminargebäude S 124</p> <p><i>The Art of Espionage</i> is not an exclusively English phenomenon but, undoubtedly, the English achieved real mastery in this field – at least within many of their numerous spy novels. This course investigates into the literary quality of the spy novel as a hybrid form of entertainment and propaganda, politics and thriller. An analysis and discussion of some spy classics should allow us to evaluate their narrative potentials as well as their ideological limits.</p> <p><u>Reading list:</u> Joseph Conrad: <i>The Secret Agent</i> (1907). John Buchan: <i>The Thirty-Nine Steps</i> (1915). W. Somerset Maugham: <i>Ashenden or: the British Agent</i> (1928). Graham Greene: <i>Our Man in Havana</i> (1958). John Le Carré: <i>The Spy Who Came from the Cold</i> (1963)</p> <p>• 2105-1b, Rewritings and Revisions Lampadius, Stefan</p> <p style="margin-left: 20px;">Tuesdays 11.15-12.45h Seminargebäude S 413</p> <p>This course offers an introduction to rewritings as revisions of canonical literary texts and their underlying social implications. We will focus on three novels by Margaret Atwood, J. M. Coetzee and Jean Rhys as rewritings of three classics from the 17th, 18th and 19th centuries, namely Shakespeare's <i>The Tempest</i> (1611), Defoe's <i>Robinson Crusoe</i> (1719) and Brontë's <i>Jane Eyre</i> (1847). We will trace the trajectories and intersections of postcolonial, feminist and postmodernist approaches to rewriting. As a special form of intertextuality, rewritings of famous texts provide both connection and resistance to a literary canon and the culture(s) from which these works emerged. Moreover, they serve as great starting points for investigating a variety of significant themes, such as the relationship of past and present, the importance of perspective, and the role of narrative texts at the intersection of power, history and individual identity.</p> <p><u>Reading list:</u> Jean Rhys: <i>Wide Sargasso Sea</i> (1966), J.M. Coetzee: <i>Foe</i> (1986), Margaret Atwood: <i>Hag-Seed</i> (2016). Introductions to the rewritten works (incl. key passages), other rewritings and secondary literature on literary theory and different contexts will be provided in a reader, with additional material on Moodle.</p> <p>• 2105-1c, Ali Smith's Seasonal Quartet Pittel, Harald</p> <p style="margin-left: 20px;">Tuesdays 13.15-14.45h Seminargebäude S 315</p> <p>On its publication in 2016, Ali Smith's <i>Autumn</i> was widely praised as a "Brexit novel" capturing the bleak structure of feeling after Britain's vote to leave the European Union. <i>Winter</i> (2017), <i>Spring</i> (2019) and <i>Summer</i> (2020) were added in rapid succession. All these books have received much scholarly attention, and it has often been said that the Seasonal novels go far beyond the Brexit scenario. They record more generally the state of disorientation and alienation that exists in many late-capitalist and (post)modern societies, but also offer suggestions on how this deplorable condition might be overcome in solidarity. In this reading-intensive seminar, we will study the Quartet as a whole.</p> 	

	<p>also considering <i>Companion Piece</i>, which has been added as a 'fifth season' in 2022. Moreover, we will discuss further relevant works by Smith.</p> <p><u>Reading list</u>: Participants are asked to buy and read the Seasonal novels in advance, and further texts will be made available via Moodle.</p> <ul style="list-style-type: none"> • 2105-1d, Narrating Autism Nandi, Miriam Thursdays 09.15-10.45h Seminargebäude S 303 <p>This seminar explores autobiographies and memoirs by authors on the autistic spectrum as well as novels by neurotypical authors that feature neurodivergent characters. We will start with the medical dimension of Asperger's autism. We will then move on to explore the ways neurodivergent people tell their own stories, how they navigate the tensions between their own identity and the demands society makes on them, and how other factors (such as national origin or gender) influence these journeys. In the process, we will also deal with the ethical dimension of difference from the perspective of disability studies, and explore the ways autism has been imagined in literature by neurotypical writers.</p> <p><u>Reading list</u>: Texts will be made available on moodle. Two or three texts will have to be bought.</p> <p>Please note that the course carries a heavy reading load. One of the set texts is in German, but the course language is English. German skills (B2) will be needed only for one individual session.</p>
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CULTURAL STUDIES

MODULES AT BA LEVEL

A04-ANG-1101-KV Introduction to British History (5 ECTS)	This lecture course is designed to provide a general introduction to the history of the British Isles from pre-Roman times to the present. This historical introduction includes aspects of politics, society and culture.	<u>Participation requirements:</u> English B2 (CEFR) <u>Examination:</u> Written or oral exam
	<p>Winter term 2024/25:</p> <p>A Political and Cultural History of the British Isles Tuesdays 13.15-14.45h</p> <p>Böhnke, Dietmar Audimax</p> <p>This series of lectures has the dual aim to provide, on one hand, a general introduction to the history of the British Isles from pre-Roman times to the present, and to question and analyse, on the other, the perspectives and discourses surrounding these ‘narratives’ (such as questions of source/text and medium, class, gender, ethnicity, region, nation etc.). Among others, we will touch on such issues as the evolution of (political) institutions, including the parliament and the monarchy, the complex histories of various regions and ethnicities, the development of the British Empire and Britain’s place within Europe, and a wide range of other economic, social and cultural developments.</p>	

A04-ANG-1103-KS Selected Aspects of British Cultural Studies (5 ECTS)	This intermediate-level seminar offers an in-depth focus on and critical discussion of important moments in British history and the present day as well as of specific examples from British culture and literature. Seminar topics change regularly and in recent years have covered theoretical approaches such as high vs. popular culture, Game Studies, the culture of the body, posthumanism, cultures of complaint etc., but also examples from different media, such as graphic novels, film or television and historical topics like the Reformation in the British Isles.	<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
	<p>Winter term 2024/25:</p> <p>Please choose <u>one</u> of the following options:</p> <ul style="list-style-type: none"> 1103-1a, An Introduction to Fandom Studies Mondays 13.15-14.45h <p>Moßmann, Marlon Seminargebäude S 105</p> <p>This class introduces participants to different modes of inquiry within Fandom Studies as a discipline and teaches them how to critically engage with fans and fan culture(s) as objects of analysis by applying methods and theories from Cultural Studies. At first, we want to approach fundamental questions such as "What or who is a "fan"?" and "What do Fandom Studies do exactly?", including historical perspectives and developments. After that, one core concern of this course is fan (sub-)culture and its relationship to dominant culture(s), especially regarding power relations and social hierarchies, as well as fandom's status as an alternative cultural economy. Another central issue is the relationship between fans and their "objects of fandom". We are interested in the production and consumption of fan cultural texts (f.e. fanzines, fanfiction, fanart, etc.), as well as fan cultural practices (f.e. transformative/affirmative fandom, rituals and social practices, language and communication, digital and non-digital fan spaces etc.).</p>	

	<p>Furthermore, we want to discuss aspects of fandom and identity, as well as the representation of fans in the media.</p> <ul style="list-style-type: none"> <p>1103-1b, High Culture vs Popular Culture? Wednesdays 13.15-14.45h Nisters, David Seminargebäude S 423</p> <p>In the course of our seminar, we shall consider the relationship between so-called High Culture (or Culture with a capital C) and popular culture in contemporary (British) society against the historical background of the work of such critics as Matthew Arnold and F.R. Leavis. Questions to be addressed in class will include: Are more traditional definitions of culture still relevant today? What arguments have been brought forward on behalf or against the value of popular culture? And what are common points of criticism against the proponents of High Culture? Considering these questions will provide us with an understanding of the concept of cultural elitism, especially as a counterpoint to popular cultural practices.</p> <p>1103-1c, Who wants to be Middle Class? The ‘Middling Condition’ Fridays 11.15-12.45h de Waal, Ariane Seminargebäude S 405</p> <p>In this seminar, students will learn how middle-class status can be critically assessed by drawing on Marxist frameworks; theories of economic, social, and cultural capital; affect; intersectionality. We will investigate British middle-class identities in historical perspective, beginning our enquiry with 19th-century accounts of the ‘middling condition’. Particular attention will be devoted to the culturally prominent middle-class identities foregrounded by Brexit (‘Remainers’), the Black Lives Matter movement (‘Karen’), urban gentrification (the ‘hipster’), and the Covid-19 pandemic (those ‘working from home’).</p>
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<p>A04-ANG-1105-KV Introduction to British Culture and Society (5 ECTS)</p>	<p>This lecture offers an in-depth critical discussion of central topics regarding the four nations of the British Isles from multiple angles and perspectives. Lecture topics vary, and in recent years, the focus has been on a contemporary analysis of British culture(s) and identities, also regarding Brexit and the question of Scottish independence. The goal is to build a foundation on the basis of which students can explain contemporary events and problems of British culture.</p>	<p><u>Participation requirements:</u> English B2 (CEFR)</p> <p><u>Examination:</u> Essay or oral exam</p>
	<p>Winter term 2024/25: Contemporary Britain Wednesdays 11.15-12.45h Rostek, Joanna Seminargebäude S 302</p> <p>As a follow-up to the historical overview and the introduction to the theories of British Cultural Studies, this lecture will give you an overview of issues that are relevant for understanding the United Kingdom in the twenty-first century. The topics that we shall cover range from the relationship between the four nations within the UK, Britain’s international relations (including the consequences of the Brexit referendum) and current political debates to economic, legal, and educational concerns. After attending the lecture, you will have a better understanding of important issues such as the British parliamentary, electoral and party systems, the monarchy, multiculturalism, and the role of the media.</p>	

MODULES AT MA LEVEL

<p>A04-ANG-2001-KS</p> <p>The British Empire and its Aftermath – Cultural Studies (5 ECTS)</p>	<p>This advanced seminar deals with cultural representations of colonial and postcolonial societies. The analysis will be based on postcolonial theories. The seminar on offer varies and may deal with a former colony and the quest for decolonization. The seminar may also be on (post)colonial/imperial memorials or offer media-based analyses, e.g. of the British Empire on film.</p>	<p><u>Participation requirements:</u> English C1 (CEFR); basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended</p> <p><u>Examination:</u> Essay or oral exam</p>
<p>Winter term 2024/25:</p> <p>Afrofuturism Mondays 09.15-10.45h de Waal, Ariane Seminargebäude S 405</p> <p>In this seminar, we will engage with the theoretical underpinnings of Afrofuturism and discuss its overlaps with and differences from related concepts like Afropessimism, Afropolitanism, and Afrotopia. We will also tie Afrofuturist cultural production to black British history and find out whether or not there is such a thing as a British vein of Afrofuturism (and if asking this question is even legitimate or relevant). Students are invited to make their own suggestions for Afrofuturist texts (in the widest possible sense) that we might discuss in more detail in this seminar via email over the summer term break. Possible examples include films such as Black Panther and Get Out, novels like Blonde Roots by Bernardine Evaristo and Assembly by Natasha Brown, the plays of debbie tucker green, artworks by Wangechi Mutu, Chris Ofili, or Yinka Shonibare, and the music of Afrikan Boy, Ghostpoet, and others.</p>		
<p>A04-ANG-2102-KS</p> <p>Science and Culture (5 ECTS)</p>	<p>This advanced seminar explores interrelations between worldviews, British and English-language literature, culture and media, and between imaginative and scientific worldviews and their contexts. Sample seminar topics from previous semesters include: the natures of culture and the culture of natures, (Neo)Darwinism, and posthuman futures.</p>	<p><u>Participation requirements:</u> English C1 (CEFR); basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended</p> <p><u>Examination:</u> Essay or oral exam</p>
<p>Winter term 2024/25:</p> <p>Cultural Perspectives on Economics Thursdays 09.15-10.45h Rostek, Joanna Seminargebäude S 421</p> <p>In this class, we will discuss how economics presents itself from the point of view of British Cultural Studies: How, for example, is contemporary economics structured? Which topics and realms of knowledge does it concentrate on and which realms does it exclude? What are its ideological premises and its blind spots? The class will moreover introduce you to the emergent fields of Economic Criticism and the Economic Humanities, which analyse the various and historically mutable interrelations between culture and economics.</p>		

<p>A04-ANG-2105-KS</p> <p>Identities in British and Postcolonial Anglophone Cultures (5 ECTS)</p>	<p>This advanced seminar looks at selected identity-related topics of culture from the British Isles in their social and ideological context with special consideration of discourse and identity theories. Example seminar topics could be: British comedy TV, cultures of reading, Scottish identities in film and TV, Welsh identities in the 21st century, and Mary Wollstonecraft and early feminism.</p>	<p><u>Participation requirements:</u> English C1 (CEFR); basic knowledge of British history and culture and of key concepts of Cultural Studies is highly recommended</p> <p><u>Examination:</u> Essay or oral exam</p>
	<p>Winter term 2024/25:</p> <p>Please choose <u>one</u> of the following options:</p> <ul style="list-style-type: none"> <p>• 2105-2a, The DisUnited Kingdom? 25 Years of Devolution in the UK Böhnke, Dietmar Wednesdays 09.15-10.45h Seminargebäude S 125</p> <p>The question of Britishness as opposed to Scottishness, Welshness and Irishness (not to mention other ethnic identities, or even Europe) has certainly been further complicated in recent years. In this course, we want to look at the four nations in the context of devolution and Brexit (including historical, political and cultural aspects of the diverse identities involved) and reflect on the significance of these developments for the (future) politics and culture of the UK. This might also lead us to touch on more general/theoretical questions of the British Constitution, political culture and (the construction and representation of) national identities.</p> <p>• 2105-2b, Forty Years on - Remembering the Miners' Strike Hofmeister, Frauke Thursdays 11.15-12.45h Seminargebäude S 215</p> <p>The miners' strike of 1984/85 and its eventual defeat by the Thatcher government was not only a decisive moment in British industrial relations, but has had long-term effects on individuals, communities and society as a whole. This seminar aims to investigate how, for what reasons and with what effects the miners' strike has been commemorated publicly. Drawing on relevant theoretical concepts regarding the forms and functions of cultural memory and on concepts of class, class struggle, and its intersections, we will look into the historical background in more detail and analyse various representations of the miners' strike, ranging from documentaries and feature films to exhibitions and political speeches.</p> <p>• 2105-2c, Refugees in British Politics and Culture Pittel, Harald Fridays 09.15-10.45h Seminargebäude S 324</p> <p>Precarious migration forms part of the long history of Britain's development into a nation-state, its international and (post)colonial relations to its European neighbours, the former Empire and across the globe. This course first takes a historical approach to discuss the situation of refugees in various phases of British history. We will then shift towards more recent developments 'from Thatcher to Sunak', with a special emphasis on the role of the media. While many of our examples will be representations in newspapers, television and the web, ample room will also be given to artistic responses in film, literature and beyond. Wherever possible, we will consider articulations of refugees rather than sticking with what is written and said about them.</p> <p>• 2105-2d, HIV/AIDS and British Culture, 1981-2021 de Waal, Ariane Fridays 09.15-10.45h Seminargebäude S 405</p> <p>This seminar investigates four decades of British representations of HIV/AIDS. Beginning our discussion with Susan Sontag's seminal work AIDS and Its Metaphors (1989), we will subsequently devote one segment of this seminar to each decade.</p> 	

	<p>Looking at the 1980s, we will take stock of the British media's framing of the AIDS epidemic and analyse early artistic responses (Derek Jarman, David Robilliard, and others). Moving into the 1990s, we will discuss selected AIDS elegies from Thom Gunn's anthology of poems <i>The Man with Night Sweats</i> (1992) alongside Mark Ravenhill's play <i>Some Explicit Polaroids</i> (1999). We will also discuss Alan Hollinghurst's <i>The Line of Beauty</i> (2004), a Booker Prize-winning novel set in Margaret Thatcher's Britain, as the principal subject of the third part of our seminar. Based on our most recent example, the series <i>It's a Sin</i> from 2021, we will conclude the seminar by outlining the ways in which HIV/AIDS is currently imagined in British culture and asking how anxieties surrounding gender and sexual identity as well as viral infections, pandemics, and health care crises are negotiated through texts that look back at the British AIDS epidemic.</p>
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LINGUISTICS

MODULES AT BA LEVEL

<p>A04-ANG-1302-VD</p> <p>Introduction to Diachronic Linguistics</p> <p>(5 ECTS)</p>	<p>Against the background of socio-historical and cultural developments in Britain (and the British sphere of influence), this lecture takes the English language through the main stages of its development, namely Old English, Middle English, Early Modern English, Late Modern English and Present-day English. Students will acquire basic knowledge concerning those developments as well as the terminological, methodological and theoretical toolkits required in diachronic (English) linguistics.</p> <p>Winter term 2024/25:</p> <p>History of the English Language Wednesdays 11.15-12.45h</p>	<p><u>Participation requirements:</u></p> <p>English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed</p> <p><u>Examination:</u> Written exam</p> <p>Schützler, Ole Hörsaalgebäude HS 9</p>
<p>A04-ANG-1302-VV</p> <p>Varieties of English</p> <p>(5 ECTS)</p>	<p>This lecture focuses on (predominantly synchronic) variation in English and some models and theories that have been advanced to account for it. Variable properties of language at different levels (e.g. phonology, morphology, syntax, lexicon, etc.) as well as different dimensions along which such properties can vary (e.g. region, mode, social factors) will be examined.</p> <p>Winter term 2024/25:</p> <p>Varieties of English Tuesdays 19.15-20.45h</p>	<p><u>Participation requirements:</u></p> <p>English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed</p> <p><u>Examination:</u> Written exam</p> <p>Schützler, Ole Hörsaalgebäude HS 3</p>
<p>A04-ANG-1303-S1</p> <p>English Linguistics – Selected Approaches</p> <p>(5 ECTS)</p>	<p>This intermediate-level seminar deals with a selected subdiscipline of linguistics and its associated concepts and methodologies (for instance: psycholinguistics, sociolinguistics, language acquisition, stylistics, ...).</p> <p>Winter term 2024/25:</p> <p>Origins of Human Communication Mondays 09.15-10.45h</p> <p>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.</p>	<p><u>Participation requirements:</u></p> <p>English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed</p> <p><u>Examination:</u> Project or oral exam</p> <p>Quick, Antje Seminargebäude S 111</p>

<p>A04-ANG-1303-S2</p> <p>English Linguistics – Language Variation</p> <p>(5 ECTS)</p>	<p>In this intermediate-level seminar we investigate the effects of social, regional or stylistic factors on the variation of English, focusing on one variety or a limited set of varieties.</p>	<p><u>Participation requirements:</u></p> <p>English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed</p> <p><u>Examination:</u> Project or oral exam</p>
	<p>Winter term 2024/25:</p> <p>From <i>prescribing to describing</i> (American) English usage Neels, Jakob Thursdays 11.15-12.45h Seminargebäude S 405</p> <p>Although variability is a key feature of natural languages, members of modern societies permeated with codified norms tend to believe that there can be only one correct way to phrase something in their language. Who imposes rules such as “Don't split infinitives”? How old and how flexible are such stylistic conventions? In this course, we will disentangle grammatical correctness from linguistic etiquette, exploring English usage in different registers and sociolinguistic contexts. The course will furthermore discuss the roles played by prescriptive grammarians, descriptive linguists, the media and the general public in shaping linguistic conventions and attitudes. Course participants will learn to find their own answers to usage problems they encounter in their (English) discourses.</p> <p><u>Recommended preparation:</u> <i>Bridging the unbridgeable: A project on English usage guides</i>. Leiden University Centre for Linguistics. <https://bridgingtheunbridgeable.com>.</p>	

MODULES AT MA LEVEL

<p>A04-ANG-2001-SW</p> <p>The British Empire and its Aftermath - Linguistics</p> <p>(5 ECTS)</p>	<p>This advanced seminar deals with linguistic representations of colonial and postcolonial societies. Varieties of English in former British colonies will be examined with regard to the effects of cultural and social contact on the English language, both in terms of attitudes and structures. The seminar may focus on one or several varieties (e.g. in Africa or South Asia).</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.</p> <p><u>Examination:</u> Essay or oral exam</p>
	<p>Winter term 2024/25:</p> <p>West African Varieties of English Schützler, Ole Wednesdays 09.15-10.45h Seminargebäude S 111</p> <p>This seminar will focus on the historical genesis and the present-day sociolinguistic realities of varieties of English in the West of Africa. We will to some extent focus on the situation of English in Nigeria and Ghana, but will also take a look at varieties found in The Gambia as well as Saint Helena, Ascension and Tristan da Cunha. In each case, we will discuss how English was established in the course of British colonisation, inspect the linguistic properties of the respective varieties (at the levels of accent and grammar) as well as their variation, and discuss which role English plays in communication and identity construction in the respective countries. Ultimately, our aim is to develop research questions that will form the basis of oral exams.</p>	

<p>04-ANG-2302</p> <p>English Linguistics: Language Structure</p> <p>(10 ECTS)</p>	<p>This advanced module comprises two related seminars that offer an in-depth examination of topics and problems in one or more branches of studying language structure, e.g. phonology, morphology, semantics, or syntax.</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.</p> <p><u>Examination:</u> Research paper</p>
<p>Winter term 2024/25:</p> <p>You have to take <u>both</u> of the following seminars:</p> <p>2302-1, Semantics in the Digital Age Schäfer, Martin Mondays 11.15-12.45h Hörsaalgebäude PC-Raum H-01</p> <p>At least since the success of general-purpose chatbots like ChatGPT, the general public is well-aware that computers can do language. What is less clear is how this actually works, and what it might and might not have to do with linguistic ideas and theories on meaning that you encountered in your studies so far. In this seminar, we are going to dive into the basic idea and technology that marked the beginning of large language models: the idea that words with similar distributional properties have similar meanings, and its computational implementation, distributional semantics. A main aim of the class is to give you hands-on knowledge in this approach. For this, we will be using the scripting language R. The class includes a gentle introduction to R, and no preknowledge in either this language nor programming in general is required.</p> <p>2302-2, Developmental Cognitive Linguistics Quick, Antje Tuesdays 09.15-10.45h Seminargebäude S 303</p> <p>For a long time, language acquisition has been investigated from a purely linguistic perspective ignoring cognition and treating language as a separate module.</p> <p>Developmental Cognitive Linguistics puts cognition back at the heart of language acquisition in order to understand in how far domain-general capacities (memory, attention, inhibition, categorization, analogy, and social cognition) shape the acquisition of linguistic knowledge. In this course, we focus on how children acquire their language(s) and how their developing cognitive capacities shape and are shaped by the learning process. We will look at first and second language acquisition as well as child and adult learners to learn how cognitive and language abilities and skills evolve and/or decline over time.</p>		

<p>A04-ANG-2306-S1</p> <p>Diachronic Variation in English I</p> <p>(5 ECTS)</p>	<p>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).</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.</p> <p><u>Examination:</u> Project or oral exam</p>
<p>Winter term 2024/25:</p> <p>A Historical Perspective on Scots and Scottish Standard English</p> <p>Tuesdays 15.15-16.45h Schützler, Ole Seminargebäude S 111</p> <p>Today, Scottish English is often defined as a sociolinguistic continuum with Scots at its non-standard end and Scottish Standard English (SSE) at its standard end. Scots derives from the Anglian branch of Old English, used to be the (standardising) national language of Scotland and can have very strong distinctive features at all linguistic levels. Many would argue that, due to a loss in prestige, today it functions as a cluster of non-standard social and regional dialects. SSE, on the other hand, is more similar to other standard varieties of English, particularly in its grammar. In this seminar, we will trace the history of Scots, how it lost ground to English, how it functions alongside (or as part of?) English today, and what efforts have been made to restore its place in the arts and in education. Our focus will be on historical developments and their general linguistic consequences, but also on the linguistic features of English and/or Scots.</p>		

<p>A04-ANG-2306-S2</p> <p>Diachronic Variation in English II</p> <p>(5 ECTS)</p>	<p>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).</p>	<p><u>Participation requirements:</u></p> <p>English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.</p> <p><u>Examination:</u> Project or oral exam</p>
<p>Winter term 2024/25:</p> <p>Grammatical change across centuries</p> <p>Mondays 13.15-14.45h Schäfer, Martin Seminargebäude S 429</p> <p>The grammatical system of English underwent major changes throughout its history. Starting out as a bona fide Germanic language, with rich verbal and nominal inflection and relatively free word order, it is now an almost inflectionless language, with strict SVO order. Our seminar traces fundamental changes by looking at a number of grammatical phenomena across the major periods of English, from Old English to Present Day English.</p>		

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Please note: These modules are restricted to students pursuing a teaching degree.

<p>A04-ANG-1201-DV</p> <p>Introduction to English Language Pedagogy (5 ECTS)</p>	<p>This lecture provides an introduction to English teaching methodology which deals specifically with the teaching of the English language in a school context. It lays down the foundation for how to plan, carry out and evaluate English lessons by looking at various critical aspects which characterize the diversity of foreign language teaching such as teaching aims, media and methods for the English language classroom. Within this, emphasis is placed on the following: theory of first and second language acquisition, the history of English teaching, standards, skills, curricula, didactic and methodological principles of lesson planning, assessment etc.</p>	<p><u>Participation requirements:</u> English B2 (CEFR); only open for exchange students who pursue a teaching degree</p> <p><u>Examination:</u> Written exam</p>
<p>Winter term 2024/25:</p> <p>Introduction to English Language Pedagogy Wednesdays 17.15-18.45h</p> <p>Niesen, Heike Hörsaalgebäude HS 3</p>		

<p>A04-ANG-1201-DS</p> <p>Planning for the EFL Classroom (5 ECTS)</p>	<p>This course aims to develop students' skills and knowledge in teaching English as a foreign language. Looking at aspects of language learning will lead us to the discussion of basic didactic concepts as well as current approaches in English Language Teaching.</p>	<p><u>Participation requirements:</u> English B2 (CEFR); only open for exchange students who pursue a teaching degree</p> <p><u>Examination:</u> Written exam</p>
<p>Winter term 2024/25:</p> <p>Planning for the EFL Classroom</p> <p>Please choose <u>one</u> of the following options:</p> <ul style="list-style-type: none"> • 1201-2a Wednesdays, 11.15-12.45h, Seminargebäude S 112, Hynes, Fiona • 1201-2b Wednesdays, 11.15-12.45h, Seminargebäude S 225, Herrmann, Dorit • 1201-2c Wednesdays, 13.15-14.45h, Seminargebäude S 112, Hynes, Fiona • 1201-2d Thursdays, 11.15-12.45h, Seminargebäude S 421, Herrmann, Dorit • 1201-2e Thursdays, 11.15-12.45h, Seminargebäude S 415, Jung, Stefanie • 1201-2f Thursdays, 13.15-14.45h, Seminargebäude S 421, Herrmann, Dorit • 1201-2g Fridays, 11.15-12.45h, Seminargebäude S 212, Jung, Stefanie <p>You will be introduced to the guidelines that influence teaching English in the German school context. You will also be introduced to the lesson grid and the basic guidelines of lesson planning. Our framework is the communicative language teaching approach.</p>		