Department of British Studies

Modules offered for incoming exchange students

Winter term 2025/26

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

You 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, 07 October, 12 pm to Wednesday, 08 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_Philo/Anglistik/Studium/VVZ/VVZ_Anglistik_WS2526.pdf

LITERARY STUDIES

MODULES AT BA LEVEL

A04-ANG-1101-LV **Introduction to Literary Analysis** (5 ECTS)	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.	Participation requirements: English B2 (CEFR) Examination: Written exam
	Winter term 2025/26: **Introduction to Literary Analysis** Haekel, Ralf Tuesdays 13.15-14.45h Hörsaalgebäude HS 3 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. Reading list: Poetry: a reader will be available on Moodle by 1 October 2025; Narrative: Julian Barnes, *The Sense of an Ending;* Drama: William Shakespeare, *Hamlet*	

A04-ANG-1103-LV **English Literatures: Key Topics** (5 ECTS)	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.	Participation requirements: English B2 (CEFR) Examination: Essay
	Winter term 2025/26: **Indian Literatures in English** Nandi, Miriam Thursdays 09.15-10.45h Seminargebäude S 126 This lecture course offers an overview on Indian literatures in English, tracing their development from the British colonial period to the present day. We will examine both authors who are well-known globally such as Arundhati Roy and Salman Rushdie, and lesser-known regional writers such as Kamala Das and Shashi Deshpande. We will begin with the origins of anglophone writing in India under British rule and delve into the literature of the independence movement in the 1930s and 40s, in particular with the works of R.K. Narayan, Mulk Raj Anand, and Raja Rao. In this context, literary representations of the Partition of India, which is often seen as the foundational trauma of the postcolonial nation states of India, Pakistan, and Bangladesh, will be a central topic. Moving forward, the lecture course will explore post-independence literature and the global appeal of the Indian-English novel. In the sessions that follow, we will focus extensively on women's writing, social-critical literature, the voices of oppressed minorities such as the Dalit (formerly called "untouchables") and literatures of the Indian diaspora. The lecture will wrap up with examining how Indian writing in English has changed in the new millennium, addressing the role and representation of 9/11 in the 2000s, the rise of Hindu nationalism, and recent developments in genre fiction. Reading list: will be made available on moodle	

A04-ANG-1105-LS

English Literatures: Selected Aspects

(5 ECTS)

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.

Participation requirements:

English B2 (CEFR); some prior knowledge of literary studies is required

Examination: Essay or oral exam

Winter term 2025/26:

Please choose one of the following options:

- 1105-2a, **Violence and Vulnerabilities in Contemporary Literature**

  Nandi, Miriam
  Wednesdays 09.15-10.45h Seminargebäude S 223

  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. Thus, we will pay particular attention to the different forms and genres the texts take. Please note that this course carries a heavy reading load.

  Reading list: Helon Habila. *Oil on Water*. Penguin, 2011; Sarah Hall. *The Carhullan Army*. Faber & Faber, 2017; Sarah Moss. *Ghost Wall*. Granta, 2018.

- 1105-2b, **English Travel Literature** Welz, Stefan
  Thursdays 11.15-12.45h Seminargebäude S 222

  Travelling is an indispensable part of English culture and literature from the times of the Grand Tour to the voyages within the British Empire, from pilgrimages to mass tourism. We find numerous literary texts, which tell us as much about travel experience of the English as about the English themselves. This course will focus on travelling throughout three centuries to destinations mainly outside the British Isles. We will discuss the socio-cultural context of this phenomenon and analyze narrative techniques of literary texts on traveling.

  Reading list: Lady Mary Wortley Montagu: Turkish Embassy Letters (Selection); Charles Dickens: Pictures from Italy (Extracts); Robert Louis Stevenson: Travels with a Donkey in the Cévennes; Stark, Freya: The Valleys of the Assassins (Extracts); Bruce Chatwin: The Songlines; Roger Deakin: Waterlog: A Swimmer's Journey through Britain (Extracts).

MODULES AT MA LEVEL

A04-ANG-2001-LW **The British Empire and its Aftermath – Literary Studies** (5 ECTS)	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.	Participation requirements: English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required Examination: Essay or oral exam
	Winter term 2025/26: **Postcolonial Environmental Literature** Nandi, Miriam Thursdays 11.15-12.45h Seminargebäude S 227 The global South is experiencing environmental disasters in particularly painful and disruptive ways. Cyclones devastate Bangladesh, India, and Eastern Africa; rising sea levels threaten to drown megacities like Jakarta and Mumbai, while oil extraction both pollutes Nigeria's Niger Delta and provides the basis for CO2 emissions that intensify global warming. This seminar explores a variety of literary voices from the global South that document and thereby denounce the devastation of postcolonial spaces. We will focus both on established writers as well as lesser-known voices, on literary novels and genre fiction and we will also explore non-fictional genres such as the environmental essay. On a theoretical level, we will analyse the intersections and possible tensions between ecocriticism and postcolonialism. The seminar carries a heavy reading load. Please reserve at least three hours for reading each week. Reading list: Please buy: Helon Habila. *Oil on Water*. Penguin, 2011; Amitav Ghosh. *Gun Island*. Picador, 2019.	

A04-ANG-2102-LW **Science and Literature** (5 ECTS)	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.	Participation requirements: English C1 (CEFR); prior knowledge of theories, concepts and methodologies of literary studies is required Examination: Essay or oral exam
	Winter term 2025/26: **Posthuman Futures** Lampadius, Stefan Fridays 11.15-12.45h Seminargebäude S 305 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. In general, posthumanism posits that we have been moving towards new definitions and forms of existence of the human being, which is largely a product of a modern technological age. The artificial human, in particular, serves as a great focal point to reflect on different aspects of human identity between animal and machine since *Frankenstein*. Narratives of the future often envision fundamental changes to society that don't stop at the human body but rather demand a rapid adaptation to new environments or ideologies. Futuristic literature abounds with such ideas, from cyborg bodies and cloning, the takeover of artificial intelligence (AI), to human life without a biological body. Many of these fictions have become increasingly prophetic, which is largely due to their extrapolation of developments in science, technology, economy	

<table>
<tr><td></td><td colspan="2">and politics. Therefore, 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. Although literature is our starting point, the course is not limited to the literary posthuman and includes its representation in other narrative media. Therefore, we will also discuss Ex Machina as a cinematic text that is exemplary of the contemporary interest in posthuman futures on the screen, from movies to more recent TV series such as Humans or Westworld.

Reading list: Aldous Huxley: Brave New World (1932), William Gibson: Neuromancer (1984), Greg Egan: Diaspora (1997) (excerpt), Margaret Atwood: Oryx and Crake (2003) (excerpts), Ex Machina (dir. Alex Garland, 2015), short fiction by Philip K. Dick and others. Huxley's Brave New World and Gibson's Neuromancer 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.</td></tr>
<tr><td rowspan="2">A04-ANG-2105-LW
Identities in British and Postcolonial Anglophone Literatures
(5 ECTS)</td><td>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.</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">Winter term 2025/26:

Please choose one of the following options:

• 2105-1a, Imperialist Dreams Welz, Stefan
Mondays 11.15-12.45h Seminargebäude S 124

The British Empire, where the sun never set, was the largest empire on earth. Much of Great Britain's 19th century wealth and importance originated from there. Many an important writer of English contributed to the imperialist discourse of the time by writing stories of adventure, exoticism and colonialism. In this course, we will try to relate relevant literary text to the imperialist project in order to illuminate the motivations, intentions, and visions of writers such as Rudyard Kipling, Rider Haggard and Joseph Conrad. For a critical reading and evaluation, we will juxtapose the choice of literary texts with writings by notorious imperialists such as J.A. Froude, C. Rhodes and others. The course aims at a broadening of our knowledge and understanding of this decisive era in English history and culture with its repercussions way into our contemporary time.

Reading list: Rudyard Kipling: Kim; Rider Haggard: King Solomon's Mines; Joseph Conrad: Heart of Darkness; Anthony Trollope: Selected Travel Letters

• 2105-1b, Anglo-Nigerian Novel Haekel, Ralf
Wednesdays 13.15-14.45h Seminargebäude S 224

The Nigerian literary scene is one of the most important and most vibrant in Africa today. The Anglo-Nigerian novel is just one aspect of Nigerian literature, and this will be taken into account in this seminar as well. In order to contextualize and theorize the works we will discuss, we will first look a Nigerian history from independence in 1960, via the Civil War of 1967-70, to the present day.

Reading list: Chinua Achebe. Things Fall Apart (1958); Wole Soyinka. The Interpreters (1965); Ben Okri. The Famished Road (1991); Chimamanda Ngozi Adichie. Half of a Yellow Sun (2006); Teju Cole. Every Day is for the Thief (2007)</td></tr>
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	It is recommended (but not compulsory) that you attend Professor Nandi's lecture Indian Literatures in English (Module 1103), as this will provide an introduction and further context to postcolonial theory and literature. • 2105-1c, **Postcolonial Theatre** Georgi, Claudia Wednesdays 17.15-18.45h Seminargebäude S 104 The plays selected for this class originate from Nigeria, Kenia, South Africa, Australia, New Zealand, and the West Indies. We will investigate how their respective (post-)colonial contexts affect their dramatic form, political agenda, and reception. Formally, the plays experiment with indigenous tradition, ritual, dance, music, and Western styles of dramatic representation. While some of them are overtly political, others showcase the effects of (cultural) imperialism on private lives. What all plays share, however, is their concern with questions of identity, language, power, representation, and resistance. We will address these issues by drawing on postcolonial theory. Reading list: Wole Soyinka, Death and the King's Horseman (1976, Nigeria); Ngũgĩ wa Thiong'o and Ngũgĩ wa Mirii, I Will Marry When I Want (1977, Kenya); Jack Davis, Kullark (1979, Australia); Derek Walcott, A Branch of the Blue Nile (1983, West Indies); Briar Grace-Smith, Ngā Pou Wāhine (1995, New Zealand); Malika Ndlovu (Lueen Conning), A Coloured Place (1996, South Africa); Jane Taylor, William Kentridge and the Handspring Puppet Company, Ubu and the Truth Commission (1997, South Africa) All playtexts will be provided via Moodle. • 2105-1d, **Decolonising Fantasy and Science Fiction** Fleischhack, Maria Thursdays 15.15-16.45h Seminargebäude S 122 Anglophone fantasy and science fiction have been dominated first by British and later by US American authors, with writers frequently stemming from a white, middle-class background. However, as both genres carry inherently subversive properties, they criticise dominant systems and present alternative perspectives both on contemporary and historical issues that have previously been predominantly written from within the dominant group. In reading texts that are rooted in the literary traditions of fantasy and scifi, we will consider how texts written by non-white voices approach aspects of discovery and quest narratives, imperialism and colonisation, control and oppression, the climate crisis, technical progress and, in the case of fantasy literature, supernatural elements and how they divert from and/or are embedded in dominant Western discourses. We will also take into consideration what it means to decolonise a genre which has been historically used to subvert and criticise systems of power while nevertheless being deeply embedded in them. Please note that this class will be reading intensive. Regular attendance of all participants is expected.

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.	Participation requirements: English B2 (CEFR) Examination: Written or oral exam
	Winter term 2025/26: **A Political and Cultural History of the British Isles** Böhnke, Dietmar Mondays 15.15-16.45h Hörsaalgebäude HS 9 The British Isles are often seen as being "steeped in history", and British (and Irish) identity as having a strong historical, sometimes nostalgic, streak (think of Bridgerton and the heritage industry). Certainly Cultural Studies urges scholars and students to "always historicise". At the same time, history is a politically and ideologically inflected construction of past events ("always written by the winners", as they say). Against this background, 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.	

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.	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
	Winter term 2025/26: Please choose one of the following options: • 1103-1a, **An Introduction to Comic Studies** Moßmann, Marlon Mondays 13.15-14.45h Seminargebäude S 121 Comic books and graphic novels are posited at a fascinating intersection between literary texts and cultural artefacts, while the previously often neglected field of comics studies has gained much traction in academic scholarship within recent years. Using visual analysis and comics studies as a frame, this course aims to teach how to critically engage with the medium in a variety of ways. In order to do so, this course introduces different key approaches to comics studies such as media-specific narrative and genre theory, theories of seriality, intertextuality, adaptation studies (investigating both comics' relationship to 'literature', as well as film), the economic and material	

	conditions of comic production and consumption, comics and/as art, sub- and fandom cultures, and (web-)comics in the digital age. Furthermore, we want to examine how comics shape discourses and represent identities by looking at comics under the perspective of theories of race and ethnicity, as well as gender and queer studies. Participants are welcome to suggest additional topics and primary texts during the first session. • 1103-1b, **High Culture vs Popular Culture?** Nisters, David Wednesdays 13.15-14.45h Seminargebäude S 303 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. • 1103-1c, **Reading Culture Through Films: Indian Cinemas** Pittel, Harald Fridays 09.15-10.45h Seminargebäude S 301 This course will look at a selection of Indian films from different periods and regions to understand the connections between filmic/aesthetic strategies and the larger culture to which they belong and respond. Also, the reception of Bollywood in Europe, and its reflections of Western cultures in the wider contexts of globalization, migration and cultural diaspora, will be a focal point. Along the way, we will dismantle a popular western misconception about Indian cinema as exclusively centred on (heterosexual) romance, which belies the fact that films from India often focus on social and political issues. Moreover, Indian cinema is not just Bollywood: there are, on the one hand, numerous regional cinema industries producing films in local languages such as Tamil, Telugu or Bengali, and there have also been influential tendencies of independent and alternative film-making ranging from the 'Parallel Cinema' of the 1950s to more recent independent productions. We will discuss examples from all these strands, and most of the films will be available via Moodle.

A04-ANG-1105-KV **Introduction to British Culture and Society** (5 ECTS)	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.	Participation requirements: English B2 (CEFR) Examination: Essay or oral exam
	Winter term 2025/26: **Contemporary Britain** Rostek, Joanna Wednesdays 11.15-12.45h Seminargebäude S 302 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, multiculturality, and the role of the media.

MODULES AT MA LEVEL

A04-ANG-2001-KS **The British Empire and its Aftermath – Cultural Studies** (5 ECTS)	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.	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
	Winter term 2025/26: **Afrofuturism** de Waal, Ariane Mondays 11.15-12.45h Seminargebäude S 305 "Can a community whose past has been deliberately rubbed out […] imagine possible futures?" With this rather cautious question, critic Mark Dery first proposed the concept of Afrofuturism in 1994, "for want of a better term". Thirty years – and three decades of vibrant black cultural production with some orientation towards "possible futures" – later, the answer to Dery's question has to be an unequivocal yes. Not only have black imaginations of (counter-)futures gained high cultural visibility and critical acclaim, as the success of films such as 'Black Panther', the music of Sun Ra, and the novels of Octavia Butler demonstrate, but the term "Afrofuturism" has also come to stay, both in academia and beyond. In this seminar, we will engage with the theoretical underpinnings of Afrofuturism and discuss its overlaps with and differences from related concepts like Afropessimism 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 Ryan Coogler's 'Black Panther' and 'Sinners' or Jordan Peele's 'Get Out', novels by Octavia Butler, Bernardine Evaristo, and Natasha Brown, the plays of debbie tucker green, artworks by Wangechi Mutu, Chris Ofili, or Yinka Shonibare, and the music (videos) of Parliament/Funkadelic, Missy Elliott, FKA Twigs, Janelle Monáe, and others.	

A04-ANG-2102-KS **Science and Culture** (5 ECTS)	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.	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
	Winter term 2025/26: **Victorian Medical Humanities** de Waal, Ariane Tuesdays 11.15-12.45h Seminargebäude S 325	

	This seminar will focus on the intersections of Victorian Studies and the health humanities (also known as the medical humanities), itself an interdisciplinary field combining approaches from cultural and literary studies and the life sciences. We will familiarise ourselves with key approaches to Victorian medicine, including, for instance, Michel Foucault's influential (if controversial) thesis of the birth of the clinic. We will also draw on the notion of "strategic presentism", asking how our investigation of Victorian medical developments resonates with contemporary concerns surrounding, e.g., reproductive rights or global public health crises. Our sessions will examine historical developments such as the division of the medical field into disciplines such as physiology, dermatology, brain science, etc., as well as the development of medical instruments that newly facilitated crossing the body's boundaries, such as the stethoscope, the ophthalmoscope, and x-rays. Our research objects will be some literary texts, but primarily non-literary sources such as medical textbooks (don't worry, these are largely accessible even to non-experts), popular guidebooks, lectures, articles in the periodical press, advertisements, and exhibitions such as waxwork shows.

A04-ANG-2105-KS **Identities in British and Postcolonial Anglophone Cultures** (5 ECTS)	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.	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
	Winter term 2025/26: Please choose one of the following options: • 2105-2a, **HIV/AIDS and British Culture, 1981-2021** de Waal, Ariane Mondays 09.15-10.45h Seminargebäude S 305 This seminar investigates four decades of British cultural responses to HIV/AIDS. The time span stretches from the description of first cases in 1981 to the release of the critically acclaimed Channel 4 series 'It's a Sin' (dir. Peter Hoar) in 2021. Beginning our discussion with Susan Sontag's seminal work 'AIDS and Its Metaphors' (1989), alongside Paula A. Treichler's influential essay on AIDS as "An Epidemic of Signification" (1987), we will unpack the different representations of and reactions to HIV/AIDS in each decade. Relying on Dion Kagan's framework, we will differentiate earlier responses to the AIDS crisis from what he has identified as the current "post-crisis" mode, which "describes the cultural re-scripting of HIV/AIDS from a state of crisis to one of chronicity" (2018, 15). Amongst the crisis-mode representations we will discuss are selected AIDS elegies by Thom Gunn (1992) and Derek Jarman's experimental film 'Blue' (1993). Situated on the cusp to post-crisis times is Mark Ravenhill's in-yer-face drama 'Some Explicit Polaroids' (1999). Finally, we will turn to recent examples, including the channel 4 series from 2021. • 2105-2b, **The Victorian Middle Ages** Nisters, David Tuesdays 13.15-14.45h Seminargebäude S 223 Imagine, for a moment, a medieval setting. What is it that you see? Castles and knights? Old books? Sickness and disease alongside chanting monks? If you do, you might be historically inaccurate, but you are most certainly not alone. Whatever they really were – and you know that cultural studies typically does not believe in the objective truth of any narrative of history whatsoever –, the Middle Ages did serve as a useful foil against which 'modernity' could define itself. By way of example, we will take a close look at the different ways of representing medieval Britain in Victorian culture during the course of our seminar. In doing so, we shall gain a better understanding of how 'the medieval' served as a crucial object of projection in an industrialised society that gave	

	such notable figures as Benjamin Disraeli the impression of being 'the workshop of the world'. • 2105-2c, **Utopian Projects: Imagined and Real** Rostek, Joanna Thursdays 09.15-10.45h Seminargebäude S 121 We seem to live in an age that makes it difficult to think optimistically of the future. As cultural scholar Mark Schmitt points out, "Pessimism, both in philosophical thought and in everyday affective, political and cultural life, is persistent and ubiquitous. From the climate crisis and global pandemic to the chronic multiple crises of capitalism and politics revolving around identity-based discrimination, there seems plenty to be pessimistic about." (2023: 1) This class is an attempt to engage with the alleged other side of a pessimistic outlook on the future: utopianism. According to Fatima Vieira, "the principal energy of utopia [is] hope. Utopia is […] a matter of attitude, a kind of reaction to an undesirable present and an aspiration to overcome all difficulties by the imagination of possible alternatives." (2010: 7) This class will explore the concept of utopia - and related concepts such as the Foucauldian heterotopia - from historical and theoretical perspectives. We will discuss cultural, literary, and 'real' examples of utopias and think together about what cultural value utopianism holds in the contemporary conjuncture of crises. • 2105-2d, **British Asian Identities in Film and Popular Culture** Pittel, Harald Thursdays 13.15-14.45h Seminargebäude S 321 The term 'British Asian' has long been used to refer to ethnicities and identities in a way that problematically obliterates social and cultural differences. This is not only so regarding the different larger groups of Britons of South-Asian heritage (British Indians, British Pakistanis, British Bangladeshis) with considerable linguistic, regional and religious variation, but also the sizable group of British Chinese are easily lost from sight, calling for a more nuanced engagement with British Asian cultures. This course will look at a wide selection of cultural texts across the media – films, television, newspapers, the internet – to understand (and question) typical and exceptional (self)representations marking the diversity of British Asians in today's popular culture and society. There will be a special focus on films, most of which will be made available via Moodle.

LINGUISTICS

MODULES AT BA LEVEL

A04-ANG-1302-VD **Introduction to Diachronic Linguistics** (5 ECTS)	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.	Participation requirements: English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed Examination: Written exam
	Winter term 2025/26: **History of the English Language** Schützler, Ole Wednesdays 11.15-12.45h Hörsaalgebäude HS 9	

A04-ANG-1302-VV **Varieties of English** (5 ECTS)	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.	Participation requirements: English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed Examination: Written exam
	Winter term 2025/26: **Varieties of English** Schützler, Ole Tuesdays 19.15-20.45h Hörsaalgebäude HS 3	

A04-ANG-1303-S1 **English Linguistics – Selected Approaches** (5 ECTS)	This intermediate-level seminar deals with a selected subdiscipline of linguistics and its associated concepts and methodologies (for instance: psycholinguistics, sociolinguistics, language acquisition, stylistics, …).	Participation requirements: English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed Examination: Project or oral exam
	Winter term 2025/26: **Cognitive Linguistics** Quick, Antje Mondays 09.15-10.45h Seminargebäude S 125 This course will introduce students to the field of Cognitive Linguistics. Cognitive Linguistics is investigating the relationship between language and the mind and is particularly interested in how cognitive mechanisms influence (the) language(s). As Cognitive Linguistics takes an explicitly usage-based perspective on language, we will focus on analyzing actual (language) data. The course will include basic empirical methods relevant to Cognitive Linguistics, most notably corpus linguistics.	

A04-ANG-1303-S2 **English Linguistics – Language Variation** (5 ECTS)	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.	Participation requirements: English B2 (CEFR); some prior linguistic knowledge/ completion of a basic-level linguistic module is presupposed Examination: Project or oral exam
	Winter term 2025/26: **Multilingualism: Language, Identity and Society** Quick, Antje Mondays 11.15-12.45h Seminargebäude S 125 This seminar investigates the topic of multilingualism as an individual and societal phenomenon. It examines how individuals and communities navigate multiple languages in everyday life and how these practices intersect with questions of identity, belonging, and power. Key topics include language acquisition in multilingual settings, code-switching and other transfer phenomena, language policy and planning, and the role of language in migration, education, and globalization.	

MODULES AT MA LEVEL

A04-ANG-2001-SW **The British Empire and its Aftermath - Linguistics** (5 ECTS)	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).	Participation requirements: English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended. Examination: Essay or oral exam
	Winter term 2025/26: **English in Nigeria** Schützler, Ole Wednesdays 09.15-10.45h Seminargebäude S 213 Nigeria is by far the most populous country in Africa, and its absolute number of speakers of English is also one of the highest of any country in the world. This seminar will focus on the historical genesis and the present-day sociolinguistic realities of English in Nigeria, including Nigerian English Pidgin. We will take a closer look at the colonial and post-colonial history of the country and the way this has affected both English and Nigerian Pidgin. We will proceed from a discussion of attitudes and ideologies to structural linguistic features, mainly (but not exclusively) in the areas of phonology and grammar. Ultimately, our aim is to formulate and explore research questions, using corpora and audio data. Oral exams taken in this class will typically be based on individual, small-scale empirical projects that we develop together in class.	

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<tr><td rowspan="2">04-ANG-2302
English Linguistics: Language Structure
(10 ECTS)</td><td>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.</td><td><u>Participation requirements</u>:
English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.
<u>Examination</u>: Research paper</td></tr>
<tr><td colspan="2">Winter term 2025/26:
You have to take <u>both</u> of the following seminars:
2302-1, Empirical approaches to language and gender Lohmann, Arne
Tuesdays 13.15-14.45h Seminargebäude S 414

In this course we will adopt an empirical approach toward studying the relationship between language and gender, that is, we will discuss recent data-based studies. While covering a number of different aspects, we will focus on two main topics: First, we will examine research on the cognitive effects of using gender-inclusive language versus generic masculine or feminine forms (e.g., using gender-neutral they instead of he as a generic masculine form). Second, we will deal with research that explores whether there is a link between gender as a grammatical category and social-conceptual gender. This research addresses the question whether in languages such as German or Spanish the conceptual representation of nouns is affected by their grammatical gender. For instance, researchers ask whether speakers of German attribute particularly masculine qualities to der Mond (‘the moon’) since it falls into the masculine category.

Since many of the research questions on language and gender involve cross-linguistic comparison, we will deal with a number of languages beyond English. Given the empirical orientation of the course, participants will also learn about different approaches toward acquiring and analyzing data. In combination with the second course of the module students will be guided toward carrying out their own research projects.

2302-2, Experiments in Linguistics Lohmann, Arne
Wednesdays 11.15-12.45h Seminargebäude S 414

The goal of this course is to enable students to design and carry out small-scale experiments in Linguistics. We will first get to know the basics of experimental research in Linguistics and Psycholinguistics. In a second step, we will then learn how to implement experiments using suitable, freely available software in a hands-on fashion. Students will be guided to design and implement their own experiments on a topic addressing an aspect of research on language and gender, which is dealt with in the other course of the module.</td></tr>
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<tr><td rowspan="2">A04-ANG-2303-S1
Synchronic Variation in English I
(5 ECTS)</td><td>This advanced seminar stimulates in-depth discussions of concepts and theories in the areas of national, local, social and functional varieties of English, with a focus on varieties of Modern English (e.g. language contact phenomena, English usage and style, etc).</td><td><u>Participation requirements</u>:
English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.
<u>Examination</u>: Project or oral exam</td></tr>
<tr><td colspan="2">Winter term 2025/26:
Varieties across the world: English-based pidgin and creole languages
Schäfer, Martin
Mondays 09.15-10.45h Seminargebäude S 103

This seminar introduces English-related pidgin and creole languages. We will investigate the structural properties that make these varieties distinctive and discuss theories of their origin. In addition, we will also explore these varieties in their socio-historical setting. The varieties covered include Tok Pisin, Jamaican Creole, Singlish, Nigerian English, and African American Vernacular English.</td></tr>
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<tr><td rowspan="2">A04-ANG-2303-S2
Synchronic Variation in English II
(5 ECTS)</td><td>This advanced seminar stimulates in-depth discussions of concepts and theories in the areas of national, local, social and functional varieties of English, with a focus on varieties of Modern English (e.g. language contact phenomena, English usage and style, etc).</td><td><u>Participation requirements</u>:
English C1 (CEFR); prior linguistic knowledge/ completion of a basic-level linguistic module is highly recommended.
<u>Examination</u>: Project or oral exam</td></tr>
<tr><td colspan="2">Winter term 2025/26:
Variation in English: Focus on style
Schützler, Ole
Tuesdays 17.15-18.45h Seminargebäude S 211

This seminar will focus on stylistic variation in English, broadly defined as context-dependent variation. Questions we need to ask in order to describe different stylistic contexts include the following: Who is our correspondent or interlocutor; what is the purpose of our communication; what level of formality is involved; what are the expectations of speaker/writer and listener/reader; what limiting circumstances (e.g. of medium) play a role; and how truly dialogic or interactive is the communication? In exploring questions like these we will familiarise ourselves with and take a critical look at (1) basic differences between prototypical spoken and written language, (2) classic sociolinguistic concepts related to style (e.g. Labov's Attentionto-speech approach) and (3) more recent models (e.g. Speech Accommodation and Audience Design). We will identify linguistic variables that have been shown to be sensitive to variation in style, and we will explore ways of gathering and analysing relevant data from corpora, sociolinguistic interviews and questionnaires.</td></tr>
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LANGUAGE PRACTICE

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<tr><td rowspan="2">A04-ANG-1501-VL
Introduction to Academic English Grammar and Composition (5 ECTS)</td><td>This lecture introduces students to the grammatical principles of academic composition in English. Via an incremental series of lectures and accompanying exercises based on advanced English grammar, register and rhetoric, students will acquire the necessary grammatical skills for understanding and writing academic English.</td><td>Participation requirements:
English B2 (CEFR)

Examination: Written exam</td></tr>
<tr><td colspan="2">Winter term 2025/26:

Academic Composition Mathieson, Jolene
Tuesdays 15.15-16.45h Hörsaalgebäude HS 11

The sessions will pay particular attention to those grammatical constructions that often present problems for non-L1 English speakers/writers when reading and writing syntactically complex sentences; for example, the use of the perfect tenses in English, the use of subordinating and adverbial clauses in English as well as the uses and abuses of nominalisation in English. This lecture is designed as a foundational course that introduces students to the key points of English grammar and academic composition they will need for both their studies and as they prepare for their careers in the English language.</td></tr>
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This module has been cancelled.

TEACHING ENGLISH AS A FOREIGN LANGUAGE

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

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<tr><td rowspan="2">A04-ANG-1201-DV
Introduction to English Language Pedagogy
(5 ECTS)</td><td>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.</td><td>Participation requirements:
English B2 (CEFR); only open for exchange students who pursue a teaching degree
Examination: Written exam</td></tr>
<tr><td colspan="2">Winter term 2025/26:
Introduction to English Language Pedagogy Niesen, Heike
Thursdays 07.15-08.45h Hörsaalgebäude HS 2

This lecture provides an extensive introduction to (language) learning theories including behaviorism, innatism/nativism, cognitivism, and social constructivism/interactionism. This theoretical basis is transferred to the goals and specifics of EFL teaching and learning including the design of teaching and learning scenarios. More specifically, application-oriented perspectives cluster around teaching and learning lexis, grammar, receptive (reading and listening) as well as productive (speaking and writing) competences besides approaches to assessment. A detailed syllabus is provided in the first session. Core literature is referred to throughout the lecture.

Reading list: Grimm, Nancy, Michael Meyer and Laurenz Volkmann (2022) Teaching English. Tübingen: Narr.</td></tr>
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<tr><td rowspan="2">A04-ANG-1201-DS
Planning for the EFL Classroom
(5 ECTS)</td><td>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.</td><td>Participation requirements:
English B2 (CEFR); only open for exchange students who pursue a teaching degree
Examination: Written exam</td></tr>
<tr><td colspan="2">Winter term 2025/26:
Planning for the EFL Classroom
Please choose one of the following options:
• 1201-2a Tuesdays, 11.15-12.45h, Seminargebäude S 315, Köcher, Anja
• 1201-2b Thursdays, 09.15-10.45h, Seminargebäude S 221, Scheibe, Jonas
• 1201-2c Wednesdays, 13.15-14.45h, Seminargebäude S 210, Scheibe, Jonas
• 1201-2d Fridays, 09.15-10.45h, Seminargebäude S 403, Jung, Stefanie
• 1201-2e Thursdays, 09.15-10.45h, Seminargebäude S 110, Jung, Stefanie
• 1201-2f Thursdays, 11.15-12.45h, Seminargebäude S 410, Jung, Stefanie
• 1201-2g Fridays, 11.15-12.45h, Seminargebäude S 110, Jung, Stefanie</td></tr>
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	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. 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. We will explore listening, reading, viewing, speaking, and writing competences as well as the teaching of lexis and grammar within the framework of a communicative language teaching approach.