



**Technische
Universität
Braunschweig**

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Rüdiger Heinze

Abt. für Literatur- und Kulturwissenschaft
Abt. für Englische Sprachwissenschaft
Abt. für Englische Sprache und ihre Didaktik

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Stand 14.04.2023

Änderungen jederzeit möglich

Kurskommentar Sommersemester 2023

Studiengang BA English Studies

**Gültig für Studierende English Studies Beginn WS 13/14 (alte Prüfungsordnung) und
WS 21/22 (neue Prüfungsordnung)**

Beginn der Lehrveranstaltungen:	Dienstag, 11.04.23
Exkursionswoche:	Sonntag, 28.05.23 bis Sonntag, 04.06.23
Ende der Lehrveranstaltungen:	Samstag, 22.07.23
Feiertage in Niedersachsen:	Montag, 01.05.23 (Tag der Arbeit)
	Donnerstag, 18.05.23 (Christi Himmelfahrt)
	Montag, 29.05.23 (Pfingsten)

Das Institut für Anglistik und Amerikanistik ist in drei Abteilungen untergliedert:

- die **Abteilung für Literatur- und Kulturwissenschaft**
(Leiter: Prof. Dr. Rüdiger Heinze),
- die **Abteilung für Englische Sprachwissenschaft**
(Leiter: Prof. Dr. Holger Hopp) sowie
- die **Abteilung für Englische Sprache und ihre Didaktik**
(Leiterin: Prof. Dr. Carmen Becker).

Das Institut für Anglistik und Amerikanistik bildet seit dem WS 2003/2004 im Studiengang BA (Bachelor) aus, der u. a. mit den weiterführenden Lehramts-Masterstudiengängen für G, HR und GYM verknüpft ist. Das Institut für Anglistik und Amerikanistik ist zudem beteiligt an den Master-Studiengängen „Kultur der technisch-wissenschaftlichen Welt“, „Medientechnik und Kommunikation“ und „Medienwissenschaft“ (HBK), sowie am Zertifikatsprogramm „Deutsch als Fremdsprache“ und im Studiengang BA „Integrierte Sozialwissenschaften“.

Studienberatung: siehe Aushänge im Seminar und auf den entsprechenden Internetseiten des Instituts für Anglistik und Amerikanistik.

Für Termine, aktuelle Raumangaben sowie die Öffnungszeiten der Bibliothek, LiKu-Mediathek und des PC-Sprachlabors und Selbstlernzentrums (PCS) sowie aktuelle Ankündigungen beachten Sie bitte die Aushänge an den Anschlagbrettern der Abteilungen und die Internetseiten des Instituts für Anglistik und Amerikanistik.

Um Bücher ausleihen zu können, müssen Studierende einen Erfassungsbogen ausfüllen. Dieser kann während der Semesterferien zu den Ferienöffnungszeiten der Bibliothek oder zu Semesterbeginn ausgefüllt werden. Bitte Personalausweis und Studentenausweis mitbringen.

Merkblätter zum BA-Studiengang bzw. Masterstudiengängen finden Sie auf der Homepage des Instituts und der Fakultät.

Die folgenden Kurskommentare dienen Ihrer Studienplanung und Vorbereitung in der vorlesungsfreien Zeit. Nehmen Sie rechtzeitig Kontakt mit Ihren Dozent/innen und Prüfer/innen auf!

Die meisten Kurse am Institut für Anglistik und Amerikanistik finden mit Online-Unterstützung durch die TU-weite Lernplattform Stud.IP statt und setzen die Nutzung dieser Plattform durch die Studierenden voraus. Anmeldungen zur Teilnahme sowie allgemeine und aktuelle Kursmitteilungen finden Sie dort innerhalb der einzelnen Lehrveranstaltungen. Besuchen Sie auch die Internetseite (u.a. über einen Hotlink von der Homepage des Instituts für Anglistik und Amerikanistik oder direkt unter <https://Stud.IP.tu-braunschweig.de/>).

Um diese Nutzung zu ermöglichen, besorgen Sie sich bitte zu Vorlesungsbeginn im IT-Zentrum einen Benutzer-Account („y-Nummer“) mit zugehörigem Passwort.

Die Lehrenden des Seminars wünschen ein erfolgreiches Sommersemester 2023!

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Fakultatives Lehrangebot für alle Profile **alte und neue PO**

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:00 – 21:00, BI 80.303/304 (MakerSpace) oder BBB (Online)

First Meeting: 19.04.2023 (via Big Blue Button)

The theatre group of the *Institut für Anglistik und Amerikanistik*, the **TUBS-Players**, has been producing plays for more than 20 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or backstage, are welcome to join us.

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups focusses specifically on creating workshops and preparatory material for schools.

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button or in the MakerSpace. We shall use our online meetings to find new ways of digital theatre.

Our projects of the upcoming terms include:

1) NEW PROJECT:

A Midsummer Night's Online Stream- Continued:

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) "Shakespeare@School"

Part of our Transmedia Storytelling project: *A Midsummer Night's Online Stream* will be created specifically for classroom engagement.

Newcomers are welcome!! For more information please contact Dr. Maria Marcsek-Fuchs (m.marcsek@tu-bs.de) or just come by our first meeting.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

Termin: 28.05. - 02.06.2023

First Meeting, only for the already enrolled group of the past winter term: t.b.a.

The excursion “Literary London” is on its way. From 28.05.-02.06.2023, a group of 24 students will be exploring Great Britain’s capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term. If you wish to join the next London excursion, please enrol in the winter term 2023/24.

Literature:

Dailey, Donna, and John Tomedi. *Bloom’s Literary Guide to London*. New York: Checkmark Books, 2007.

Fairman, Richard, ed. *London: A Literary Anthology*. London: The British Library, 2014.

Glinert, Ed. *Literary London: A Street by Street Exploration of the Capital’s Literary Heritage*. London: Penguin, 2007.

Kilian, Eveline. *London: eine literarische Entdeckungsreise*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2008.

Talgholm, Roger. *Walking Literary London*. 3rd. Ed. London: New Holland, 2012.

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Kurse für den Studiengang BA

Gültig für Studierende English Studies Beginn PO WS 2013/3014

Basismodul 1 “Introduction to Literary and Cultural Studies”

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Basismodul 1 Introduction to Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 1. Studienjahr
Credits	9 LP

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Literary and Cultural Studies I (2 SWS)	LV Introduction to Literary and Cultural Studies II (2 SWS)
Folgende LV ist wahlweise im Winter oder im Sommer zu belegen: LV Academic Writing (2 SWS)	
Leistung: Neue PO: PL: 2 englischsprachige Klausuren (im WS zu Intro I; im SoSe zu Intro II); SL: Essay Alte PO: PL: Klausur zu Intro I und II	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Introduction to Literary and Cultural Studies II (Group A) – 4412 330

EK, Mo 13:15 – 14:45, BI 85.1

Kulturwissenschaft erforscht die vom Menschen hervorgebrachten Einrichtungen, die zwischenmenschlichen, insbesondere die medial vermittelten Handlungs- und Konfliktformen sowie deren Werte- und Normenhorizonte. (Böhme/Matussek/Müller 2000).

This seminar is part II of the Introductory Course to Literature and Culture. (You can take part in it, no matter which of the parallel courses you have successfully accomplished.) While in Introduction I we concentrated on the techniques of literary analysis, in part II we shall introduce tools and theoretical concepts of Cultural Studies. The syllabus will be available on Stud.IP in advance of the semester.

Literature:

Our key text will be George Orwell, *Nineteen Eighty-Four* (preferably an annotated edition). We will also read a number of short stories. Please make sure you have read "My Son the Fanatic" (Hanif Kureishi) at the beginning of term. We will also work with reading assignments from additional material, which will be made available at the beginning of the term and in class. Useful introductions to cultural studies include:

Assmann, Aleida (²2008). *Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen*. Berlin: Schmidt.

Barker, Chris. *Cultural Studies: Theory and Practice*. 3rd ed. London: Sage, 2008.

Bassnett, Susan, ed. (²2003). *Studying British Cultures*. London: Routledge.

Childs, Peter (2006). *Texts. Contemporary Cultural Texts and Critical Approaches*. Edinburgh: Edinburgh UP.

Nünning, Vera, ed. (2005). *Kulturgeschichte der englischen Kultur*. Tübingen: Francke.

Sommer, Roy (2003). *Grundkurs Cultural Studies/Kulturwissenschaft*. Großbritannien. Stuttgart: Klett.

Storey, John, ed. (⁴2006). *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall.

Tönnies, Merle; Claus-Ulrich Viol (2007). *Introduction to the Study of British Culture*. Tübingen: Narr.

Turner, Graeme (³2003). *British Cultural Studies: An Introduction*. London: Routledge.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. S. John:

Introduction to Literary and Cultural Studies II (Group B) – 4412 331

EK, Mo 15:00 – 16:30, RR 58.1

This course is the second part of the Introduction to Literature and Culture. (You can take part in it, no matter which of the parallel courses you have successfully accomplished.) Having covered the techniques of literary analysis in part I, the aim of this course is to introduce theories and analytical tools necessary for the study of British and American culture. While discussing theoretical definitions of culture and concepts of, for example, ideology, race, class, gender, space, and environment, we will also analyse different media and cultural phenomena, such as film and television, advertising, paintings, subcultural styles as well as literary works. The course will thus enable you to broaden your idea of what a 'text' is and to

understand cultural practices within their respective contexts.

Literature:

All reading material will be announced on Stud.IP at the beginning of the semester.

Recommended literature for orientation in the field:

Assmann, Aleida. *Introduction to Cultural Studies: Topics, Concepts, Issues*. Berlin: Erich Schmidt Verlag, 2012.
Barker, Chris. *Cultural Studies: Theory and Practice*. 3rd ed. London: Sage, 2008.
Bassnett, Susan, ed. *Studying British Cultures*. London: Routledge, 2003.
Longhurst, Brian. *Introducing Cultural Studies*. Harlow: Longman, 2010.
Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall, 2006.
Sommer, Roy. *Grundkurs Cultural Studies / Kulturwissenschaft Großbritannien*. Stuttgart: Klett, 2003.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Introduction to Literary and Cultural Studies II (Group C) – 4412 332

EK, Do 15:00 – 16:30, BI 97.9

This is the second part of the introduction course. It will continue where the first part adjourned after the winter semester (it does not matter which course you attended) and introduce you to the (historical and contemporary) basics of British and American Cultural Studies. We will look at the concepts, terms and methods that you need for a systematic study of culture(s). Perhaps even more so than literature, “culture” is a volatile concept and term. We will begin with fundamental questions – such as “what is culture?” and “what are cultural studies?” – and the basic terms and tools for discussing cultural products in a variety of genres and media such as film, television, music, radio and comics. We will also discuss how to historicize and contextualize cultural products and how different theoretical approaches yield different readings and results. Lastly, we will continue and elaborate on the practical techniques of scholarly research as well as methodology and theory in general.

For our discussions we will look at examples from different media and signifying systems such as fashion, music, TV, film, or everyday practices such as eating or ‘going out’. In addition to the key text (see below), additional material will be made available on Stud.IP.

Literature:

Giles, J., and T. Middleton (2008). *Studying Culture*. 2nd Edition. Malden: Blackwell.

Recommended literature for orientation in the field:

Assmann, Aleida. *Introduction to Cultural Studies: Topics, Concepts, Issues*. Berlin: Erich Schmidt Verlag, 2012.
Barker, Chris. *Cultural Studies: Theory and Practice*. 3rd ed. London: Sage, 2008.
Longhurst, Brian. *Introducing Cultural Studies*. Harlow: Longman, 2010.
Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall, 2006.
Sommer, Roy. *Grundkurs Cultural Studies / Kulturwissenschaft Großbritannien*. Stuttgart: Klett, 2003.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies II (Group D) – 4412 333

EK, Do 16:45 – 18:15, BI 97.9

This seminar is part II of the Introductory Course to Literature and Culture. (You can partake in it, no matter which of the parallel courses you have successfully accomplished.) Whilst in Introduction I we concentrated on the techniques of literary analysis, in part II we shall study tools and theoretical concepts of Cultural Studies.

What is popular culture? Is identity a stable entity or rather a construct of society? Although we will continue working with literary texts, such as David Lodge's humorous campus-novel *Changing Places* (1975), we will also broaden our focus to different areas of culture, to signifying processes derived from different media, such as films, TV, music, or fashion. The seminar will start by asking such (seemingly simple) questions like "What is culture? What are cultural studies?" We will then investigate notions such as textuality and mediality, before moving on to exemplary key concepts of Cultural Studies such as identity, class, race, gender, body or memory and then examining their cultural relevance with a wide range of examples. We will work with reading assignments from additional material, which will be made available at the beginning of the term and in class. Note: Please purchase the primary text before the first session. Our central text, David Lodge's *Changing Places*, must be read prior to the beginning of the term.

Literature:

Primary Literature:

- Lodge, D. (2011). *Changing Places: A Tale of Two Campuses*. [1976]. London: Vintage. [ISBN-13: 978-0099554172]

Secondary Literature:

Useful introductions to cultural studies include:

Assmann, Aleida. *Introduction to Cultural Studies: Topics – Concepts – Issues*. Berlin: Schmidt, 2012.

Barker, Chris. *Cultural Studies: Theory and Practice*. Los Angeles: Sage, 2008.

Bassnett, Susan, ed. *Studying British Cultures*. London: Routledge, 2003.

Childs, Peter. *Texts: Contemporary Cultural Texts and Critical Approaches*. Edinburgh: Edinburgh UP, 2006.

Longhurst, Brian. *Introducing Cultural Studies*. Harlow: Longman, 2010.

Nünning, Vera, ed. *Kulturgeschichte der englischen Kultur*. Tübingen: Francke, 2005

Sommer, Roy. *Grundkurs Cultural Studies / Kulturwissenschaft*. Großbritannien. Stuttgart: Klett, 2003.

Storey, John, ed. *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall, 2006.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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C. Sternberg:

Academic Writing (Group A) – 4412 070

UE, Mo 08:00 – 09:30, BI 97.11

This seminar is an introductory course to academic writing in English. It will guide you through the stages of the writing process from developing a research question to outlining and composing an academic text and familiarise you with strategies and techniques necessary for writing an essay, a term paper, or a BA thesis. We will discuss and practise how to build an effective and persuasive argument using clear and concise language as well as how to revise and edit a written text. This includes topics such as coherence and consistency, style and register, avoiding plagiarism and citing literature according to MLA conventions. For a first orientation into the topic, please consult the LiKu Style Guide available on the department's webpage.

Recommended Literature and Online Sources:

Broders, Simone. *Wissenschaftliches Arbeiten in Anglistik und Amerikanistik: Das Praxisbuch*. Paderborn: Fink, 2015.

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3rd ed. London and New York: Routledge, 2011.

MLA Formatting and Style Guide, OWL Purdue University:
https://owl.purdue.edu/owl/purdue_owl.html

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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C. Sternberg:

Academic Writing (Group B) – 4412 071

UE, Mo 09:45 – 11:15, BI 97.11

This seminar is an introductory course to academic writing in English. It will guide you through the stages of the writing process from developing a research question to outlining and composing an academic text and familiarise you with strategies and techniques necessary for writing an essay, a term paper, or a BA thesis. We will discuss and practise how to build an effective and persuasive argument using clear and concise language as well as how to revise and edit a written text. This includes topics such as coherence and consistency, style and register, avoiding plagiarism and citing literature according to MLA conventions. For a first orientation into the topic, please consult the LiKu Style Guide available on the department's webpage.

Recommended Literature and Online Sources:

Broders, Simone. *Wissenschaftliches Arbeiten in Anglistik und Amerikanistik: Das Praxisbuch*. Paderborn: Fink, 2015.

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3rd ed. London and New York: Routledge, 2011.

MLA Formatting and Style Guide, OWL Purdue University:
https://owl.purdue.edu/owl/purdue_owl.html

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

Academic Writing (Group C) – 4412 072

UE, Do 13:15 – 14:45, BI 97.9

This seminar is an introductory course to academic writing in English. It will guide you through the stages of the writing process from developing a research question to outlining and composing an academic text and familiarise you with strategies and techniques necessary for writing an essay, a term paper, or a BA thesis. We will discuss and practise how to build an effective and persuasive argument using clear and concise language as well as how to revise and edit a written text. This includes topics such as coherence and consistency, style and register, avoiding plagiarism and citing literature according to MLA conventions. For a first orientation into the topic, please consult the LiKu Style Guide available on the department's webpage.

Recommended Literature and Online Sources:

Broders, Simone. *Wissenschaftliches Arbeiten in Anglistik und Amerikanistik: Das Praxisbuch*. Paderborn: Fink, 2015.

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3rd ed. London and New York: Routledge, 2011.

MLA Formatting and Style Guide, OWL Purdue University:
https://owl.purdue.edu/owl/purdue_owl.html

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Basismodul 2 “Linguistic Foundations“

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Basismodul 2 Linguistic Foundations
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 2. Studienjahr
Credits	9 LP

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Linguistics I (2 SWS)	LV Introduction to Linguistics II (2 SWS)
LV Descriptive Grammar of English 1 SWS	LV Spoken English 1 SWS
Leistung: Neue PO: PL: Zwei Klausuren, je nach WiSe (Intro I / Descriptive Grammar) und SoSe (Intro II / Spoken English) Alte PO: PL: Englischsprachige Klausur zu allen 4 LV	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. Von Holzen:

Introduction to Linguistics II (Group A) – 4412 290

EK, Di 08:00 – 09:30, BI 84.2

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. V. Heyer:

Introduction to Linguistics II (Group B) – 4412 291

EK, Di 11:30 – 13:00, BI 85.1

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. Von Holzen:

Introduction to Linguistics II (Group C) – 4412 292

EK, Do 11:30 – 13:00, BI 85.1

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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D. Öwerdieck, M. A.:

Introduction to Linguistics II (Group D) – 4412 293

EK, Fr 13:15 – 14:45, BI 84.2

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. V. Heyer:

Introduction to Linguistics II (Course Repeaters) – 4412 294

Online-EK, nach Vereinbarung

This second part of the two-semester introductory course is an **online-course for repeaters only** and it covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. H. Hopp:

Spoken English – 4412 300

SE, Fr 11:30 – 12:15, BI 84.1

In this course, we survey properties of contemporary spoken English from a phonetic and phonological perspective. In the first part of the course, we define and describe characteristics of connected speech such as stress, rhythm, and intonation. In the second part, this course gives an overview over variation and development in spoken English. We discuss different accents of English, i.e. American and British English as well as World Englishes. Finally, we address the development of spoken English (a) in history from Old English to Modern English, and (b) in learners by looking at how children and foreign-language learners acquire spoken English.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

Carr, P. (2013). *English phonetics and phonology: An introduction*.

Chichester: Wiley-Blackwell. Collins, B. & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*.

Abingdon: Routledge. Roach, P. (2009). *English phonetics & phonology: A practical course*.

Cambridge: Cambridge University Press. Skandera, P. & Burleigh, P. (2016). *A manual of English phonetics and phonology*. Tübingen: Narr. O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction*.

Harlow: Pearson.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Basismodul 3 “Mediating Languages and Cultures”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Basismodul 3 Mediating Languages and Cultures
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 2. Studienjahr
Credits	9 LP

Modulaufbau

Wintersemester	Sommersemester
2 LV Introduction to Foreign Language Pedagogy I Introduction to Foreign Language Pedagogy II (2 x 2 SWS)	LV Introduction to Foreign Language Pedagogy III (2 SWS)
Leistung: PL: Klausur (nur im WS)	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Basismodul 3 “Mediating Languages and Cultures”

alte PO (ab WS 2013/14)

Modulinformation alte PO

Art und Bezeichnung des Moduls	Basismodul 3 Mediating Languages and Cultures
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 2. Studienjahr
Credits	9 LP

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Foreign Language Pedagogy (2 SWS)	LV 2 weiterführende fachdidaktische LV (2 x 2 SWS)
	Leistung: PL: Hausarbeit mit Präsentation

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Themenbereich: Introduction to Didactics I+II

(Dieser Themenbereich wird nur im Wintersemester angeboten.)

Themenbereich: Introduction to Didactics III

Prof. Dr. C. Becker:

Introduction to Teaching Speaking – 4412 280

SE, Mo 11:30 – 13:00, BI 80.303/304 (MakerSpace)

Speaking is a skill which poses a great challenge for most language learners. As research suggests, speaking needs to be developed independently from the grammar curriculum. It is a skill that is highly interactive and requires the ability to cooperate as well as to take turns under time-pressure without careful planning. This course will first review the state of the art in developing speaking skills. We will discuss the most important research findings on the processes involved in oral language production in a foreign language in addition to different approaches to skill development. Materials for teaching speaking will be critically examined. The succeeding sessions will be used to examine approaches to the assessment of speaking critically, and you will be able to take part actively in the "Language Village Project" at a school.

Literature:

Thornbury, S. (2013): *How to teach speaking*. Harlow: Pearson Education.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. A. Kubanek:

Poetry for Language Learning Activities and the Development of Inter/trans-cultural Competence – 4412 471

SE, Mo 13:15 – 14:45, BI 85.6

With the focus of competences of language learners on "everyday life" and "useful language", poetry oftentimes seems to get neglected. In this class we will work with various genres of poems and how they can find a place in lessons. Some will be taken from the literary canon, but we will look at many examples from lyrikline.org from various countries in the original and/or translations. Creative writing will also be one of the activities, for example eleveners or attempts at haikus. Beautiful formats will be tried out, although in lay format, like a calligraphy or a collages and visual poetry. Based on the interests of the participants we can include other poetry genres. We will partly think about the meaning of the poem for us, recite to get a feel for its rhythm, and then work on ways of making it accessible to a class, both via language activities in the narrow sense and activities about the inter/transcultural dimension. The poems will be mentioned at the beginning of the course.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. A. Kubanek:

From Visual Art Impulses for Language Learning Activities and the Development of Inter/trans-cultural Competence – 4412 477

SE, Mo 16:45 – 18:15, BI 80.303/304 (MakerSpace)

We will focus on how visual art impulses can be used in EFL classes to develop the idea of responsible citizenship and environmental awareness via impulses from art which in turn require language competences to interpret, explain to others, instruct activities etc. Several examples will be from the documenta fifteen, street art, current exhibitions. It will be important to not only realise which descriptive language is necessary but also what is necessary to express one's point of view and which technical language if the work of art uses technology. Further how such visual art impulses can be integrated into contentbased lessons or modules in the foreign language.

The examples will be discussed at the beginning and the repertoire can be augmented by suggestions from the participants.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Smith:

Introduction to Inclusive Teaching and Learning – 4412 120

SE, Do 09:45 – 11:15, BI 80.2

Since the ratification of the UN-Convention on the Rights of Persons with Disabilities, special-needs schools are successively closing. Now, in regular schools (elementary, "Realschule", "Gymnasium", etc.) highly heterogeneous students learn inclusively side-by-side. In theory, this means that students benefit from learning together and that they receive additional support as needed. While learning English as a foreign language in an inclusive setting will be a benefit for students, teaching English in an inclusive setting can be a challenge for the teachers. This seminar will not only provide an introduction into the theoretical concept of inclusion, it will also concentrate on its practical implementation in the English language classroom. The participants of this course will learn about the challenges of inclusive teaching, and about strategies and measures teachers can apply in order to make inclusive language learning possible.

Hinweis:

Dieses Seminar wird sowohl als B3-Vertiefungsseminar anerkannt als auch gleichzeitig als Einführungsseminar im Rahmen des Inklusions-Zertifizierungsprogrammes ZiEI TUBS (Zertifikat inklusiv Englisch lehren und lernen). Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

Literature:

Haß, Frank / Kieweg, Werner (2012). *I Can Make It! Englischunterricht für Schülerinnen und Schüler mit Lernschwierigkeiten*. Seelze: Klett/Kallmeyer.

Delany, Marie / Fraley, Sally (2016). *Special Education Needs – Into the Classroom*. Oxford: Oxford University Press.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. R. D. Jones:

Global Citizenship Education – 4412 118

SE, Do 13:15 – 14:45, BI 80.303/304 (MakerSpace)

The seminar will explore the concept of global citizenship education for EFL teaching and learning, both critically and constructively. It will investigate its role in various institutions and educational documents, like the German Ministry of Culture and the core curricula for modern foreign languages in Lower Saxony. It will also look into the role of the concept, and its focus on various social movements, in existing teaching materials, including EFL textbooks in Germany. Finally, the seminar will focus on complex task design which can help teachers create their own materials and activities around this concept. As an example-topic for global citizenship education, particular focus will be paid to the United Nations' 1st Sustainable Development Goal (as a part of its 2030 Agenda), "no poverty," as well as its 10th, "reduce inequality" as well as "economic inequality." Empirical research findings from my own current project will be offered on this particular subject to illustrate the challenges and potentials of this concept and its current role in, for instance, EFL textbooks.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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PD Dr. C. Meyer:

Teaching Media (Past and Present) – 4412 121

SE, Do 15:00 – 16:30, BI 80.1

This course zooms into the cultural history of the emergence and developments of mass media in the US from the 1830s (the rise of the penny press) to the 21st century. We will situate their emergence within larger social and historical processes, reflect on their impacts, and then ask how mass media (past and present) can be taught to generate and improve language skills, intercultural communicative competence, and media literacies. In this course, we will also examine serializations in and across different media from the nineteenth to century to today, look at the historical circumstances that support serial structures, and explore the concept of seriality.

The course will provide a toolbox of methods, theories and critical terms for studying and analyzing different media of storytelling (past and present) as well as for teaching media (and seriality) in the EFL classroom. Further objectives of this course:

1. acquaint students with different theoretical justification of media study;
2. encourage the development of analytical skills as well as language skills and learning strategies;
3. enhance the understanding of (serial) media as cultural and educational assets;
4. foster media literacies within the context of teaching English as a foreign language;
5. pair theoretical approaches with practical examples to illustrate how different media (past and present) can be introduced into EFL classroom tasks.

Course requirements will be announced in the first session of the semester. A reader will be made available at the beginning of the summer term; handouts and study questions will be uploaded on the e-learning platform. Please check Stud-IP for announcements.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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PD Dr. C. Meyer:

Introduction to Teaching Film – 4412 123

SE, Do 18:30 – 20:00, BI 85.3

Teaching film can not only introduce interesting and relevant material (about culture and language, for example) into the classroom, but also enable learners to increase their perceptivity on ways of being and acting in a complex, diverse world. This means watching (and teaching) cinema is by no means a trivial pursuit. Because of film's presence, relevance and influence in today's world as a way of intercultural, global contact (through English), teaching film (and its related competences) in a variety of formats (e.g. feature films and documentary films) is more important than ever. This seminar will focus on both the why and how of teaching film in the EFL classroom. It will provide an introduction to the study and teaching of film, methods of analysis (and how to guide learners in film and television analysis), and key concepts of cinema and television studies (e.g. storytelling and narrative style, mise-en-scène, cinematography, editing, sound, lighting, color scheme, or special effects).

Learning how to read and teach film with regard to various formal aspects will acquaint students with the aesthetic and narrative features, as well as the meaning of films (or film scenes) and traditions of film. Students will acquire the competency and analytic skills to critically read and interpret audiovisual media, and will learn how to work with film in class (incl. such questions as how to assess the students' media literacy, for interest and ability may vary greatly within a class, so that they can teach a broad range to diverse students (age, abilities, interests)).

Course requirements will be announced in the first session of the semester. A reader will be made available at the beginning of the summer term; handouts and study questions will be uploaded on the e-learning platform. Please check Stud-IP for announcements

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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PD Dr. C. Meyer:

Introduction to Teaching Literature – 4412 125

SE, Fr 13:15 – 14:45, BI 80.1

The class will introduce students to critical terms for the study and analysis of different forms and contexts of literary texts, and acquaint students with the didactic potential of literature in

the context of an EFL classroom; questions framing the seminar include: why, when, where should literature be taught and how?

During the course of the semester we will discuss different literary genres (e.g. short story, novel, graphic literature, poetry) from different time periods from the nineteenth century to today. One focus will be on popular, commercial forms of narrative such as serialized children's literature, and the question of how these texts can support language learning, and the development of vocabulary, intercultural competence, critical literacy, and media literacy. A second focus is on the Young Adult Dystopian genre. We will read and analyze a selection of contemporary YAD texts, published between 1990 and 2022 (e.g. Lois Lowry's *The Giver*, often considered to be the first popular young adult dystopian novel, Taheri Mafi's serialized dystopian thriller *Shatter Me*, or Marie Lu's *Legend series*), to explore how they negotiate concepts of selfhood in a dystopic future, spaces of belonging (community), moral and ethical dilemmas of the main characters, environmental disasters, totalitarian regimes, (bio)-technology, privacy and surveillance, and human agency.

Course requirements will be announced in the first session of the semester. A reader will be made available at the beginning of the summer term; handouts and study questions will be uploaded on the e-learning platform. Please check Stud-IP for announcements

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Basismodul 4 “Basic Language Skills: Reading and Writing”

neue PO

Modulinformation neue PO

Art und Bezeichnung des Moduls	Basismodul 4 Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 1. Studienjahr
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar I (2 SWS) Regional Studies I (2 SWS) Writing I (1 SWS) Leistung: PL: Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Reading and Writing

(neue PO)

J. Tavares:

Regional Studies I (Group A) – America: American Conspiracies: Narratives, Rumor and Theories – 4412 410

UE, Di 16:45 – 18:15, BI 85.8

Conspiracy narratives and speculative rumors of a conspiracist nature are intermittently popular in almost all segments of American culture. The general motivations of conspiracy beliefs relate to essential needs (for knowledge, to feel safe and secure, to feel good about oneself and one's group), but evidence shows these needs are not actually served by conspiracy beliefs. Conspiracy theories tend to be explanations that conflict with best academic knowledge, and belief in them leads to less support for democratic processes and institutions. They play a role in political polarization, and they are used in identity-protective cognition. They may both express and arouse strong feelings and divide communities and society.

Conspiracy theories as a general topic thus satisfy general criteria for controversial issues. At the same time, they are particularly interesting because they hover between the superficially and the inherently controversial: although in practice often resistant to contradictory evidence, they generally appeal to reason and evidence. While they sometimes are rooted in deep religious and religion-like beliefs, this makes them good cases for practicing analytical skills that could better serve all the needs above.

This class will explore a number of conspiracy theories and how they have shaped the minds of American society in the past and the present, beginning with the stock market crash in 1929 continuing up to the recent 2020 presidential election.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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S. Kingsbury:

Regional Studies I (Group B) – New Zealand: The Events that have helped shape Modern New Zealand and New Zealanders – 4412 411

UE, Do 13:15 – 14:45, BI 85.2

New Zealand, a small island nation of roughly 4 million people and 40 million sheep has a very special culture, one that is unique and one that has had a significant impact on the modern world. Students will gain an insight into this culture and cultural phenomenon such as the Bungee jump, the Haka and the furry kiwi (though well known, will also be investigated). Furthermore, students will examine the major events in New Zealand's short history which have had an effect on forming the modern New Zealand way of life. Events that range from the settlement of the Maori tribes and their clashes with European colonists, women's suffrage, and the impact of the First World War to modern sporting achievements, the Christchurch earthquake and developments in television, music and film will also be examined.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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D. Cattell:

Regional Studies I (Group C) – Great Britain: Great Britons and their Influence on British Society and Culture – 4412 412

UE, Fr 08:00 – 09:30, BI 80.1

Modern Britain and Ireland, one a so-called “United Kingdom” and the other really two countries divided by a common island, are ancient cultures and societies steeped in myth and mystery; they are also the European bastions of a hyper-modernity whose cultural exports continue to define the contemporary world. Few cultures have been as globally influential.

But what makes the quirk British peoples tick? What gives the Irish their “craic”? How are we to understand the at-times conflict-riven relationship betwixt the peoples that populate the two islands that make up the archipelago of Great Britain and Ireland? Why is the Anglo-Irish world view so influential – and, in the period after Brexit, just what exactly are we to make of these two extraordinarily contradictory yet surprisingly complimentary cultures, their relationship to each other, towards Europe, and the wider world?

This course seeks to equip students with the critical skills and cultural knowledge needed to speak with insight about the complex histories and cultural trajectories of the nations that comprise contemporary Great Britain and Ireland. Through a thematic approach focused upon each nation, students will explore cultural, social, and political dynamics that have infused each in order to gain a deeper appreciation of the whole. Given the focus upon their cultural production, we shall endeavor to engage critically with examples from film, literature, and music as we explore the issues of class, race, sex, empire, and the problems of historical memory that continue to afflict and shape the (sometimes changing) sense of identity and belonging exhibited and experienced by the British and Irish people alike.

Due to the nature of the content with which we shall work, this is a demanding course with high expectations in terms of preparation and active student engagement.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Rose:

Grammar I (Group A) – 4412 160

UE, Mo 15:00 – 16:30, PK 11.5

This course is intended for all BA students in their first year. Grammar I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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N. N.:

Grammar I (Group B) – 4412 161

UE, Mo 18:30 – 20:00, BI 80.2

This course is intended for all BA students in their first year. Grammar I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

- - -

S. Kingsbury:

Grammar I (Group C) – 4412 162

UE, Do 08:00 – 09:30, BI 85.2

This course is intended for all BA students in their first year. Grammar I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Böker:

Grammar I (Group D) – 4412 163

UE, Fr 16:45 – 18:15, BI 80.2

This course is intended for all BA students in their first year. Grammar I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Writing I (Group A) – 4412 492

UE, Mo 08:00 – 09:30, BI 80.1

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the actual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. T. Schrader:

Writing I (Group B) – 4412 493

UE, Di 16:45 – 18:15, BI 85.6

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the ac-

tual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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S. Kingsbury:

Writing I (Group C) – 4412 494

UE, Do 09:45 – 11:15, BI 85.2

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the actual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. T. Schrader:

Writing I (Group D) – 4412 495

UE, Fr 15:00 – 16:30, 85.6

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the actual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when

faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Basismodul 5 “Basic Language Skills: Listening and Speaking” neue PO (ab WS 2021/22)

Modulinformation neu PO

Art und Bezeichnung des Moduls	Basismodul Discussing Culture and Society (Landeskunde)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 2. Studienjahr
Credits	5 LP

Modulaufbau

Wintersemester	Sommersemester
<p>Folgende LV sind wahlweise im Winter oder Sommer zu belegen:</p> <p>1 LV Aural - Oral (1 SWS)</p> <p>1 LV Communication Practice (2 SWS)</p> <p>1 LV Phonetics and Pronunciation (2 SWS)</p> <p>Leistung: PL: mündliche Prüfung</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

Aural Oral (Group A) (1 SWS) – 4412 222

UE, Mo 11:30 – 12:15, BI 80.2

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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J. Tavares:

Aural Oral (Group B) (1 SWS) – 4412 223

UE, Di 15:45 – 16:30, BI 85.8

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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J. Tavares:

Aural Oral (Group C) (1 SWS) – 4412 224

UE, Mi 18:30 – 19:15, BI 80.2

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Y. Li:

Aural Oral (Group D) (1 SWS) – 4412 225

UE, Do 16:45 – 17:30, BI 80.2

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. K. E. Barnes:

Communication Practice (Group A) – 4412 155

UE, Mo 13:15 – 14:45, BI 80.2

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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J. Tavares:

Communication Practice (Group B) – 4412 156

UE, Di 18:30 – 20:00, BI 85.8

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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S. Kingsbury:

Communication Practice (Group C) – 4412 157

UE, Do 11:30 – 13:00, BI 85.2

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

Communication Practice (Group D) – 4412 158

UE, Fr 09:45 – 11:15, BI 85.2

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Pätzold:

British Phonetics and Pronunciation (Group A) – 4412 500

UE, Mo 16:45 – 18:00, BI 85.6

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **British English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to British (and, to a lesser extent, Irish) English pronunciation
- IPA broad transcription of British English
- Discussion and examples of accent and dialect awareness in British and Irish English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

Roach, Peter. *English Phonetics and Phonology*. 4th rev. ed. Cambridge: 2009. ISBN: 978-0521717403

Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. 2012. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

American Phonetics and Pronunciation (Group A) – 4412 501

UE, Di 08:00 – 09:30, BI 80.2

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **American English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to American English pronunciation
- IPA transcription of American English
- Discussion and examples of accent and dialect awareness in American English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

The American Accent Guide, 3rd Edition by Beverly Lujan. ISBN: 978-0963413918

English Phonetics and Phonology by Hartwig Eckert and William Barry. ISBN: 388476740

Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group B) – 4412 502

UE, Do 15:00 – 16:30, BI 80.301 (Konferenzraum)

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **American English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to American English pronunciation
- IPA transcription of American English
- Discussion and examples of accent and dialect awareness in American English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students

- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

The American Accent Guide, 3rd Edition by Beverly Lujan. ISBN: 978-0963413918

English Phonetics and Phonology by Hartwig Eckert and William Barry. ISBN: 388476740

Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Pätzold:

British Phonetics and Pronunciation (Group D) – 4412 503

UE, Fr 13:15 – 14:45, BI 80.2

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **British English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to British (and, to a lesser extent, Irish) English pronunciation
- IPA broad transcription of British English
- Discussion and examples of accent and dialect awareness in British and Irish English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

Roach, Peter. *English Phonetics and Phonology. 4th rev. ed. Cambridge: 2009.* ISBN: 978-0521717403

Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. 2012. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Aufbaumodul 1 “Periods and Genres”

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 1 Periods and Genres
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 3. Studienjahr
Credits	6 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen): Survey Course I (WiSe) Survey Course II (SoSe) (2 x 2 SWS) Leistung: PL: Mündliche Prüfung (beide POs)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Survey Course II: Irish Literature – 4412 095

SE, Mo 16:45 – 18:15, BI 85.1

This survey course will introduce you to key texts and periods of Anglo-Irish literature and its cultural contexts. After a brief introduction to writing prior to the nineteenth century, we will turn to the literature of Irish Romanticism, the Irish Literary Revival, Modernism and Post-modernism, and, finally, to contemporary times. Our starting point will be the governing principles of literary histories.

We will not only discuss the aesthetic qualities of Irish poetry, drama, fiction, and other prose written in English but also take into account its political and cultural contexts. This involves, above all, Ireland's journey towards independence from Britain and its cultural and linguistic heritage as a Celtic nation.

The syllabus will be available on Stud.IP in advance of the semester.

Caveat: the course has a heavy reading load, so start reading early.

Literature:

Please purchase our textbook:

Regan, Stephen, ed. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World's Classics. Oxford: Oxford UP, 2008.

Additional reading material will be announced at the beginning of the semester. I suggest work by Samuel Beckett, Sally Rooney, Martin Mc Donagh, Roddy Doyle, John Banville, En-da Walsh, and Seamus Heaney, Anne Enright or Anna Burns.

Suggested secondary literature for orientation in the field:

Deane, Seamus. *A Short History of Irish Literature*. London: Hutchinson, 1986.

Welch, Robert, ed. *The Oxford Companion to Irish Literature*. New York: Clarendon, 1996.

Wright, Julia M., ed. *A Companion to Irish Literature*. 2 Vols. Chichester: Wiley-Blackwell, 2010.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

Survey Course II: British Literature – Romanticism to New English Literature (Group A) – 4412 092

SE, Do 11:30 – 13:00, BI 97.11

"We have been living, as it were, the life of three hundred years in thirty." These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both

World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of 'text' in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.
Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- Sampson, *Cambridge Guide to English Literature*;
- *Bloomsbury Guide to English Literature*;
- Peck/Coyle, *A Brief History of English Literature*;
- Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

Survey Course II: British Literature – Romanticism to New English Literature (Group B) – 4412 094

SE, Fr 13:15 – 14:45, BI 85.1

"We have been living, as it were, the life of three hundred years in thirty." These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of 'text' in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.
Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- Sampson, *Cambridge Guide to English Literature*;
- *Bloomsbury Guide to English Literature*;
- Peck/Coyle, *A Brief History of English Literature*;
- Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Fr 11:30 – 13:00, BI 97.9

This course will introduce you to US-American literature and its cultural contexts from the beginning of the 20th century to the present. You need not have taken the first survey course of US-American literature to attend this one; however, it helps. Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on Stud.IP in advance of the semester. All of the texts will be taken from the **last two volumes** (D&E) of the 2017 (9th ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

Primary Literature:

Baym, N. *The Norton Anthology of American Literature*. 9th Edition. New York: Norton, 2017.

Secondary Literature:

Zapf, H. *Amerikanische Literaturgeschichte*. Stuttgart: Metzler, 2010.

Marcus, G, and Sollors, W. *A New Literary History of America*. 2009.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Aufbaumodul 2 “Analyzing English: System and Development/Variation”

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 2 Analyzing English: System and Variability
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 3. Studienjahr
Credits	6 LP

Modulaufbau

Wintersemester	Sommersemester
<p>Zwei Seminare (2 x 2 SWS) sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten):</p> <p>Bereich: Systems of Language and Communication (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation</p> <p>Bereich: Developmental and Linguistic Variation (empfohlen im SoSe) Sprachvariation aus Sicht der (sprachlichen) Entwicklung eines Menschen (Spracherwerb), einer Sprachgemeinschaft (Sprachgeschichte), sowie Entwicklung sprachlicher Diversität (Sprachkontraste).</p> <p>Leistung: Neue PO: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe Alte PO: PL: Hausarbeit mit Präsentation</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Cotrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. V. Heyer:

First Language Acquisition – 4412 020

SE, Di 15:00 – 16:30, BI 85.9

Learning a language is easy – any child can do it! Notwithstanding its apparent ease, acquiring a language is one of the major feats in child development, and it sets humans apart from other species. At the same time, language acquisition does not happen overnight, and children make errors along the way (e.g., **singed*; **No Peter like chocolate*).

What do these errors tell us about language and how children acquire it? We will look at lots of data from children to address this and the following questions: What is special about language in relation to other cognitive skills? How is language represented in the brain, and how does the brain develop in children? Is there an innate component to language acquisition? What types of input are necessary for children to acquire language? How do children learn language sounds, words and sentences? Why do children acquire languages much more easily than adults?

Literature:

Becker, M. & Ud Deen, K. (2020). *Language acquisition and development*. MIT Press.

Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge University Press.

Saxton, M. (2017). *Child language: Acquisition and development* (2nd ed.). Sage.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2018). Understanding English-German contrasts (4th ed.). Erich Schmidt Verlag.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Fr 11:30 – 13:00, BI 85.3

This course will provide an overview of the central issues discussed in second language acquisition, e.g.: What are the processes underlying language acquisition in general? Is there a difference between first and second language acquisition? What is the role of the first language? Are there individual differences between learners of the same second language? How do learners communicate in the second language? What is the role of instruction? Current models / theories of (second) language acquisition, as well as empirical studies will be introduced. Students will also be familiarised with the analysis of language data.

Literature:

Hawkins, R. (2019). *How Second Languages Are Learned. An introduction.* (4 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Aufbaumodul 4 Intermediate Language Skills: Reading and Writing
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach nur für Master LGym oder Fachwissenschaft: 2. Studienjahr
Credits	8 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar II (SWS) German-English Translation (2 SWS) Writing II (2SWS) Leistung: PL: 12 englischsprachige Hausaufgaben – je 1 Seite Zulassungsvoraussetzung: erfolgreicher Abschluss der Module B4 und B5	

LP: Leistungspunkte
PL: Prüfungsleistung
SL: Studienleistung

LV: Lehrveranstaltung
SE: Seminar
SWS: Semesterwochenstunden

Z Khan-Owald:

German-English Translation (Group A) – 4412 442

UE, Mo 15:00 – 16:30, BI 85.8

Translation is a skill that demands the highest awareness of equivalence between languages. As a learning medium, it requires that the student give painstaking attention to detail and a careful interpretation of what is being said in the original language. Translation from German into English also allows students to develop their awareness for subtleties in the language such as collocations, style, tone and connotation. Furthermore, the course functions as an exercise in contrastive grammar: how are certain German constructions best rendered in English? In addition, through a combination of readings about translation, group work, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. Going beyond the contrastive features of grammar and syntax, we will also focus on not only understanding the subtleties of the German language, but also on how to reproduce those nuances in English. Finally, we will focus on specific areas of the source language that do not easily transfer to the target language.

At the end of this course, successful students will be able to:

- explain the characteristics of the German tradition of translation
- translate German texts into English while taking cultural and historical considerations into account
- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Z Khan-Owald:

German-English Translation (Group B) – 4412 443

UE, Do 11:30 – 13:00, BI 80.2

Translation is a skill that demands the highest awareness of equivalence between languages. As a learning medium, it requires that the student give painstaking attention to detail and a careful interpretation of what is being said in the original language. Translation from German into English also allows students to develop their awareness for subtleties in the language such as collocations, style, tone and connotation. Furthermore, the course functions as an exercise in contrastive grammar: how are certain German constructions best rendered in English? In addition, through a combination of readings about translation, group work, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. Going beyond the contrastive features of grammar and syntax, we will also focus on not only understanding the subtleties of the German language, but also on how to reproduce those nuances in English. Finally, we will focus on specific areas of the source language that do not easily transfer to the target language.

At the end of this course, successful students will be able to:

- explain the characteristics of the German tradition of translation
- translate German texts into English while taking cultural and historical considerations into account

- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. K. E. Barnes:

Grammar II (Group A) – 4412 220

UE, Mo 09:45 – 11:15, BI 80.2

Grammar II picks up where Grammar I left off. In this course, the students will round out in the missing gaps in their general English skills. As in Grammar Exercises I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Y. Li:

Grammar II (Group B) – 4412 221

UE, Fr 11:30 – 13:15, BI 85.2

Grammar II picks up where Grammar I left off. In this course, the students will round out in the missing gaps in their general English skills. As in Grammar Exercises I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. T. Schrader.:

Writing II (Group A) – 4412 545

UE, Di 15:00 – 16:30, BI 85.6

Students taking this course will already have acquired an advanced level in listening, speaking, reading and writing. This class will help students achieve an advanced level in writing by helping students develop advanced literacy skills and a critical understanding of the nature and function of discourse in the context of research reports. Students will learn to construct texts in a variety of genres.

Upon completion of this course, students will be able to:

- analyze the composition processes;
- understand different models and genres of writing;

- utilize techniques of drafting and revising;
- attend to textual organization, style, correctness, and visual layout according to the needs of different contexts;
- formulate research problems and questions;
- select, organize and present ideas and arguments in a logical and effective manner;
- write academic research papers with appropriate means of argumentation;
- produce texts with appropriate linguistic and discoursal sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. T. Schrader:

Writing II (Group B) – 4412 547

UE, Fr 13:15 – 14:45, BI 85.6

Students taking this course will already have acquired an advanced level in listening, speaking, reading and writing. This class will help students achieve an advanced level in writing by helping students develop advanced literacy skills and a critical understanding of the nature and function of discourse in the context of research reports. Students will learn to construct texts in a variety of genres.

Upon completion of this course, students will be able to:

- analyze the composition processes;
- understand different models and genres of writing;
- utilize techniques of drafting and revising;
- attend to textual organization, style, correctness, and visual layout according to the needs of different contexts;
- formulate research problems and questions;
- select, organize and present ideas and arguments in a logical and effective manner;
- write academic research papers with appropriate means of argumentation;
- produce texts with appropriate linguistic and discoursal sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Aufbaumodul 4 “Intermediate Language Skills“

alte PO

Bitte beachten: Der Kurs “Communication Practice II” wird im Sommersemester letztmalig angeboten! Es erfolgt KEIN Kursangebot im Wintersemester 2023/24.

Modulinformation alte PO

Art und Bezeichnung des Moduls	Aufbaumodul 4 Intermediate Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach nur für Master LGym oder Fachwissenschaft: 2. Studienjahr
Credits	8 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar Exercises II (2 SWS) Vocabulary Expansion II (2 SWS) Communication Practice II (1 SWS) Leistung: PL: Hausaufgaben (take home tasks)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Communication Practice II (1 SWS) – 4412 115

UE, Mi 19:15 – 20:00, BI 80.2

The course is designed to promote communication skills in presentation and public speaking situations. We will look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Grammar Exercises II (Group A) – 4412 041

UE, Mo 09:45 – 11:15, BI 80.2

Grammar Exercises II picks up where Grammar Exercises I left off. In this course, the students will continue to fill in the gaps in their general English skills. As in Grammar Exercises I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar II Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

Grammar Exercises II (Group B) – 4412 042

UE, Fr 11:30 – 13:00, BI 85.2

Grammar Exercises II picks up where Grammar Exercises I left off. In this course, the students will continue to fill in the gaps in their general English skills. As in Grammar Exercises I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar II Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Rose:

Vocabulary Expansion II (Group A) – 4412 078

UE, Mo 13:15 – 14:45, PK 11.5

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analysing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Böker:

Vocabulary Expansion II (Group B) – 4412 079

UE, Mo 18:30 – 20:00, BI 85.6

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analysing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Projektmodul P “Theories, Methods, Models”

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Projektmodul P Theories, Methods, Models
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr (Ziel MA Fachwissenschaft / MA Gym) Nebenfach: -
Credits	7 LP

Modulaufbau

	Sommersemester
1 Seminar (2 SWS) ist zu belegen: Leistung: Neue PO: SL: Portfolio über Projekt oder multimediales Projekt Alte PO: SL: Englischsprachiges Portfolio über Projekt (inkl. Entwurf einer fachlichen komplexen englischsprachigen Hausarbeit)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

Dr. S. John:

The Victorian Home – 4412 265

SE, Mo 16:45 – 18:15, RR 58.1

What did the Victorians do at home? How do literature and visual art represent interior spaces and the everyday lives of different social classes? Which social, cultural, and historical meanings inform notions of 'being at home'? In this course we will discuss a selection of literary texts and other media in order to analyse cultural constructions of the home and its interconnections with ideologies of, for example, gender, class, and work, in the Victorian period. Drawing on critical frameworks from material culture studies, gender studies and spatial theory, we will examine different sets of meanings that were assigned to the domestic sphere throughout the nineteenth century. Whenever appropriate, we will scrutinise the relevance of Victorian ideas of the home to twenty-first-century debates surrounding, for example, interior design and the housing crisis. Three novels will be at the centre of our course: Anne Brontë's *Agnes Grey* (1847), which narrates the career of a governess in mid-Victorian Britain, Margaret Harkness's *A City Girl* (1887), a late Victorian text set in the working-class neighbourhoods of London's East End, and Edith Wharton's *The Age of Innocence*, which, though first published in 1920, looks back at upper-class lifestyles in New York in the 1870s.

Literature:

Please purchase copies of *Agnes Grey* (Oxford World's Classics, ISBN 978-0199296989) and *The Age of Innocence* (Penguin Classics, ISBN 978-0140189704) in advance to the semester and start reading the novels as soon as possible. Additional material will be made available via Stud.IP.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:15 – 22:00, BI 80.303/304 (MakerSpace)

First Meeting: 19.04.2023 (via Big Blue Button)

The theatre group of the *Institut für Anglistik und Amerikanistik*, the **TUBS-Players**, has been producing plays for more than 20 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or backstage, are welcome to join us.

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume

and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups focusses specifically on creating workshops and preparatory material for schools.

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button or in the MakerSpace. We shall use our online meetings to find new ways of digital theatre.

Our projects of the upcoming terms include:

1) NEW PROJECT:

A Midsummer Night's Online Stream - Continued:

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) "Shakespeare@School"

Part of our Transmedia Storytelling project: *A Midsummer Night's Online Stream* will be created specifically for classroom engagement.

Newcomers are welcome!! For more information please contact Dr. Maria Marcsek-Fuchs (m.marcsek@tu-bs.de) or just come by our first meeting.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze / S. Schuray:

Identität und Zugehörigkeit – 4412 529

SE, Do 09:45 – 11:15, BI 85.8

In der Lehrveranstaltung sollen Diskurse über den Themenkomplex „Identität und Zugehörigkeit“ aus verschiedenen Fachdisziplinen nachgezeichnet werden. Zu den ausgewählten Theoretikern, die gelesen werden, gehören u. a. Erik Erikson, Stuart Hall, Zygmunt Bauman und Anthony Appiah.

Ziel des Seminars ist es, eine theoretische Grundlage für die weitere persönliche Auseinandersetzung mit dem Themengebiet zum Beispiel für studentische Projekte zu bieten. Eine hohe Bereitschaft, sich intensiv mit den theoretischen Texten auseinanderzusetzen, wird vorausgesetzt. Aus diesem Grund wird die Lehrveranstaltung von Phasen des Selbststudiums und der Diskussion im Plenum geprägt sein. Alle relevanten Texte und Medien werden in Stud.IP zur Verfügung gestellt.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. E. Voigts:

Cities – 4412 143

SE, Do 11:30 – 13:00, BI 85.9

The course will sketch the relationship between the city and literature from the perspective of English and American literature. Plenty of cities provide settings for literary works, but in order to qualify for this class the urban environment needs to function as “a presence and not simply a setting” (Burton Pike 8). We will thus read texts that engage with the “citiness” of cities (Ameel 2022).

Inevitably, there will be a clear emphasis on “alpha” cities, such as London and New York, but forays into the literature of other cities, and other types of city (such as the industrial city (Dickens’ *Hard Times*) or the fictional city and the fantastic city, secondary cities and cities on a more global scale will also be discussed. Literary genres will be varied, from poetry such as Blake’s “London”, Wordsworth’s “Composed upon Westminster Bridge, September 3, 1802”, or T.S. Eliot’s *The Waste Land* to novels such as Daniel Defoe’s *A Journal of the Plague Year*, Dickens’ *Oliver Twist*, Stevenson’s *Jekyll and Hyde*, James Joyce’s *Ulysses*, Virginia Woolf’s *Mrs Dalloway*, Zadie Smith’s *White Teeth* or Paul Auster’s *City of Glass*, or China Miéville’s *The City & The City*. We will read from many city texts in extracts, including graphic novels such as Art Spiegelman’s *In the Shadow of No Towers* or Bryan Talbot’s *Alice in Sunderland* and Peter Ackroyd’s *London. A Biography* or Olivia Laing’s *The Lonely City*.

Introductory Reading:

Ameel, Lieven (2022). *Literary Urban Studies: An Introduction*.

Secondary literature:

Ackroyd, Peter. *London: The Biography*. Chatto & Windus, 2000.

Ameel, Lieven (ed.). *The Routledge Companion to Literary Urban Studies*. London: Routledge, 2022.

Finch, Jason. *Literary Urban Studies and How to Practice It*. Routledge, 2021.

Gurr, Jens Martin. *Charting Literary Urban Studies: Texts as Models of and for the City*. Routledge, 2021.

McNamara, Kevin R. (ed.) *The Cambridge Companion to the City in Literature*. Cambridge UP, 2014.

Pietrzak-Franger, Monika, Pleßke, Nora & Voigts, Eckart (eds.) 2018: *Transforming Cities. Discourses of Urban Change*. Winter Verlag.

Pleßke, Nora 2014: *The Intelligible Metropolis: Urban Mentality in Contemporary London*. Transcript.

Tambling, Jeremy (ed.). *The Palgrave Handbook of Literature and the City*. Palgrave Macmillan, 2016.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. L. Alexander:

American Women Writers (the '80s) – 4412 393

SE, 15:00 – 18:15, BI 80.301, 28.06.-14.07.2023, jewels Mittwoch und Freitag

Why the 1980s? The 1970s was an era that seemed to hold much promise for women in the US and Europe. In the US Title IX passed, prohibiting discrimination on the basis of sex in educational programs receiving federal funds and the Equal Rights Amendment (ERA) was passed in Congress. In 1973, Roe v. Wade legalized abortion. But the momentum quickly slowed. The ERA required ratification in 38 states within 10 years of passage. It fell 3 states short. Women in the military were still restricted in their service and women in general still

earned \$.75 for every \$1 men earned for the same jobs. In 1979 violence against women triggered Reclaim the Night marches in England, which spread to Take Back the Night marches in the US, and the formation of the Southall Black Sisters group. Violence against women, particularly indigenous women, was also an issue in Mexico and led to rallies and the formation of groups such as the Center for Research and Action for Women and the EZLN.

The literature by women written during the 1980s reflects concerns with loss of momentum toward equal rights, concerns about political backlash for gains made during the 1970s, and a concern about violence. We will be reading 5 books reflecting these concerns. They come from a variety of countries and ethnic groups, demonstrating the breadth women's fiction and the ability of fiction to capture the concerns of an era.

Literature:

Angela Carter. *Nights at the Circus* (1984) (British)
Louise Erdrich. *Love Medicine* (1984) (Native American)
Margaret Atwood. *The Handmaid's Tale* (1985) (Canadian)
Gloria Naylor. *Mama Day* (1988) (African American)
Laura Esquivel. *Like Water for Chocolate*. (1989) (Mexican)

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Apocalypse Now? The End of the World in Fiction and Film – 4412 074
SE, Fr 09:45 – 11:15, BI 97.9

Literally, "apocalypse" means the disclosure of something hidden or, in a Biblical context, the revelation of the future, often through a vision or dream. More often than not, that future is envisioned as the end of the world as we know it and thus (worldly) humanity, which is one reason why "apocalypse" and (post-)apocalyptic visions/writings have come to be popularly associated with disaster, catastrophe and ultimately the destruction of (almost) all human life.

Such visions have a long tradition in human (cultural) history; the *Gilgamesh* epos already invokes the threat of the dead coming through the gates of hell to eat the living. But apocalyptic visions not only tell us about the actual destruction of the world itself (and at a closer look, few spell out the complete destruction of really everything and everyone): they frequently also depict the world *before* the end of the world and the reasons and causes that lead to its destruction, as well as what happens *after*.

In this course, we will take a closer look at canonical, differing visions (mostly novels and films) of the end of the world as we know it. Participants are expected to have read the Book of Daniel and St. John's Revelation before the beginning of the course. Secondary literature and shorter texts will be distributed in class, and films will be screened (e.g. *Dawn of the Dead* (1978), *The Day After Tomorrow* (2004), *Don't Look Up* (2021), *The Quiet Earth* (1985)), while the works listed below should be purchased.

Primary Literature:

Stewart, G. *Earth Abides*. 1949. Any edition.
Clarke, A.C. *Childhood's End*. 1953. Any edition.

Shute, N. *On the Beach*. 1957. Any edition.
James, P.D. *Children of Men*. 1992. Any edition.
Atwood, M. *Oryx and Crake*. 2003. Any edition.
Rochette, J. & Lob, J. *Snowpiercer Vol. 1: The Escape*. Titan 2020.

Secondary Material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

(Post)-Covid Theatre: Globe and RSC go Viral – 4412 236

SE, Fr 11:30 – 13:00, BI 85.1

In 2020 and during national lockdown, the Globe Theatre and the Royal Shakespeare Company had to close their doors, and thus move much of their creative content as well as their educational activities to the world wide web. This did not only result in free online screenings of performances, but also in both furthering existing digital formats and developing new ones. Two weeks after the closing day, the Globe published several ways “to stay connected and share digital joy and wonder with [the] extended Globe family” (Blog post, 30.3.2020): such as a new series entitled “Love in Isolation”, new free Globe Player releases, new educational resources, and a special season of their podcast “Such Stuff”; all formats thematising the communal lockdown experience and allowing for innovative ways of online participation. Furthermore, many of the formats addressed and stressed topical issues, such as race, gender, mental health, and isolation during lockdown. Like for many other cultural institutions, this time inspired new theatrical forms and formats for both the Globe Theatre and the Royal Shakespeare Company, that continue to change their theatre productions even after returning to in-person performances.

This class will study the many ways in which both the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon used social media, YouTube and other digital platforms as their ‘stages’ during the lockdown. We shall also investigate how these digital formats were expanded and altered since the re-opening of the theatres. By studying both the creative and educational online material, students can start and continue their journey through the ‘Shakespeare universe’, since we will investigate Shakespeare’s life, times, works as well as the Bard’s reception in popular culture through the lens of online material.

Please read up on Shakespeare’s life and times before the first session. While the plays will be selected by the class during the first sessions, it will be helpful to revise or read at least one of following works beforehand: *Romeo and Juliet*, *Macbeth*, *A Midsummer Night’s Dream*, *Hamlet* or *The Tempest*.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night’s Dream*, *Hamlet*, *Macbeth*, *Much Ado about Nothing*, *Romeo and Juliet*, *The Tempest* (The Arden editions of the plays are strongly recommended!)

Secondary Sources / Recommended Reading:

Carson, Christie, and Peter Kirwan, eds. *Shakespeare and the Digital World: Redefining*

Scholarship and Practice. Cambridge: Cambridge UP, 2014.
O'Neill, Stephen, ed. *Broadcast Your Shakespeare: Continuity and Change across Media*. London: Bloomsbury, 2018. Arden Shakespeare.
Shakespeare and YouTube: New Media Forms of the Bard. London: Bloomsbury, 2015.
Schabert, Ina, ed. *Shakespeare Handbuch: Die Zeit - Der Mensch - Das Werk - Die Nachwelt*. 5th ed. Stuttgart: Körner, 2009.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Themenbereich: Linguistics

Prof. Dr. H. Hopp:

Research Methods II: Doing Original Research in Linguistics – 4412 322

SE, Do 16:45 – 18:15, BI 85.1

This seminar provides students with essential knowledge and skills they need to write a BA thesis in linguistics. The course focusses on how to understand and produce (quantitative) research in linguistics. It consists of three major parts. First, you learn about how to find and prepare a suitable topic for a BA thesis. We will describe the basics of the finding and reading relevant literature, finding a research question, developing hypotheses, choosing an appropriate research design, writing a research proposal. Second, we turn to data collection and coding as well as analyzing empirical data by means of descriptive statistics and statistical hypothesis testing. You will apply your newly acquired statistical knowledge in hands-on exercises in the software packages Excel® and JASP®. Third, we consider essentials of writing a BA thesis. We address key issues such as organizing your thesis, reporting results and working with references. All topics will be illustrated with authentic research (data) from BA theses in psycholinguistics, sociolinguistics and applied linguistics

Literature:

Rasinger, S. (2013). *Quantitative research in Linguistics: An introduction* (2nd ed.). London: Continuum.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Erweiterungsmodul 1 “Advanced Literary and Cultural Studies”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 1 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: Profil Lehramt GYM Fachwissenschaften: 3. Studienjahr Nebenfach: –
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (wahlweise im Winter- oder im Sommersemester): 2 LV (4 SWS) Leistung: PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Erweiterungsmodul 1 “Advanced Literary and Cultural Studies” (alte PO)

Modulinformation alte PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 1 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr Nebenfach: –
Credits	15 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen): als Fachmodul oder BA-Modul 2 LV (4 SWS) u. 1 extracurriculare Veranstaltung (2 SWS) Leistung: als Fachmodul: PL: komplexe Hausarbeit mit Referat als BA-Modul: PL: BA-Arbeit mit Referat	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. S. John:
The Victorian Home – 4412 265
SE, Mo 16:45 – 18:15, RR 58.1

What did the Victorians do at home? How do literature and visual art represent interior spaces and the everyday lives of different social classes? Which social, cultural, and historical meanings inform notions of ‘being at home’? In this course we will discuss a selection of literary texts and other media in order to analyse cultural constructions of the home and its interconnections with ideologies of, for example, gender, class, and work, in the Victorian period. Drawing on critical frameworks from material culture studies, gender studies and spatial theory, we will examine different sets of meanings that were assigned to the domestic sphere throughout the nineteenth century. Whenever appropriate, we will scrutinise the relevance of Victorian ideas of the home to twenty-first-century debates surrounding, for example, interior design and the housing crisis. Three novels will be at the centre of our course: Anne Brontë’s *Agnes Grey* (1847), which narrates the career of a governess in mid-Victorian Britain, Margaret Harkness’s *A City Girl* (1887), a late Victorian text set in the working-class neighbourhoods of London’s East End, and Edith Wharton’s *The Age of Innocence*, which, though first published in 1920, looks back at upper-class lifestyles in New York in the 1870s.

Literature:

Please purchase copies of *Agnes Grey* (Oxford World’s Classics, ISBN 978-0199296989) and *The Age of Innocence* (Penguin Classics, ISBN 978-0140189704) in advance to the semester and start reading the novels as soon as possible. Additional material will be made available via Stud.IP.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. E. Voigts:
Cities – 4412 143
SE, Do 11:30 – 13:00, BI 85.9

The course will sketch the relationship between the city and literature from the perspective of English and American literature. Plenty of cities provide settings for literary works, but in order to qualify for this class the urban environment needs to function as “a presence and not simply a setting” (Burton Pike 8). We will thus read texts that engage with the “citiness” of cities (Ameel 2022).

Inevitably, there will be a clear emphasis on “alpha” cities, such as London and New York, but forays into the literature of other cities, and other types of city (such as the industrial city (Dickens’ *Hard Times*) or the fictional city and the fantastic city, secondary cities and cities on a more global scale will also be discussed. Literary genres will be varied, from poetry such as Blake’s “London”, Wordsworth’s “Composed upon Westminster Bridge, September 3, 1802”, or T.S. Eliot’s *The Waste Land* to novels such as Daniel Defoe’s *A Journal of the Plague Year*, Dickens’ *Oliver Twist*, Stevenson’s *Jekyll and Hyde*, James Joyce’s *Ulysses*, Virginia Woolf’s *Mrs Dalloway*, Zadie Smith’s *White Teeth* or Paul Auster’s *City of Glass*, or China Miéville’s *The City & The City*. We will read from many city texts in extracts, including graphic novels such as Art Spiegelman’s *In the Shadow of No Towers* or Bryan Talbot’s *Alice in Sunderland* and Peter Ackroyd’s *London. A Biography* or Olivia Laing’s *The Lonely City*.

Introductory Reading:

Ameel, Lieven (2022). *Literary Urban Studies: An Introduction*.

Secondary literature:

Ackroyd, Peter. *London: The Biography*. Chatto & Windus, 2000.

Ameel, Lieven (ed.). *The Routledge Companion to Literary Urban Studies*. London: Routledge, 2022.

Finch, Jason. *Literary Urban Studies and How to Practice It*. Routledge, 2021.

Gurr, Jens Martin. *Charting Literary Urban Studies: Texts as Models of and for the City*. Routledge, 2021.

McNamara, Kevin R. (ed.) *The Cambridge Companion to the City in Literature*. Cambridge UP, 2014.

Pietrzak-Franger, Monika, Pleßke, Nora & Voigts, Eckart (eds.) 2018: *Transforming Cities. Discourses of Urban Change*. Winter Verlag.

Pleßke, Nora 2014: *The Intelligible Metropolis: Urban Mentality in Contemporary London*. Transcript.

Tambling, Jeremy (ed.). *The Palgrave Handbook of Literature and the City*. Palgrave Macmillan, 2016.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. L. Alexander:

American Women Writers (the '80s) – 4412 393

SE, 15:00 – 18:15, BI 80.301, 28.06.-14.07.2023, jeweils Mittwoch und Freitag

Why the 1980s? The 1970s was an era that seemed to hold much promise for women in the US and Europe. In the US Title IX passed, prohibiting discrimination on the basis of sex in educational programs receiving federal funds and the Equal Rights Amendment (ERA) was passed in Congress. In 1973, Roe v. Wade legalized abortion. But the momentum quickly slowed. The ERA required ratification in 38 states within 10 years of passage. It fell 3 states short. Women in the military were still restricted in their service and women in general still earned \$.75 for every \$1 men earned for the same jobs. In 1979 violence against women triggered Reclaim the Night marches in England, which spread to Take Back the Night marches in the US, and the formation of the Southall Black Sisters group. Violence against women, particularly indigenous women, was also an issue in Mexico and led to rallies and the formation of groups such as the Center for Research and Action for Women and the EZLN.

The literature by women written during the 1980s reflects concerns with loss of momentum toward equal rights, concerns about political backlash for gains made during the 1970s, and a concern about violence. We will be reading 5 books reflecting these concerns. They come from a variety of countries and ethnic groups, demonstrating the breadth women's fiction and the ability of fiction to capture the concerns of an era.

Literature:

Angela Carter. *Nights at the Circus* (1984) (British)

Louise Erdrich. *Love Medicine* (1984) (Native American)

Margaret Atwood. *The Handmaid's Tale* (1985) (Canadian)

Gloria Naylor. *Mama Day* (1988) (African American)

Laura Esquivel. *Like Water for Chocolate*. (1989) (Mexican)

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Apocalypse Now? The End of the World in Fiction and Film – 4412 074

SE, Fr 09:45 – 11:15, BI 97.9

Literally, "apocalypse" means the disclosure of something hidden or, in a Biblical context, the revelation of the future, often through a vision or dream. More often than not, that future is envisioned as the end of the world as we know it and thus (worldly) humanity, which is one reason why "apocalypse" and (post-)apocalyptic visions/writings have come to be popularly associated with disaster, catastrophe and ultimately the destruction of (almost) all human life.

Such visions have a long tradition in human (cultural) history; the *Gilgamesh* epos already invokes the threat of the dead coming through the gates of hell to eat the living. But apocalyptic visions not only tell us about the actual destruction of the world itself (and at a closer look, few spell out the complete destruction of really everything and everyone): they frequently also depict the world *before* the end of the world and the reasons and causes that lead to its destruction, as well as what happens *after*.

In this course, we will take a closer look at canonical, differing visions (mostly novels and films) of the end of the world as we know it. Participants are expected to have read the Book of Daniel and St. John's Revelation before the beginning of the course. Secondary literature and shorter texts will be distributed in class, and films will be screened (e.g. *Dawn of the Dead* (1978), *The Day After Tomorrow* (2004), *Don't Look Up* (2021), *The Quiet Earth* (1985)), while the works listed below should be purchased.

Primary Literature:

Stewart, G. *Earth Abides*. 1949. Any edition.

Clarke, A.C. *Childhood's End*. 1953. Any edition.

Shute, N. *On the Beach*. 1957. Any edition.

James, P.D. *Children of Men*. 1992. Any edition.

Atwood, M. *Oryx and Crake*. 2003. Any edition.

Rochette, J. & Lob, J. *Snowpiercer Vol. 1: The Escape*. Titan 2020.

Secondary Material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

(Post)-Covid Theatre: Globe and RSC go Viral – 4412 236

SE, Fr 11:30 – 13:00, BI 85.1

In 2020 and during national lockdown, the Globe Theatre and the Royal Shakespeare Company had to close their doors, and thus move much of their creative content as well as their educational activities to the world wide web. This did not only result in free online screenings of performances, but also in both furthering existing digital formats and developing new ones. Two weeks after the closing day, the Globe published several ways "to stay connected and

share digital joy and wonder with [the] extended Globe family" (Blog post, 30.3.2020): such as a new series entitled "Love in Isolation", new free Globe Player releases, new educational resources, and a special season of their podcast "Such Stuff"; all formats thematising the communal lockdown experience and allowing for innovative ways of online participation. Furthermore, many of the formats addressed and stressed topical issues, such as race, gender, mental health, and isolation during lockdown. Like for many other cultural institutions, this time inspired new theatrical forms and formats for both the Globe Theatre and the Royal Shakespeare Company, that continue to change their theatre productions even after returning to in-person performances.

This class will study the many ways in which both the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon used social media, YouTube and other digital platforms as their 'stages' during the lockdown. We shall also investigate how these digital formats were expanded and altered since the re-opening of the theatres. By studying both the creative and educational online material, students can start and continue their journey through the 'Shakespeare universe', since we will investigate Shakespeare's life, times, works as well as the Bard's reception in popular culture through the lens of online material.

Please read up on Shakespeare's life and times before the first session. While the plays will be selected by the class during the first sessions, it will be helpful to revise or read at least one of following works beforehand: *Romeo and Juliet*, *Macbeth*, *A Midsummer Night's Dream*, *Hamlet* or *The Tempest*.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night's Dream*, *Hamlet*, *Macbeth*, *Much Ado about Nothing*, *Romeo and Juliet*, *The Tempest* (The Arden editions of the plays are strongly recommended!)

Secondary Sources / Recommended Reading:

Carson, Christie, and Peter Kirwan, eds. *Shakespeare and the Digital World: Redefining Scholarship and Practice*. Cambridge: Cambridge UP, 2014.

O'Neill, Stephen, ed. *Broadcast Your Shakespeare: Continuity and Change across Media*. London: Bloomsbury, 2018. Arden Shakespeare.

Shakespeare and YouTube: New Media Forms of the Bard. London: Bloomsbury, 2015.

Schabert, Ina, ed. *Shakespeare Handbuch: Die Zeit - Der Mensch - Das Werk - Die Nachwelt*. 5th ed. Stuttgart: Körner, 2009.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Erweiterungsmodul 2 “Advanced English Linguistics: Contexts and Variation”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 1 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach Profil Lehramt GYM / Fachwissenschaften: 3. Studienjahr Nebenfach: –
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
2 LV (4 SWS) sind zu belegen (wahlweise im Winter oder im Sommer) Leistung: PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Erweiterungsmodul 2 “Linguistic Interaction in Context”

alte PO

Modulinformation alte PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 2 Linguistic Interaction in Context
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr Nebenfach: -
Credits	15 LP

Modulaufbau

Wintersemester	Sommersemester
<p>Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen):</p> <p>Als Fachmodul oder BA-Modul</p> <p>2 LV (4 SWS) u. 1 extracurriculare Veranstaltung (2 SWS)</p> <p>Leistung:</p> <p>Als Fachmodul: Englischsprachige komplexe Hausarbeit mit Referat</p> <p>Als BA-Modul: Englischsprachige BA-Arbeit mit Referat</p>	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Dr. R. Carroll:

Challenges in Language Development – 4412 275

SE, Mo 09:45 – 11:15, BI 85.6

Language development begins at birth but does not end in adulthood. Rather, language knowledge and language use continue to develop and change throughout the lifespan. This class starts with a revision of monolingual and multilingual first and second language acquisition and language processing in typically developing populations. But what happens if things are not ideal? The second part of this class then focuses on non-typical populations and the various challenges they face in language acquisition and language processing. We will consider various types of challenges ranging from genetic disorders (e.g. developmental language disorder), via sensory impairments (e.g., deafness), to acquired cognitive (e.g. dementia) and language disorders (e.g., aphasia). We will identify differences from the typical population and discuss their implications in real-world communication situations (including school settings).

By the end of this class, students will have a broad understanding of select challenges and be sensitized to how these challenges language development and processing. This class offers many hands-on activities and provides insight into applications of the newly acquired knowledge. Familiarity with fundamental concepts of FLA, SLA, and/or psycholinguistics is beneficial.

Literature: t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof Dr. H. Hopp:

Varieties of English – 4412 027

SE, Do 11:30 – 13:00, BI 85.7

This course will survey different varieties of current World Englishes. The purpose of this course is to investigate the spread of English as an international language with a focus on linguistic variation. Using many examples, audio and videoclips, we will describe different varieties, sketch their historical developments and define their phonological, lexical, morphological and syntactic characteristics. We discuss the multitudes of World Englishes and interactions of native and non-native Englishes with reference to models and approaches from language contact and sociolinguistics.

Literature:

Schneider, E. W. (2020). *English around the world: An introduction (2nd ed.)*. Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Erweiterungsmodul 4 “Advanced Language Skills”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 4 Advanced Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach Profil Master Lehramt Gym oder Fachwissenschaft: 3. Studienjahr
Credits	10 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar III (2 SWS) Reading (2 SWS) Regional Studies II (2 SWS) Extracurriculare LV (2 SWS) Leistung: PL: Essay	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

Regional Studies II (Group A): African Americans: Race and Sports – 4412 450

UE, Do 18:30 – 20:00, BI 80.1

Sport continues to carry a significant relationship with African-Americans. The structure and grandeur of sports in the U.S. systemically impacts the construction of African-Americans identity. For many African Americans, sports are a way of life, a spaceship out of the pitfalls of poverty, a platform for cultural heroes, and/or a display of African aesthetics. For others, it is a neo-colonial institution that perpetuates self-destruction. In this course, we will examine the direct relationship between sports and African-American life and culture. Additionally, we look to better understand the racial experiences of African-Americans by using the context of sports to explore many salient issues in American society such as racism, blind patriotism, capitalism, sexism, violence, oppression, etc. This will allow students to see both the cultural agency of African Americans and the pervasiveness of racial oppression that exist in and out of sports. Lastly, we use an intersectional approach to address additional topics around ethnicity, gender, sexuality, age, disability and class.

In this course, students will analyze the experience of race in U.S. sports (that is the lived experience of race) in relationship to its historical, cultural, social, economic, and political dynamics. They will also identify, analyze, discuss and critique theories regarding race and ethnic relations in U.S. sports. Students will develop critical thinking and analytical skill.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 451

UE, Fr 15:00 – 16:30, BI 85.1

Albeit the fastest growing ethnic group in the US, Asian Americans and their impact on contemporary America are often neglected in the US culture classroom. In this course, we will discover personal stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, Southeast Asian refugees after the Vietnam War, and other historic events. We will also discuss (their impact on) contemporary issues such as the "model minority myth", anti-Asian racism, and Asian American arts, and how current developments in Asian countries affect Asian Americans across the nation.

Throughout this course, we will watch videos, listen to podcasts, music, and other audio materials, and read academic and newspaper articles as well as short stories, book excerpts, and poetry. All material and links will be made available through our course site. In preparation for the first class, you are welcome to listen to this 30-minute introduction to Asian American History: <https://asianamericanhistory101.libsyn.com/who-are-asian-americans>

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

Grammar III (Group A) – 4412 447

UE, Di 11:30 – 13:00, BI 80.2

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Grammar III (Group B) – 4412 448

UE, Fr 11:30 – 13:00, BI 80.2

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Rose:

Reading (Group A) – 4412 444

UE, Mo 13:15 – 14:45, PK 11.5

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word con-

sciousness. Students are will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Böker:

Reading (Group B) – 4412 445

UE, Mo 18:30 – 20:00, BI 85.6

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students are will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Erweiterungsmodul 4 “Advanced Language Skills”

alte PO

Modulinformation alte PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 4 Advanced Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach nur für Master LGym oder Fachwissenschaft: 3. Studienjahr
Credits	9 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: German-English Translation (2 SWS) Advanced Language Practice (2 SWS) Landeskunde II (2 SWS) Leistung: PL: Englischsprachige Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Y. Li:

Advanced Language Practice (Group A) – 4412 350

UE, Di 11:30 – 13:00, 80.2

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Advanced Language Practice (Group B) – 4412 351

UE, Fr 11:30 – 13:00, BI 80.2

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Z. Khan-Owald:

German-English Translation – 4412 175

UE, Do 16:45 – 18:15, BI 85.7

This course is designed for BA students in their third year. The course can be taken in the Winter or the Summer Semester. The goal is to acquaint the student with the techniques of German-English translation. The material used will be of two kinds: modern texts, mainly from journalistic and literary sources, and contrastive language exercises designed to illustrate significant sources of grammatical, lexical and stylistic errors. We shall also focus on the area of “false friends”. More information about course requirements in the first session.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Landeskunde II (Group A) – African Americans: Race and Sports – 4412 128

UE, Do 18:30 – 20:00, BI 80.1

Sport continues to carry a significant relationship with African-Americans. The structure and grandeur of sports in the U.S. systemically impacts the construction of African-Americans identity. For many African Americans, sports are a way of life, a spaceship out of the pitfalls of poverty, a platform for cultural heroes, and/or a display of African aesthetics. For others, it is a neo-colonial institution that perpetuates self-destruction. In this course, we will examine the direct relationship between sports and African-American life and culture. Additionally, we look to better understand the racial experiences of African-Americans by using the context of sports to explore many salient issues in American society such as racism, blind patriotism, capitalism, sexism, violence, oppression, etc. This will allow students to see both the cultural agency of African Americans and the pervasiveness of racial oppression that exist in and out of sports. Lastly, we use an intersectional approach to address additional topics around ethnicity, gender, sexuality, age, disability and class.

In this course, students will analyze the experience of race in U.S. sports (that is the lived experience of race) in relationship to its historical, cultural, social, economic, and political dynamics. They will also identify, analyze, discuss and critique theories regarding race and ethnic relations in U.S. sports. Students will develop critical thinking and analytical skill.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

Landeskunde II (Group B) – Asian Americans in Contemporary America – 4412 129

UE, Fr 15:00 – 16:30, BI 85.1

Albeit the fastest growing ethnic group in the US, Asian Americans and their impact on contemporary America are often neglected in the US culture classroom. In this course, we will discover personal stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, Southeast Asian refugees after the Vietnam War, and other historic events. We will also discuss (their impact on) contemporary issues such as the "model minority myth", anti-Asian racism, and Asian American arts, and how recent developments such as the Myanmar military coup and the Atlanta spa shootings affect Asian Americans across the nation.

Literature:

Throughout this course, we will watch videos, listen to podcasts, music, and other audio materials, and read academic and newspaper articles as well as short stories, book excerpts, and poetry. All material and links will be made available through our course site. In preparation for the first class, you are welcome to listen to this 30-minute introduction to Asian American History: <https://asianamericanhistory101.libsyn.com/who-are-asian-americans>

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Extracurriculare Veranstaltungen zu E-Modulen

alte PO (ab WS 2013/14): zu Modulen E1 und E2 und neue PO zu E4 (ab WS 2021/22)

Hinweis:

Nach neuer PO benötigen Sie eine extracurriculare LV in E4.

Nach alter PO benötigen Sie je eine extracurriculare LV in E1 und E2.

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:00 – 21:00, BI 80.303/304 (MakerSpace)

First Meeting: 19.04.2023 (via Big Blue Button)

The theatre group of the *Institut für Anglistik und Amerikanistik*, the **TUBS-Players**, has been producing plays for more than 20 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or backstage, are welcome to join us.

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups focusses specifically on creating workshops and preparatory material for schools.

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button or in the MakerSpace. We shall use our online meetings to find new ways of digital theatre.

Our projects of the upcoming terms include:

1) NEW PROJECT:

A Midsummer Night's Online Stream - Continued:

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) "Shakespeare@School"

Part of our Transmedia Storytelling project: *A Midsummer Night's Online Stream* will be created specifically for classroom engagement.

Newcomers are welcome!! For more information please contact Dr. Maria Marcsek-Fuchs (m.marcsek@tu-bs.de) or just come by our first meeting.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze/S. Schuray:
Identität und Zugehörigkeit – 4412 529
SE, Do 09:45 – 11:15, BI 85.8

In der Lehrveranstaltung sollen Diskurse über den Themenkomplex „Identität und Zugehörigkeit“ aus verschiedenen Fachdisziplinen nachgezeichnet werden. Zu den ausgewählten Theoretikern, die gelesen werden, gehören u. a. Erik Erikson, Stuart Hall, Zygmunt Bauman und Anthony Appiah.

Ziel des Seminars ist es, eine theoretische Grundlage für die weitere persönliche Auseinandersetzung mit dem Themengebiet zum Beispiel für studentische Projekte zu bieten. Eine hohe Bereitschaft, sich intensiv mit den theoretischen Texten auseinanderzusetzen, wird vorausgesetzt. Aus diesem Grund wird die Lehrveranstaltung von Phasen des Selbststudiums und der Diskussion im Plenum geprägt sein. Alle relevanten Texte und Medien werden in Stud.IP zur Verfügung gestellt.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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S. Schuray:
Diversity – 4412 528
SE, Do 13:15 – 15:00, BBB (Big Blue Button) – online
Vorbereitung: 13.04.2023

Der Begriff *Diversity* wird heutzutage häufig und in den verschiedensten Kontexten genutzt. Diversity-Management wird in den verschiedensten Bereichen gefordert, gefördert und umgesetzt. In dieser Lehrveranstaltung soll der Themenkomplex *Diversity und Diversity-Management* wissenschaftlich diskutiert werden. Dabei wird nicht nur diskutiert, was unter *Diversity* verstanden werden kann, sondern es werden auch Abgrenzungen zu anderen Begriffen wie *Interkulturalität*, *Intersektionalität* und *Heterogenität* vorgenommen. Im zweiten Teil der Lehrveranstaltung wird die Entwicklung des Diversity-Managements in den USA und in Deutschland skizziert. Außerdem werden verschiedene Diversity-Management-Modelle vorgestellt sowie Einblicke in die praktische Umsetzung in unterschiedlichen gesellschaftlichen Bereichen gegeben.

Hinweise:

Diese Lehrveranstaltung ist eine Online-Lehrveranstaltung, bei der die Teilnehmenden die Möglichkeit haben, ihre Arbeitsweise eigenständig zu planen. Präsenzsitzungen oder Sitzungen des gemeinsamen Austausches wird es **nicht** geben. Aus diesem Grund wird empfohlen, in Team- oder Kleingruppenarbeit die Inhalte des Kurses zu erarbeiten. Die Teilnahme an der Lehrveranstaltung wird durch die Bearbeitung verschiedener Aufgaben nachgewiesen.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. H. Hopp:

Research Methods II: Doing Original Research in Linguistics – 4412 322

SE, Do 16:45 – 18:15, BI 85.1

This seminar provides students with essential knowledge and skills they need to write a BA thesis in linguistics. The course focusses on how to understand and produce (quantitative) research in linguistics. It consists of three major parts. First, you learn about how to find and prepare a suitable topic for a BA thesis. We will describe the basics of the finding and reading relevant literature, finding a research question, developing hypotheses, choosing an appropriate research design, writing a research proposal. Second, we turn to data collection and coding as well as analyzing empirical data by means of descriptive statistics and statistical hypothesis testing. You will apply your newly acquired statistical knowledge in hands-on exercises in the software packages Excel® and JASP®. Third, we consider essentials of writing a BA thesis. We address key issues such as organizing your thesis, reporting results and working with references. All topics will be illustrated with authentic research (data) from BA theses in psycholinguistics, sociolinguistics and applied linguistics

Literature:

Rasinger, S. (2013). *Quantitative research in Linguistics: An introduction* (2nd ed.). London: Continuum. Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. Lynn Alexander:

American Women Writers (the '80s) – 4412 393

SE, 15:00 – 18:15, BI 80.301, 28.06.-14.07.2023, jeweils Mittwoch und Freitag

Why the 1980s? The 1970s was an era that seemed to hold much promise for women in the US and Europe. In the US Title IX passed, prohibiting discrimination on the basis of sex in educational programs receiving federal funds and the Equal Rights Amendment (ERA) was passed in Congress. In 1973, Roe v. Wade legalized abortion. But the momentum quickly slowed. The ERA required ratification in 38 states within 10 years of passage. It fell 3 states short. Women in the military were still restricted in their service and women in general still earned \$.75 for every \$1 men earned for the same jobs. In 1979 violence against women triggered Reclaim the Night marches in England, which spread to Take Back the Night marches in the US, and the formation of the Southall Black Sisters group. Violence against women, particularly indigenous women, was also an issue in Mexico and led to rallies and the formation of groups such as the Center for Research and Action for Women and the EZLN.

The literature by women written during the 1980s reflects concerns with loss of momentum toward equal rights, concerns about political backlash for gains made during the 1970s, and a concern about violence. We will be reading 5 books reflecting these concerns. They come from a variety of countries and ethnic groups, demonstrating the breadth women's fiction and the ability of fiction to capture the concerns of an era.

Literature:

Angela Carter. *Nights at the Circus* (1984) (British)
Louise Erdrich. *Love Medicine* (1984) (Native American)
Margaret Atwood. *The Handmaid's Tale* (1985) (Canadian)
Gloria Naylor. *Mama Day* (1988) (African American)
Laura Esquivel. *Like Water for Chocolate*. (1989) (Mexican)

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

EX, BBB (Online) oder BI 80.303/304 (MakerSpace)

First Meeting, only for the already enrolled group of the past winter term: t.b.a.

The excursion "Literary London" is on its way. From 28.05.-02.06.2023, a group of 24 students will be exploring Great Britain's capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term. If you wish to join the next London excursion, please enrol in the winter term 2023/24.

Literature:

Dailey, Donna, and John Tomedi. *Bloom's Literary Guide to London*. New York: Checkmark Books, 2007.

Fairman, Richard, ed. *London: A Literary Anthology*. London: The British Library, 2014.

Glinert, Ed. *Literary London: A Street by Street Exploration of the Capital's Literary Heritage*. London: Penguin, 2007.

Kilian, Eveline. *London: eine literarische Entdeckungsreise*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2008.

Talgholm, Roger. *Walking Literary London*. 3rd. Ed. London: New Holland, 2012.

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ABA “Bachelor-Abschlussmodul Anglistik”

(neue PO)

Modulinformation

Art und Bezeichnung des Moduls	ABA Bachelor Abschlussmodul Anglistik
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr
Credits	15 LP

Modulaufbau

Wintersemester	Sommersemester
2 begleitende LV sind zu belegen (Auswahl beider LV nach Themenschwerpunkt der BA Arbeit):	
Topics in Advanced Literary and Cultural Studies (2 SWS) Colloquium in Literary and Cultural Studies (2 SWS)	
ODER	
Topics in Advanced Linguistics (2 SWS) Colloquium in Linguistics (2 SWS)	
Leistung: PL: Bachelorarbeit SL: Kolloquium	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced Literary and Cultural Studies

Dr. S. John:

The Victorian Home – 4412 265

SE, Mo 16:45 – 18:15, RR 58.1

What did the Victorians do at home? How do literature and visual art represent interior spaces and the everyday lives of different social classes? Which social, cultural, and historical meanings inform notions of 'being at home'? In this course we will discuss a selection of literary texts and other media in order to analyse cultural constructions of the home and its interconnections with ideologies of, for example, gender, class, and work, in the Victorian period. Drawing on critical frameworks from material culture studies, gender studies and spatial theory, we will examine different sets of meanings that were assigned to the domestic sphere throughout the nineteenth century. Whenever appropriate, we will scrutinise the relevance of Victorian ideas of the home to twenty-first-century debates surrounding, for example, interior design and the housing crisis. Three novels will be at the centre of our course: Anne Brontë's *Agnes Grey* (1847), which narrates the career of a governess in mid-Victorian Britain, Margaret Harkness's *A City Girl* (1887), a late Victorian text set in the working-class neighbourhoods of London's East End, and Edith Wharton's *The Age of Innocence*, which, though first published in 1920, looks back at upper-class lifestyles in New York in the 1870s.

Literatur:

Please purchase copies of *Agnes Grey* (Oxford World's Classics, ISBN 978-0199296989) and *The Age of Innocence* (Penguin Classics, ISBN 978-0140189704) in advance to the semester and start reading the novels as soon as possible. Additional material will be made available via Stud.IP.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. E. Voigts:

Cities – 4412 143

SE, Do 11:30 – 13:00, BI 85.9

The course will sketch the relationship between the city and literature from the perspective of English and American literature. Plenty of cities provide settings for literary works, but in order to qualify for this class the urban environment needs to function as "a presence and not simply a setting" (Burton Pike 8). We will thus read texts that engage with the "citiness" of cities (Ameel 2022).

Inevitably, there will be a clear emphasis on "alpha" cities, such as London and New York, but forays into the literature of other cities, and other types of city (such as the industrial city (Dickens' *Hard Times*) or the fictional city and the fantastic city, secondary cities and cities on a more global scale will also be discussed. Literary genres will be varied, from poetry such as Blake's "London", Wordsworth's "Composed upon Westminster Bridge, September 3, 1802", or T.S. Eliot's *The Waste Land* to novels such as Daniel Defoe's *A Journal of the Plague Year*, Dickens' *Oliver Twist*, Stevenson's *Jekyll and Hyde*, James Joyce's *Ulysses*, Virginia Woolf's *Mrs Dalloway*, Zadie Smith's *White Teeth* or Paul Auster's *City of Glass*, or China Miéville's *The City & The City*. We will read from many city texts in extracts, including graphic

novels such as Art Spiegelman's *In the Shadow of No Towers* or Bryan Talbot's *Alice in Sunderland* and Peter Ackroyd's *London. A Biography* or Olivia Laing's *The Lonely City*.

Introductory Reading:

Ameel, Lieven (2022). *Literary Urban Studies: An Introduction*.

Secondary literature:

Ackroyd, Peter. *London: The Biography*. Chatto & Windus, 2000.

Ameel, Lieven (ed.). *The Routledge Companion to Literary Urban Studies*. London: Routledge, 2022.

Finch, Jason. *Literary Urban Studies and How to Practice It*. Routledge, 2021.

Gurr, Jens Martin. *Charting Literary Urban Studies: Texts as Models of and for the City*. Routledge, 2021.

McNamara, Kevin R. (ed.) *The Cambridge Companion to the City in Literature*. Cambridge UP, 2014.

Pietrzak-Franger, Monika, Pleßke, Nora & Voigts, Eckart (eds.) 2018: *Transforming Cities. Discourses of Urban Change*. Winter Verlag.

Pleßke, Nora 2014: *The Intelligible Metropolis: Urban Mentality in Contemporary London*. Transcript.

Tambling, Jeremy (ed.). *The Palgrave Handbook of Literature and the City*. Palgrave Macmillan, 2016.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. L. Alexander:

American Women Writers (the '80s) – 4412 393

SE, 15:00 – 18:15, BI 80.301, 28.06.-14.07.2023, jewels Mittwoch und Freitag

Why the 1980s? The 1970s was an era that seemed to hold much promise for women in the US and Europe. In the US Title IX passed, prohibiting discrimination on the basis of sex in educational programs receiving federal funds and the Equal Rights Amendment (ERA) was passed in Congress. In 1973, Roe v. Wade legalized abortion. But the momentum quickly slowed. The ERA required ratification in 38 states within 10 years of passage. It fell 3 states short. Women in the military were still restricted in their service and women in general still earned \$.75 for every \$1 men earned for the same jobs. In 1979 violence against women triggered Reclaim the Night marches in England, which spread to Take Back the Night marches in the US, and the formation of the Southall Black Sisters group. Violence against women, particularly indigenous women, was also an issue in Mexico and led to rallies and the formation of groups such as the Center for Research and Action for Women and the EZLN.

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Literature:

Angela Carter. *Nights at the Circus* (1984) (British)

Louise Erdrich. *Love Medicine* (1984) (Native American)

Margaret Atwood. *The Handmaid's Tale* (1985) (Canadian)
Gloria Naylor. *Mama Day* (1988) (African American)
Laura Esquivel. *Like Water for Chocolate*. (1989) (Mexican)

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Apocalypse Now? The End of the World in Fiction and Film – 4412 074

SE, Fr 09:45 – 11:15, BI 97.9

Literally, "apocalypse" means the disclosure of something hidden or, in a Biblical context, the revelation of the future, often through a vision or dream. More often than not, that future is envisioned as the end of the world as we know it and thus (worldly) humanity, which is one reason why "apocalypse" and (post-)apocalyptic visions/writings have come to be popularly associated with disaster, catastrophe and ultimately the destruction of (almost) all human life.

Such visions have a long tradition in human (cultural) history; the *Gilgamesh* epos already invokes the threat of the dead coming through the gates of hell to eat the living. But apocalyptic visions not only tell us about the actual destruction of the world itself (and at a closer look, few spell out the complete destruction of really everything and everyone): they frequently also depict the world *before* the end of the world and the reasons and causes that lead to its destruction, as well as what happens *after*.

In this course, we will take a closer look at canonical, differing visions (mostly novels and films) of the end of the world as we know it. Participants are expected to have read the Book of Daniel and St. John's Revelation before the beginning of the course. Secondary literature and shorter texts will be distributed in class, and films will be screened (e.g. *Dawn of the Dead* (1978), *The Day After Tomorrow* (2004), *Don't Look Up* (2021), *The Quiet Earth* (1985)), while the works listed below should be purchased.

Primary Literature:

Stewart, G. *Earth Abides*. 1949. Any edition.
Clarke, A.C. *Childhood's End*. 1953. Any edition.
Shute, N. *On the Beach*. 1957. Any edition.
James, P.D. *Children of Men*. 1992. Any edition.
Atwood, M. *Oryx and Crake*. 2003. Any edition.
Rochette, J. & Lob, J. *Snowpiercer Vol. 1: The Escape*. Titan 2020.

Secondary Material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

(Post)-Covid Theatre: Globe and RSC go Viral – 4412 236

SE, Fr 11:30 – 13:00, BI 85.1

In 2020 and during national lockdown, the Globe Theatre and the Royal Shakespeare Company had to close their doors, and thus move much of their creative content as well as their educational activities to the world wide web. This did not only result in free online screenings of performances, but also in both furthering existing digital formats and developing new ones. Two weeks after the closing day, the Globe published several ways “to stay connected and share digital joy and wonder with [the] extended Globe family” (Blog post, 30.3.2020): such as a new series entitled “Love in Isolation”, new free Globe Player releases, new educational resources, and a special season of their podcast “Such Stuff”; all formats thematising the communal lockdown experience and allowing for innovative ways of online participation. Furthermore, many of the formats addressed and stressed topical issues, such as race, gender, mental health, and isolation during lockdown. Like for many other cultural institutions, this time inspired new theatrical forms and formats for both the Globe Theatre and the Royal Shakespeare Company, that continue to change their theatre productions even after returning to in-person performances.

This class will study the many ways in which both the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon used social media, YouTube and other digital platforms as their ‘stages’ during the lockdown. We shall also investigate how these digital formats were expanded and altered since the re-opening of the theatres. By studying both the creative and educational online material, students can start and continue their journey through the ‘Shakespeare universe’, since we will investigate Shakespeare’s life, times, works as well as the Bard’s reception in popular culture through the lens of online material.

Please read up on Shakespeare’s life and times before the first session. While the plays will be selected by the class during the first sessions, it will be helpful to revise or read at least one of following works beforehand: *Romeo and Juliet*, *Macbeth*, *A Midsummer Night’s Dream*, *Hamlet* or *The Tempest*.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night’s Dream, Hamlet, Macbeth, Much Ado about Nothing, Romeo and Juliet, The Tempest* (The Arden editions of the plays are strongly recommended!)

Secondary Sources / Recommended Reading:

Carson, Christie, and Peter Kirwan, eds. *Shakespeare and the Digital World: Redefining Scholarship and Practice*. Cambridge: Cambridge UP, 2014.

O’Neill, Stephen, ed. *Broadcast Your Shakespeare: Continuity and Change across Media*. London: Bloomsbury, 2018. Arden Shakespeare.

Shakespeare and YouTube: New Media Forms of the Bard. London: Bloomsbury, 2015.

Schabert, Ina, ed. *Shakespeare Handbuch: Die Zeit -Der Mensch -Das Werk -Die Nachwelt*. 5th ed. Stuttgart: Körner, 2009.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Themenbereich: Colloquium in Literary and Cultural Studies

Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 002
KOL, Fr 15:00 – 18:00, RR 58.2

Our colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Topics will be arranged with regard to participants' preferences, and as an overall theme we will survey new methodologies and research paradigms in Literary and Cultural Studies.

The class offers you a forum to test your hypotheses and present your ideas. Fields of research are literary and cultural studies. A presentation or introduction of 15 to 30 minutes is usually followed by a discussion. All interested students and colleagues, also from other fields of study, are welcome to engage in critical discussions.

The colloquium will take place in two units as a "Blockseminar" beginning in May:
Fr. 15:00 – 18:00 hrs., first meeting: 22.04.2022.
There will be a mandatory introductory meeting which will be announced.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Themenbereich: Advanced English Linguistics

Dr. R. Carroll:
Challenges in Language Development – 4412 275
SE, Mo 09:45 – 11:15, BI 85.6

Language development begins at birth but does not end in adulthood. Rather, language knowledge and language use continue to develop and change throughout the lifespan. This class starts with a revision of monolingual and multilingual first and second language acquisition and language processing in typically developing populations. But what happens if things are not ideal? The second part of this class then focuses on non-typical populations and the various challenges they face in language acquisition and language processing. We will consider various types of challenges ranging from genetic disorders (e.g. developmental language disorder), via sensory impairments (e.g., deafness), to acquired cognitive (e.g. dementia) and language disorders (e.g., aphasia). We will identify differences from the typical population and discuss their implications in real-world communication situations (including school settings).

By the end of this class, students will have a broad understanding of select challenges and be sensitized to how these challenges language development and processing. This class offers many hands-on activities and provides insight into applications of the newly acquired knowledge. Familiarity with fundamental concepts of FLA, SLA, and/or psycholinguistics is beneficial.

Literature: t. b. a.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. H. Hopp:

Varieties of English – 4412 027

SE, Do 11:30 – 13:00, BI 85.7

This course will survey different varieties of current World Englishes. The purpose of this course is to investigate the spread of English as an international language with a focus on linguistic variation. Using many examples, audio and videoclips, we will describe different varieties, sketch their historical developments and define their phonological, lexical, morphological and syntactic characteristics. We discuss the multitudes of World Englishes and interactions of native and non-native Englishes with reference to models and approaches from language contact and sociolinguistics.

Literature:

Schneider, E. W. (2020). *English around the world: An introduction* (2nd ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Themenbereich: Colloquium in Linguistics

Prof. Dr. H. Hopp:

Research Methods II: Doing Original Research in Linguistics – 4412 322

SE, Do 16:45 – 18:15, BI 85.1

This seminar provides students with essential knowledge and skills they need to write a BA thesis in linguistics. The course focusses on how to understand and produce (quantitative) research in linguistics. It consists of three major parts. First, you learn about how to find and prepare a suitable topic for a BA thesis. We will describe the basics of the finding and reading relevant literature, finding a research question, developing hypotheses, choosing an appropriate research design, writing a research proposal. Second, we turn to data collection and coding as well as analyzing empirical data by means of descriptive statistics and statistical hypothesis testing. You will apply your newly acquired statistical knowledge in hands-on exercises in the software packages Excel® and JASP®. Third, we consider essentials of writing a BA thesis. We address key issues such as organizing your thesis, reporting results and working with references. All topics will be illustrated with authentic research (data) from BA theses in psycholinguistics, sociolinguistics and applied linguistics

Literature:

Rasinger, S. (2013). *Quantitative research in Linguistics: An introduction* (2nd ed.). London: Continuum.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Praktikum:
Fachwissenschaftliches Modul (für 2-Fächer-BA-Studierende)
(neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Praktikum Fachwissenschaftliches Modul (für 2-Fächer-BA-Studierende)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	nach 2. oder 4. Semester
Credits	12 LP

Modulaufbau

Wintersemester	Sommersemester
1-2 Praktika (mind. 10 Wochen/pro Woche ca. 30 Stunden) in der vorlesungsfreien Zeit 1 begleitende LV (im Winter- oder Sommersemester)	
Leistung: SL: Reflexionsbericht (4-6 Seiten), bei der Absolvierung von 2 Praktika je ein Reflexionsbericht mit 3 Seiten	

LP: Leistungspunkte
LV: Lehrveranstaltung
SL: Studienleistung

SE: Seminar
PL: Prüfungsleistung
SWS: Semesterwochenstunden

Dr. M. Marcsek-Fuchs:

Begleitveranstaltung Praktikum Fachwissenschaft – 4412 515

PR, nach Vereinbarung (online, synchron)

Vorbesprechung: Di. 25.04.2023, 18:30 – 20:00 Uhr, BBB

In dieser Veranstaltung behandeln wir praktische und organisatorische Fragen im Zusammenhang mit dem Praktikum.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Kolloquien

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 003

KOL, Mo 11:30 – 13:00, BI 80.301 (Konferenzraum)

In the colloquium series, we will have talks by external invited speakers as well as presentations by advanced and graduate students and staff about their current research. We will discuss topical matters in (psycho-)linguistics and brainstorm about new ideas for research and collaborations. Advanced students from English and other departments are welcome to attend.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 002

KOL, Fr 15:00 – 18:00, RR 58.2

The colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Times, class sessions, and topics will be arranged with regard to participants' preferences. As an overall theme, we will talk about hands-on and practical advice for writing a thesis and discuss suitable theories and methodologies. The class offers you a forum to test your hypotheses and present your ideas, but also to ask the "simple" questions the answers to which make writing a thesis manageable. All interested students and colleagues, also from other fields of study, are welcome to engage in our discussions.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Abt. Englische Sprachwissenschaft

Dr. R. Carroll	siehe Ankündigung in Stud.IP
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Dr. V. Heyer	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
D. Öwerdieck	siehe Ankündigung in Stud.IP
Dr. K. von Holzen	siehe Ankündigung in Stud.IP

Lehrbeauftragte

A. Böker	nach Vereinbarung: anne-katrin.boeker@tu-bs.de
D. Cattell	nach Vereinbarung: dean.cattell@tu-bs.de
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
A. Rose	nach Vereinbarung: andrew-john.rose@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de
A. Winter	nach Vereinbarung: a.winter@tu-bs.de

Emeriti / im Ruhestand

Prof. i. R. Dr. C. Gnutzmann	nach Vereinbarung: c.gnutzmann@tu-bs.de
Prof. i. R. Dr. H. Janßen	siehe Ankündigung in Stud.IP
Prof. em. Dr. H.-J. Possin	nach Vereinbarung
Prof. i. R. Dr. V. Link	nach Vereinbarung

Sprechstunden in der Vorlesungszeit (SoSe 2023)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Donnerstag,	10:00 – 12:00 Uhr
Prof. Dr. R. Heinze	Mittwoch,	10:00 – 11:00 Uhr
Dr. S. John	Dienstag,	11:00 – 12:30 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr

S. Schuray, M. A.	Dienstag,	10:00 – 12:00 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung:	c.becker@tu-bs.de
Prof. Dr. A. Kubanek	nach Vereinbarung:	a.kubanek@tu-bs.de
R. Freytag, M. Ed.	siehe Ankündigung in Stud.IP	
Y. Li	Donnerstag,	10:00 – 12:00 Uhr
PD Dr. S. Meyer	nach Vereinbarung:	c.meyer2@tu-bs.de
A. Smith, M. A.	nach Vereinbarung:	a.smith@tu-bs.de
K. Taeger	nach Vereinbarung:	k.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	siehe Ankündigung in Stud.IP	
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP	
Dr. V. Heyer	siehe Ankündigung in Stud.IP	
Prof. Dr. H. Hopp	Dienstag,	15:00 – 16:30 Uhr
D. Öwerdieck	siehe Ankündigung in Stud.IP	
K. von Holzen	siehe Ankündigung in Stud.IP	

Lehrbeauftragte

Dr. L. Alexander	siehe Ankündigung in Stud.IP	
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Dr. T. Schrader	nach Vereinbarung:	t.schrader@tu-bs.de
J. Tavares	nach Vereinbarung:	j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung:	m.wildhage@tu-bs.de
A. Winter	nach Vereinbarung:	a.winter@tu-bs.de

Emeriti

Prof. a. D. Dr. C. Gnutzmann	nach Vereinbarung:	c.gnutzmann@tu-bs.de
Prof. a. D. Dr. H. Janßen	siehe Termine in Stud.IP	

Prof. em. Dr. H.-J. Possin

nach Vereinbarung

Prof. a. D. Dr. V. Link

nach Vereinbarung